



Cyberbullying in Poland – Association ‘Centre for Education and Entrepreneurship Support’ research results summary

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Erasmus+



Centrum Wspierania
Edukacji
i Przedsiębiorczości

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Introduction

This analysis was based on results of the research conducted under the project “CyberMentors Europe”, financed from Daphne III Programme of the European Union. The project was implemented by the Association ‘Centre for Education and Entrepreneurship Support’ along with eight partners from: United Kingdom, Czech Republic, Italy, Portugal, Romania and Spain. Its main aim was to change attitudes towards violence affecting young people through the use of cyber mentoring in selected European countries.

One of the activity’s implemented during the project lifespan was conducting research among children (age 13-18) from Podkarpackie Voivodship with the use of a structured questionnaire. Total number of children respondents amounted 188. The research was conducted between March and April 2013. The research questions were divided into over a dozen categories, of which we chose the following:

- 1) Preparing for the role of cyber-mentor
- 2) My school and other students
- 3) Bullying in my school
- 4) Teachers’ attitude (against bullying)
- 5) Students’ attitude (against bullying)
- 6) Students’ self-assessment
- 7) Students’ attitude (towards each other)

The above categories were selected for the preparation of this study. The study was elaborated under the project “No Cyberbullying at the School!” (project number: 2016-1-TR01-KA201-034233) co-funded by the Erasmus+ programme of the European Union.

Questionnaire

We choose seven categories and over a 40 questions to present the main research results. The question in each category were the following:

Part 1: Preparing for the role of cyber-mentor

- Q1.1: I know how to be a mentor for someone using the BeatBullying website
- Q1.2: Conducting face-to-face mentoring at school
- Q1.3: I know what the bullying is
- Q1.4: I know what the cyberbullying is
- Q1.5: I know the rules of dealing with bullying
- Q1.6: I know how to help the victim of bullying
- Q1.7: I know how to help the victim of cyberbullying
- Q1.8: I know when the matter should be addressed to the counselor

Part 2: My school and other students

- Q2.1: My school can be described as a happy place
- Q2.2: At my school, students' opinions are taken into account
- Q2.3: At my school most of the students have good contacts with teachers

Q2.4: At my school most of the students have good contacts with other students

Part 3: Bullying at your school

Q3.1: Many students in school are beaten, pushed

Q3.2: It is often the case that students challenge or insult each other

Q3.3: Students often feel discouraged by others

Q3.4: Many students get nasty SMS or get unwanted phone calls

Part 4: Teachers' attitude (against bullying)

Q4.1: My school is taking steps to prevent bullying among students

Q4.2: Teachers are an example to follow how to behave towards others

Q4.3: In my school we learn how to deal with the phenomenon of bullying among students

Q4.4: At my school we learn how to use the Internet safely

Part 5: Students' attitude (against bullying)

Q5.1: If the abuse occurs, most of the students will help the victim

Q5.2: Students show respect to those who are different from others (eg

Q5.3: Students condemn when it comes to bullying

Q5.4: Students have a variety of opportunities to report when it comes to bullying

Part 6: Students' self-assessment

Q6.1: Overall, I am satisfied with myself

Q6.2: Sometimes, I think I'm out of nothing

Q6.3: I think, I have many positive qualities

Q6.4: I can do things as well as most people do

Q6.5: I do not think I have many reasons to be proud of myself

Q6.6: Sometimes, I feel useless

Q6.7: I believe that I am a person of value at least to the same extent as others

Q6.8: I would like to have more respect for myself

Q6.9: Generally, I am inclined to believe that I do not care

Q6.10: I like myself

Part 7: Students' attitude (towards each other)

Q7.1: I do not feel anything special when my friends are unhappy

Q7.2: I can easily imagine what other people feel

Q7.3: I usually sense when my friend / friend is afraid of something

Q7.4: After a meeting with a friend / friend who (a) has some worries, usually I also make a sad

Q7.5: I often feel in the feelings of my friends

Q7.6: Usually I do not realize what my friend / friend feels

Q7.7: I do not get sad when others cry

Q7.8: I usually sense when people are in a cheerful mood

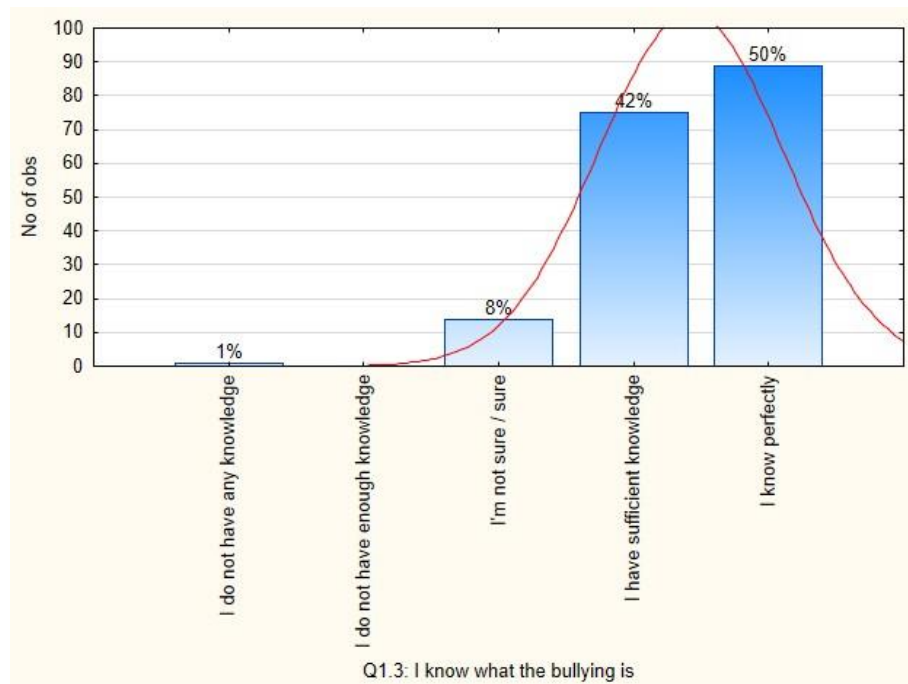
Q7.9: Usually I quickly realize when my friend / friend is angry

Q7.10: It is hard for me to judge when my friends are happy

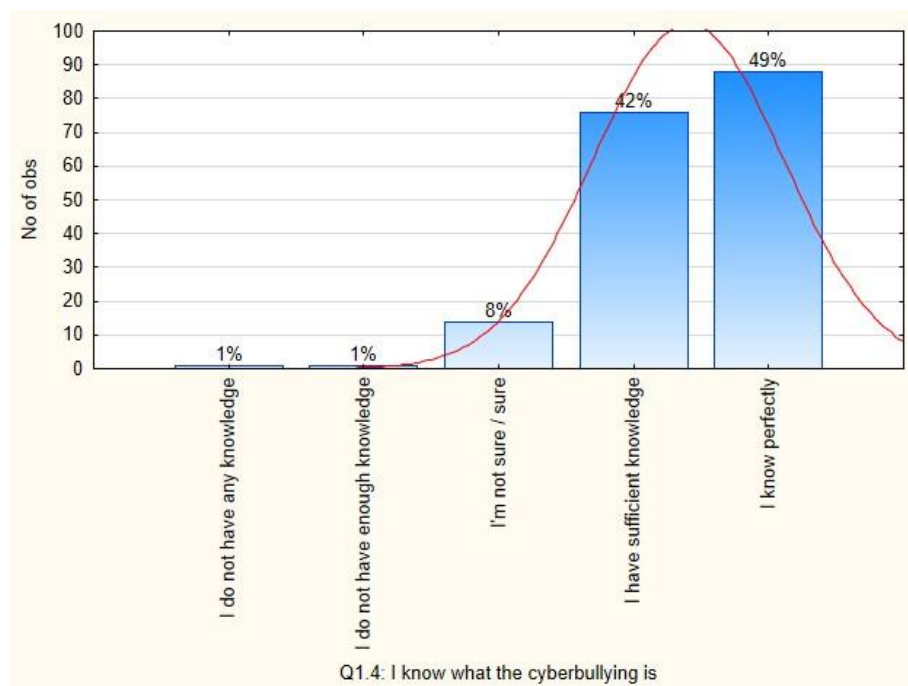
Except questions: 1.1, 1.2 and 1.8, all are presented in this study.

Research results

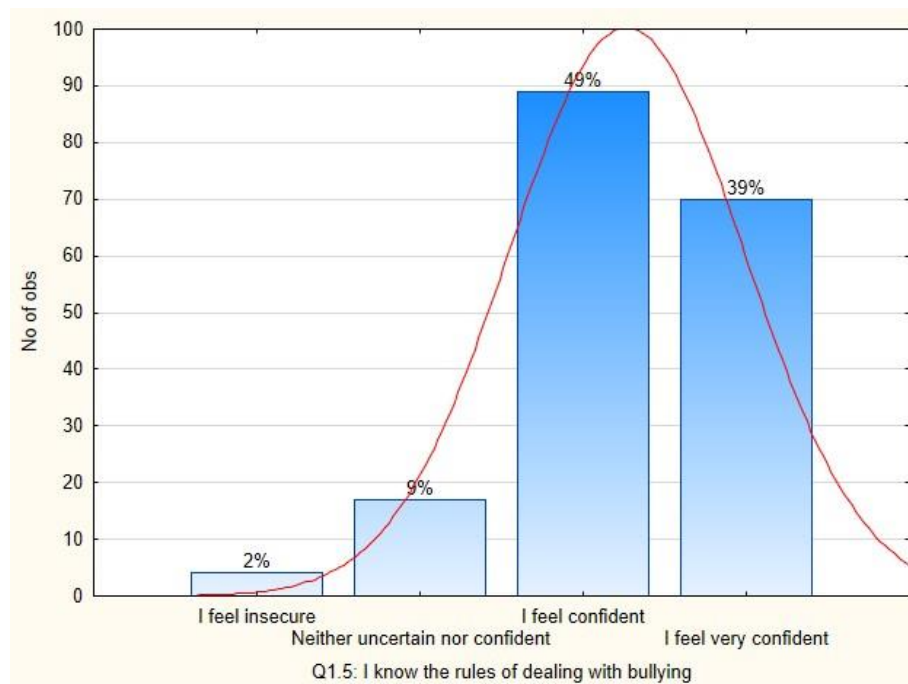
Part 1: Preparing for the role of cyber-mentor



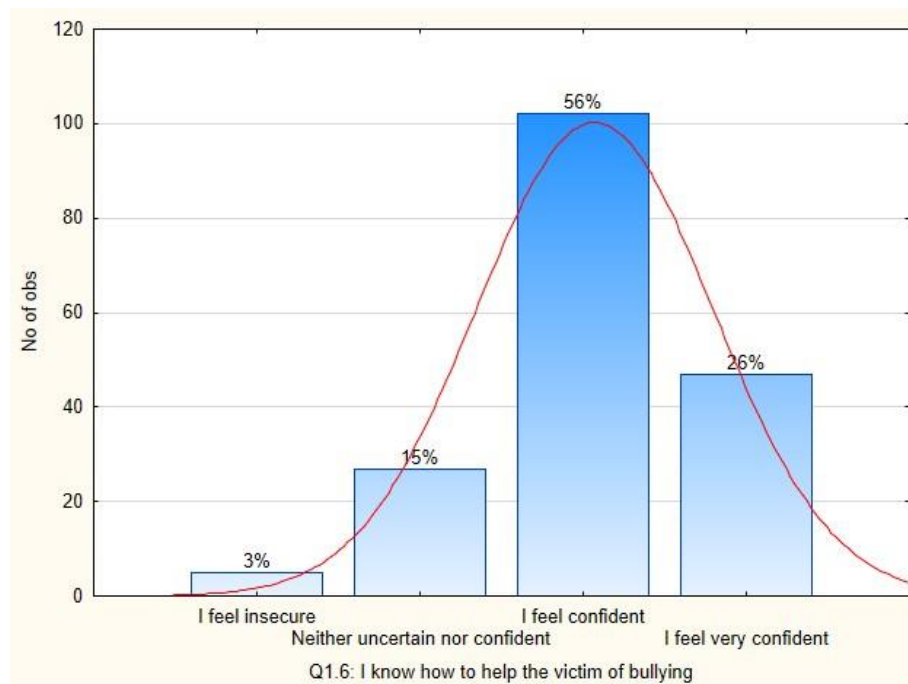
Over 70% of respondents had a view to determine what bullying is. For a decisive minority this was a completely foreign phenomenon.



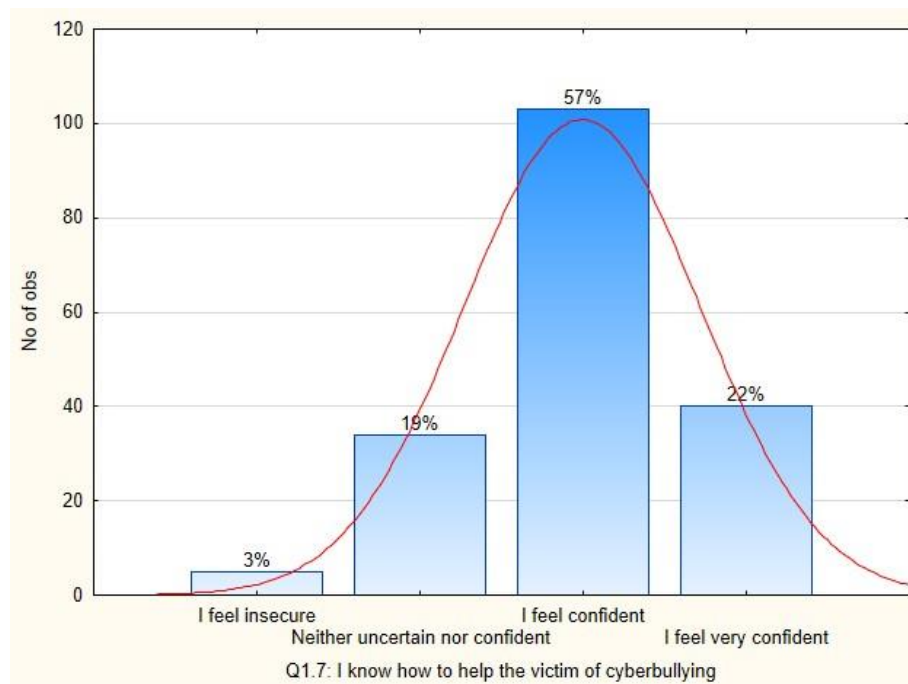
Bullying in the network was known to 71% of people taking part in the study. The rest of the people involved in the survey were not sure or did not have knowledge in this matter.



Almost respondents stated that they felt confident in the face of bullying and only 11% of them could not cope with such a situation.



The vast majority of people involved in the study knows how to help the victim of bullying. Less than 20% were not sure of their behaviour in the face of such an event.

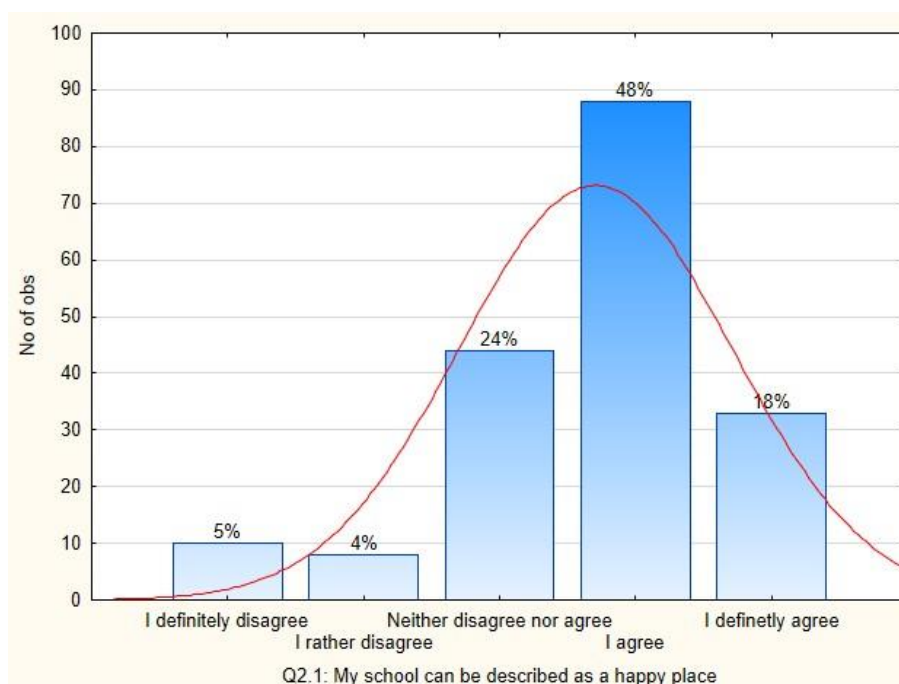


Almost 80% of respondents were able to help a person who was a victim of violence on the Internet.

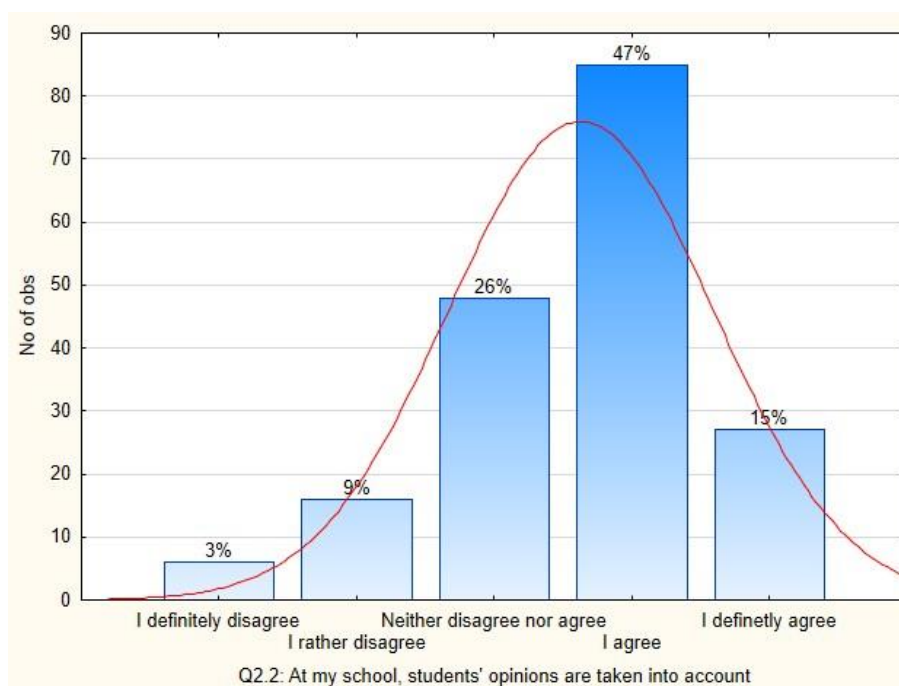
Overall conclusions

After training, students knew what the bullying and cyberbullying is. They were able to help the victims. Trainings were good solutions to start the discussion about cyberbullying.

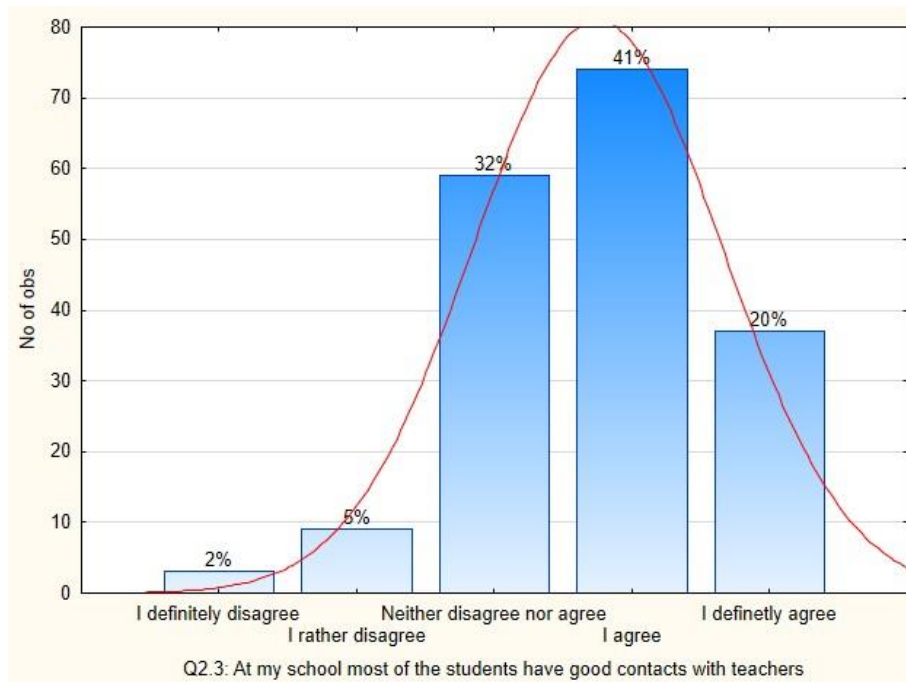
Part 2: My school and other students



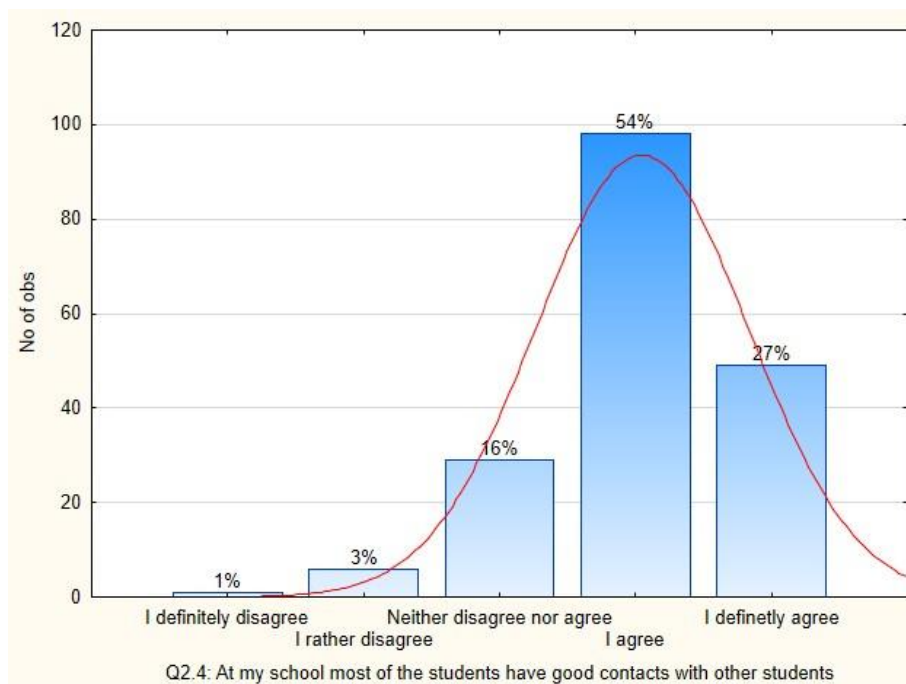
Over 60% of respondents described their school as a happy place. The rest of the study did not agree or did not have any opinion in this matter.



62% of students said that their opinions are taken into account. The rest of the students disagreed with this statement.



Most of the surveyed students stated that they have good contact with teachers, more than 30% had no specific opinion in this subject, and only 7% disagreed with it.

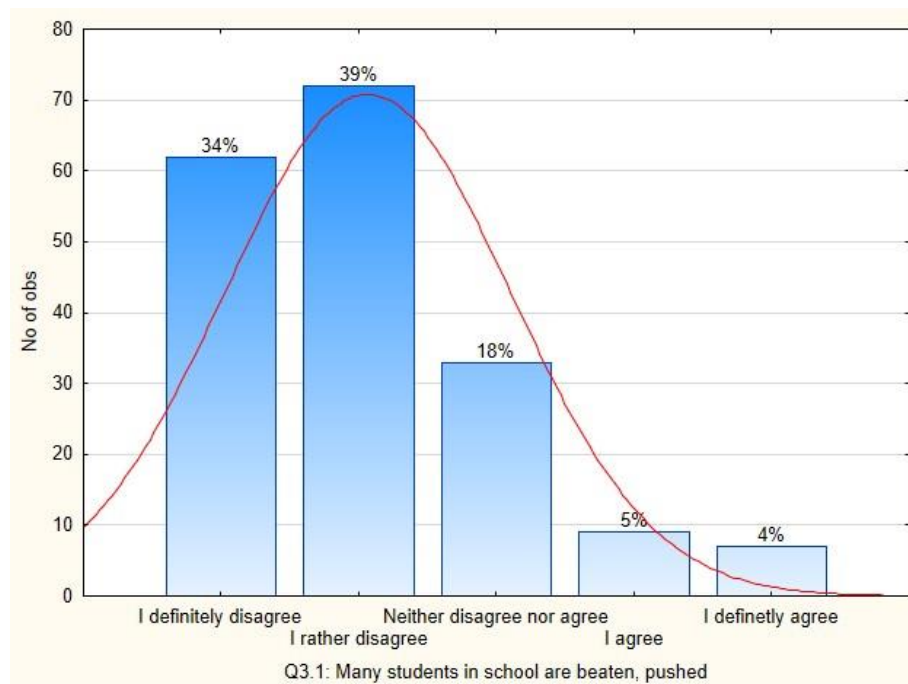


Almost 80% of the students said they had good contact with their peers at school and the rest of them did not agree or had no opinion in this matter.

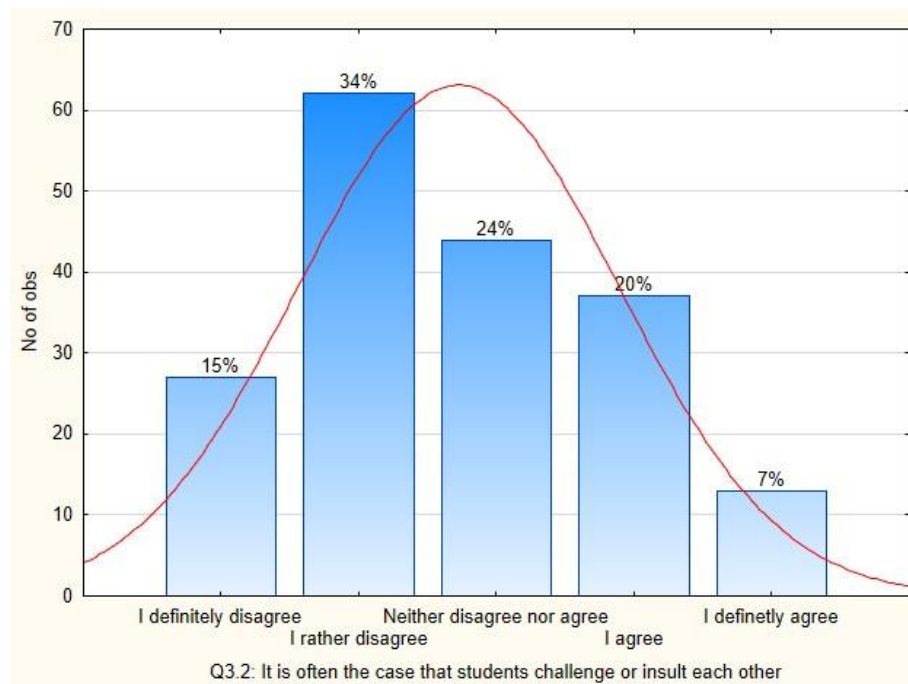
Overall conclusions

Students liked their schools and felt safe there. The atmosphere in the schools was positive and students had good relations between each other.

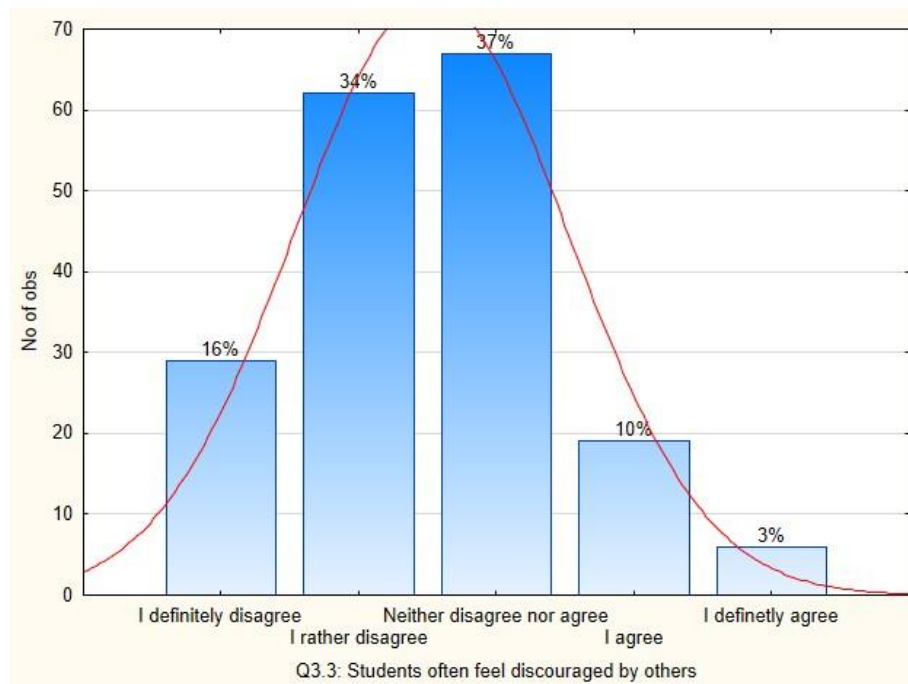
Part 3: Bullying in my school



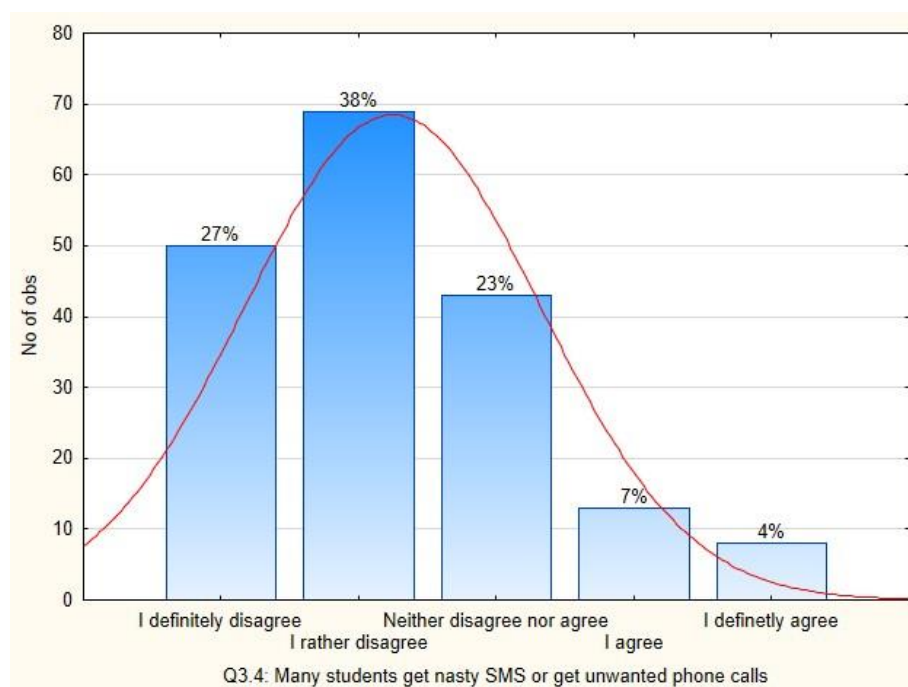
"Many students are beaten and pushed," with this statement - over 70% of students did not agree, and 27% of them did not express their opinion.



Challenges and insults among surveyed students occurred in less than 30% of cases. Other respondents disagreed or did not have any opinion.



As many as half of the students felt rejected by others, others disagreed with this statement or did not have a clear view of the situation.

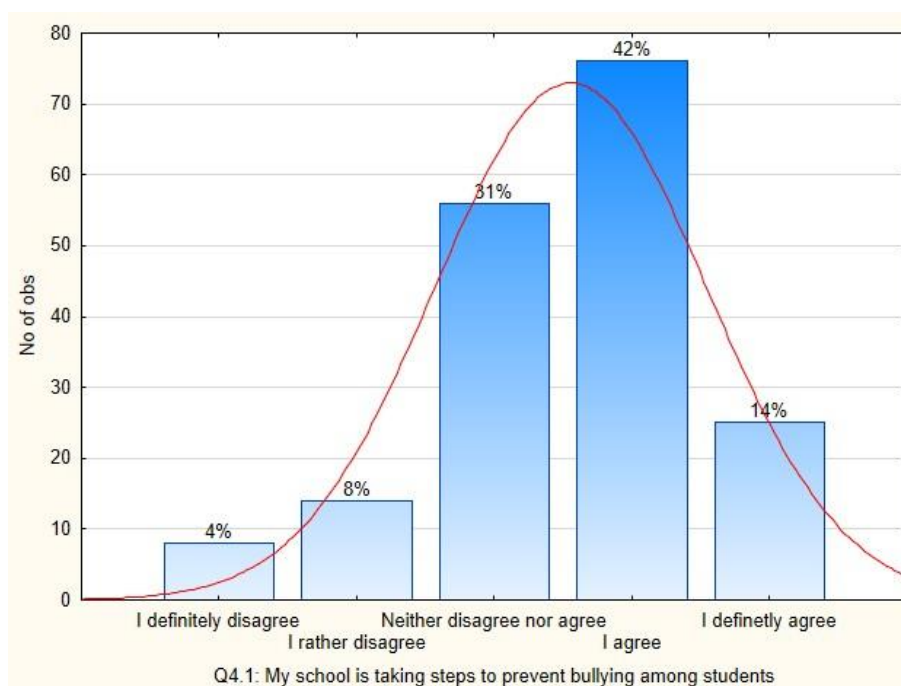


Only 11% of students were receiving unwanted phone calls or text messages from others. More than half did not deal with this situation.

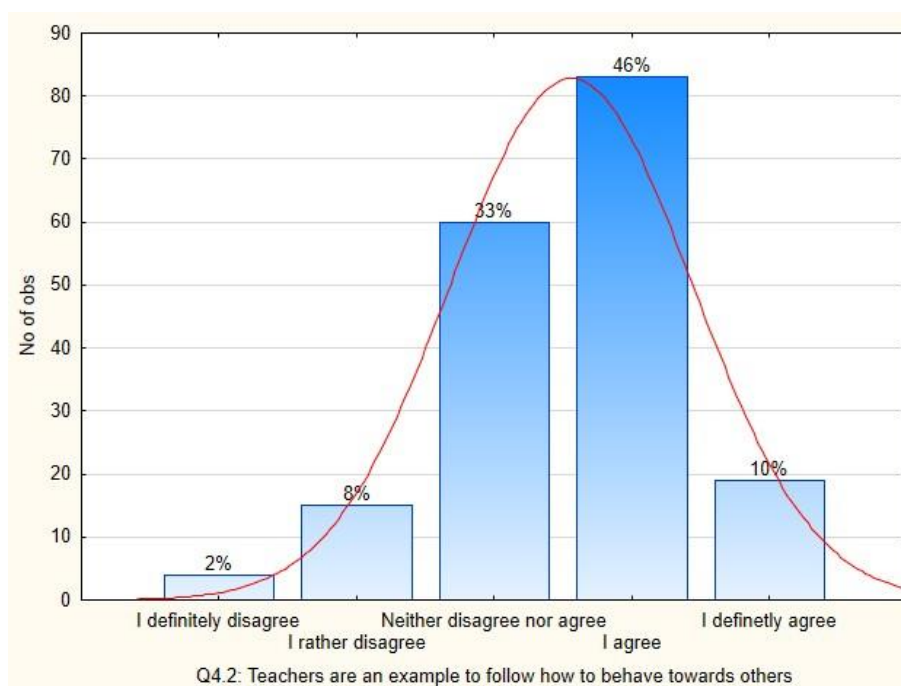
Overall conclusions

Most of surveyed students liked their school and have a positive opinion about the school and other students. Bullying was a rather rare phenomenon and students were polite to each other.

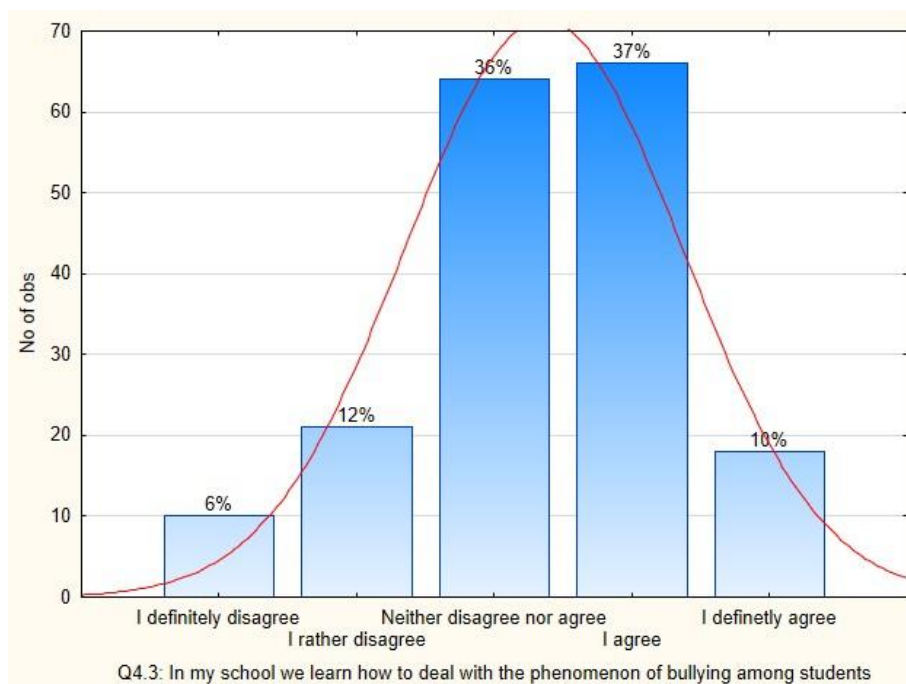
Part 4: Teachers' attitude (against bullying)



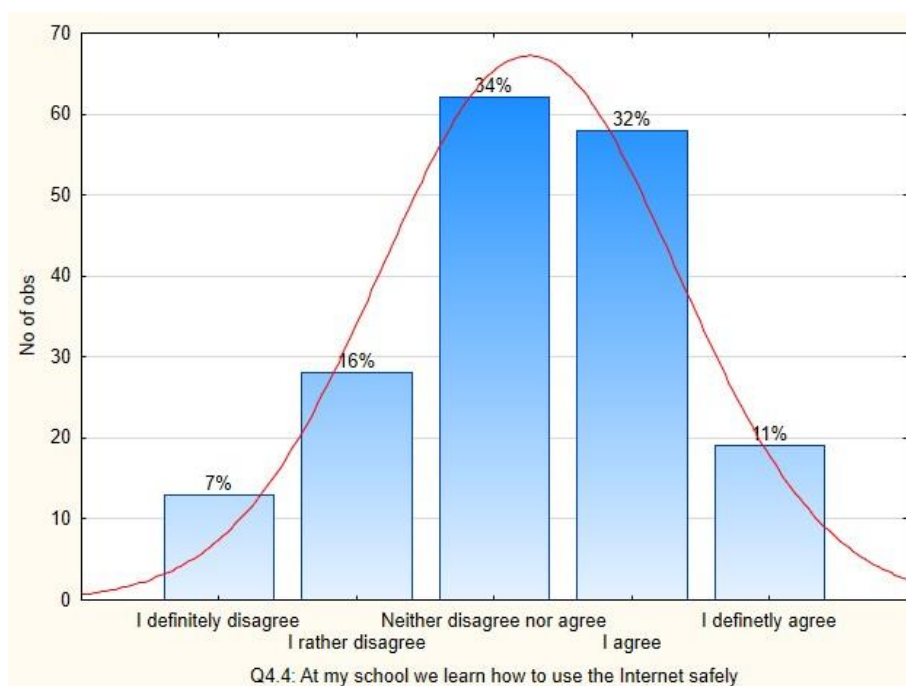
More than 50% of respondents said that their school is taking steps to prevent bullying among pupils and the rest had no opinion on it.



Teachers were the examples to follow on how to behave towards others - for more than 60% of students, the rest of the respondents disagreed or did not have any opinion in this matter.



Only 47% of respondents said that their school is learning how to deal with the phenomenon of bullying among students. With this statement, almost 20% of students did not agree and the rest did not have any opinion.

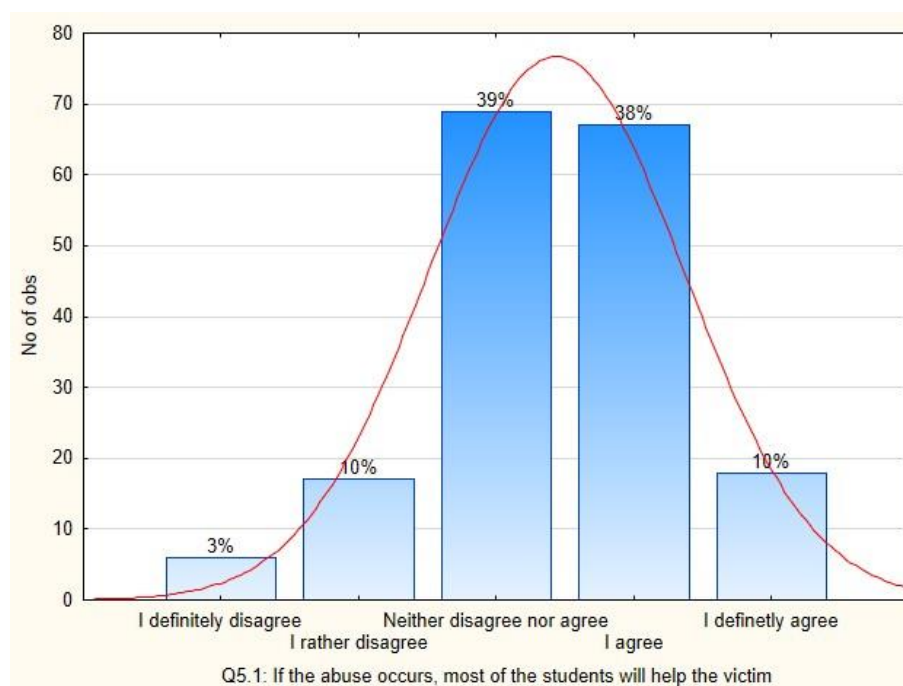


Only 44% of respondents agreed that their schools teach how to use the Internet safely. 35% of students did not comment on it, and over 20% disagreed.

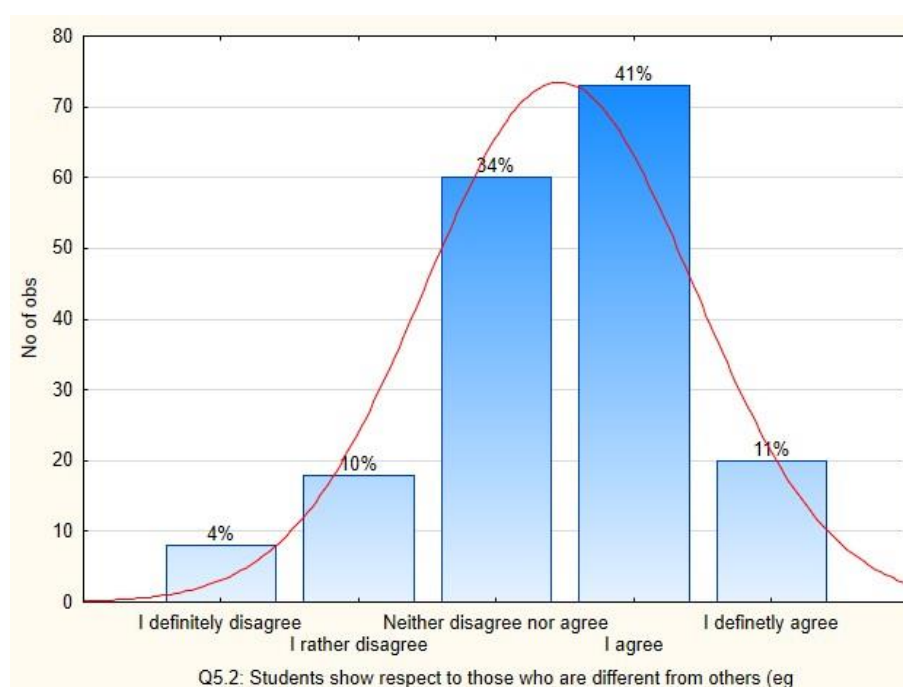
Overall conclusions

Schools mostly took steps to prevent the bullying, but students had no systematic training how to prevent this phenomenon. The same situation concerned cyberbullying and safe use of the Internet.

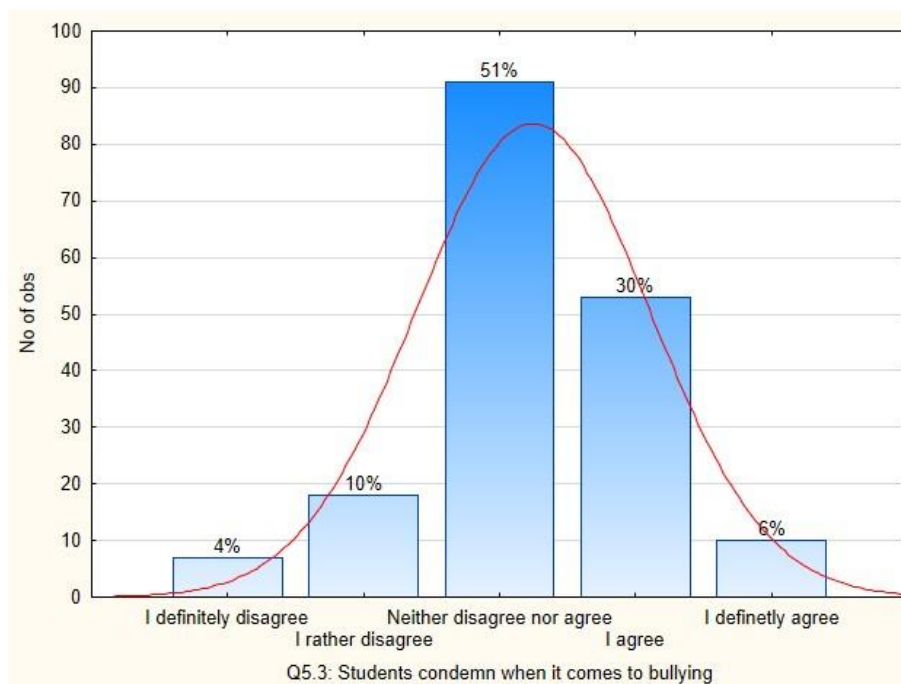
Part 5: Students' attitude (against bullying)



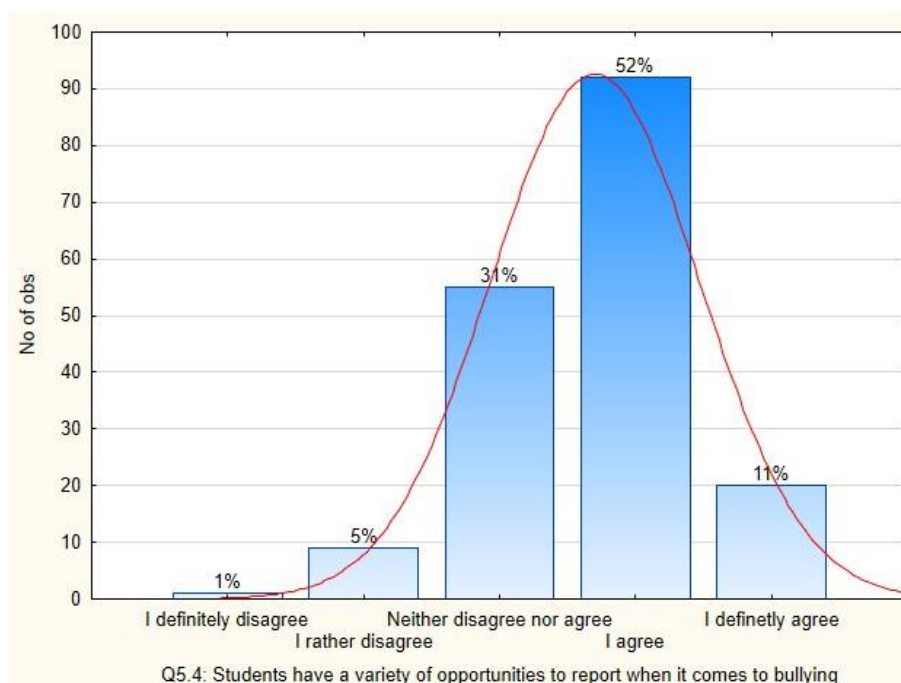
If abuse would occur, 48% of respondents believed that most of the students would help the victim. 13% of the respondents disagreed with this statement and the rest did not agree on this.



According to respondents, over 50% of students showed respect for those who differ from others. 14% of respondents disagreed with this statement and 34% of respondents did not have any opinion in this matter.



36% of respondents agreed that pupils condemn situations where abuse occurs. However, 14% of the respondents disagreed with this claim and half did not comment on it.

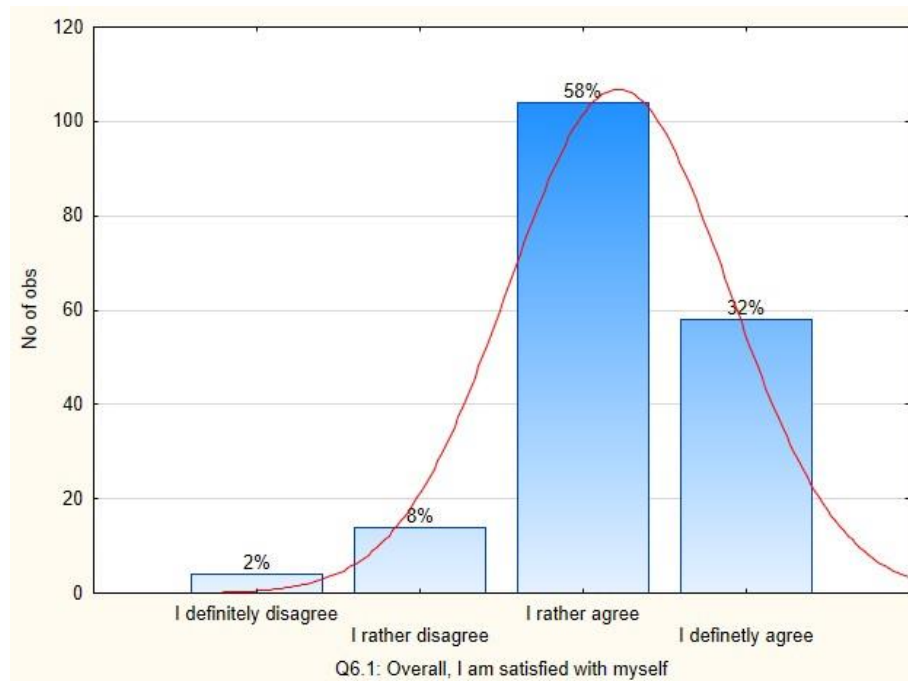


When it comes to bullying, more than half of the students said they have the opportunity to report this. Only 6% disagreed with this assertion.

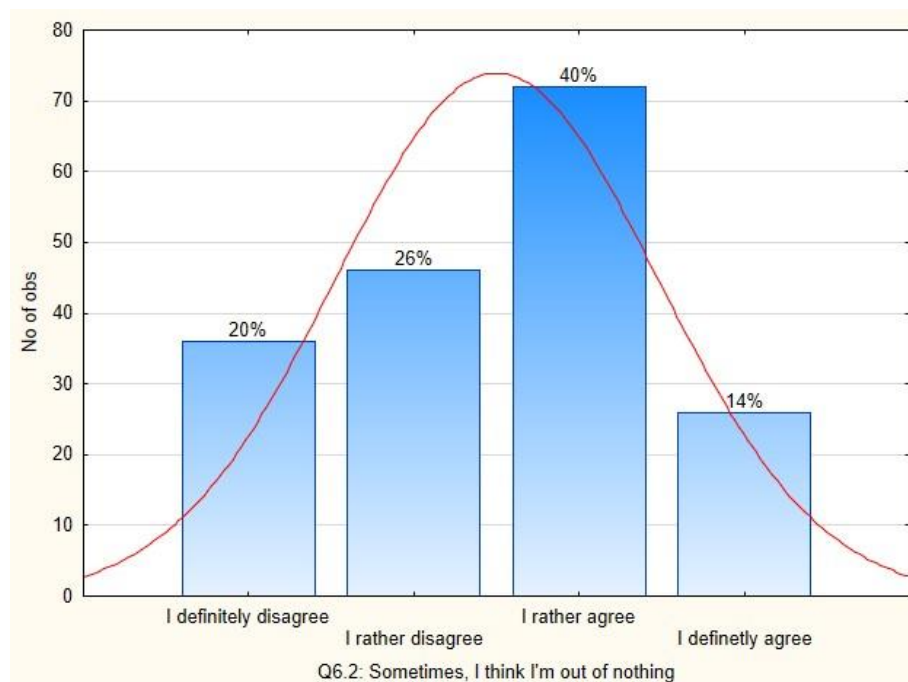
Overall conclusions

Students did not know how to properly help the victims of cyberbullying, however they tried to help. They condemned any form of bullying, and showed respect to those who are different/strange/odd.

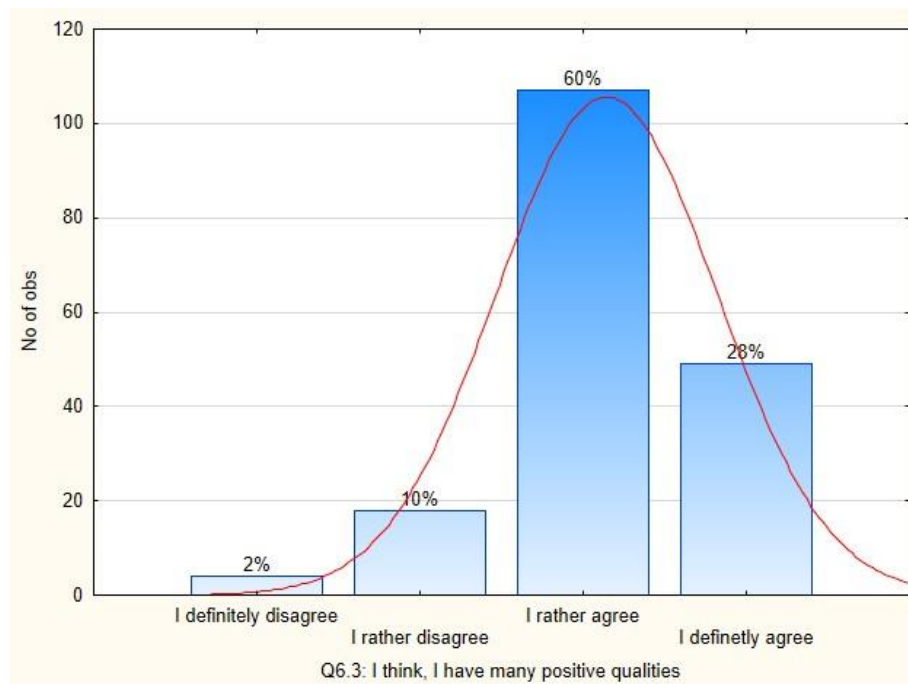
Part 6: Students' self-assessment



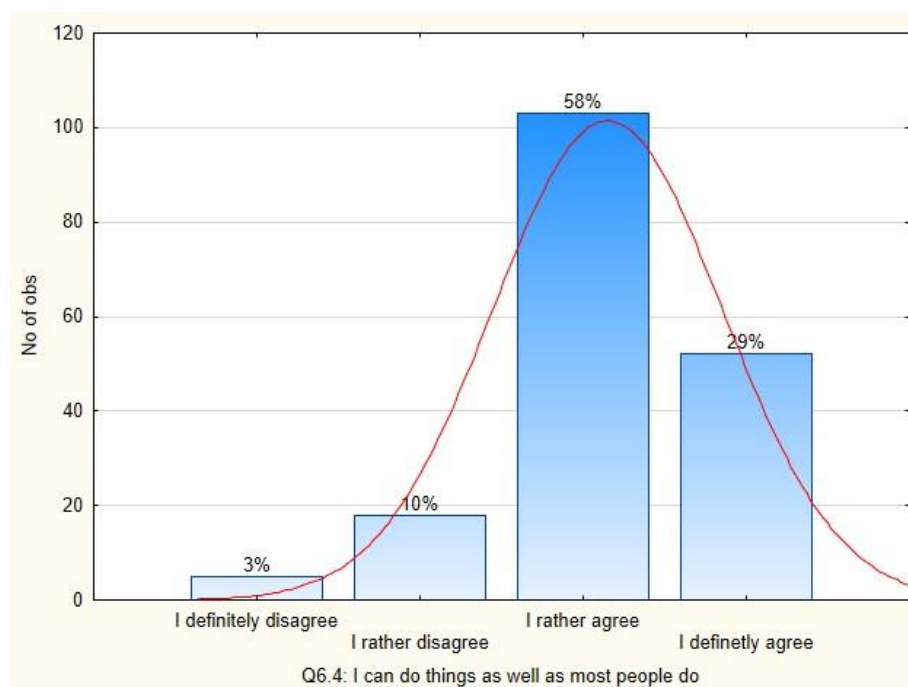
The vast majority of respondents was satisfied with themselves. Only 10% did not have such a positive self-image.



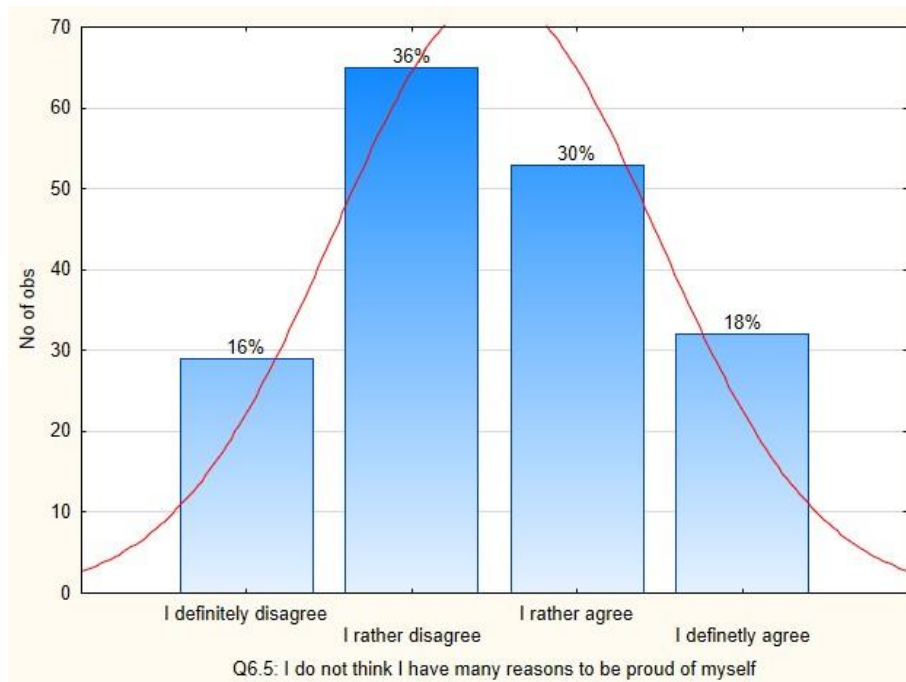
As many as 54% of respondents thought that they are unfit for anything, while the rest did not agree with this statement.



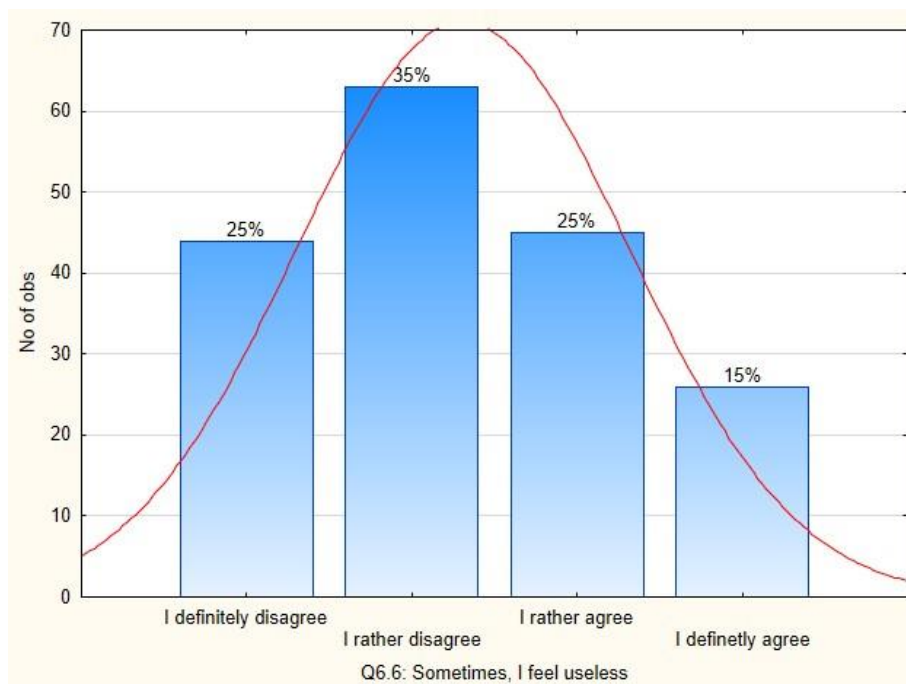
Nearly 90% of respondents said they have many positive qualities. Only slightly more than 10% of respondents disagree with this claim.



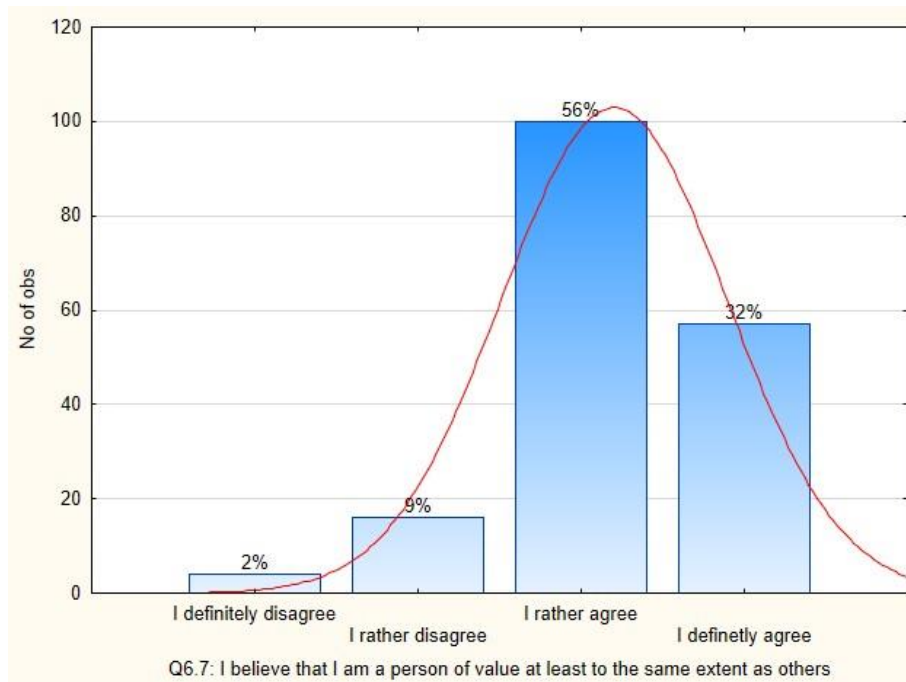
More than 70% of people in the study said they can do things as well as other people do, and the rest of the people had a different opinion.



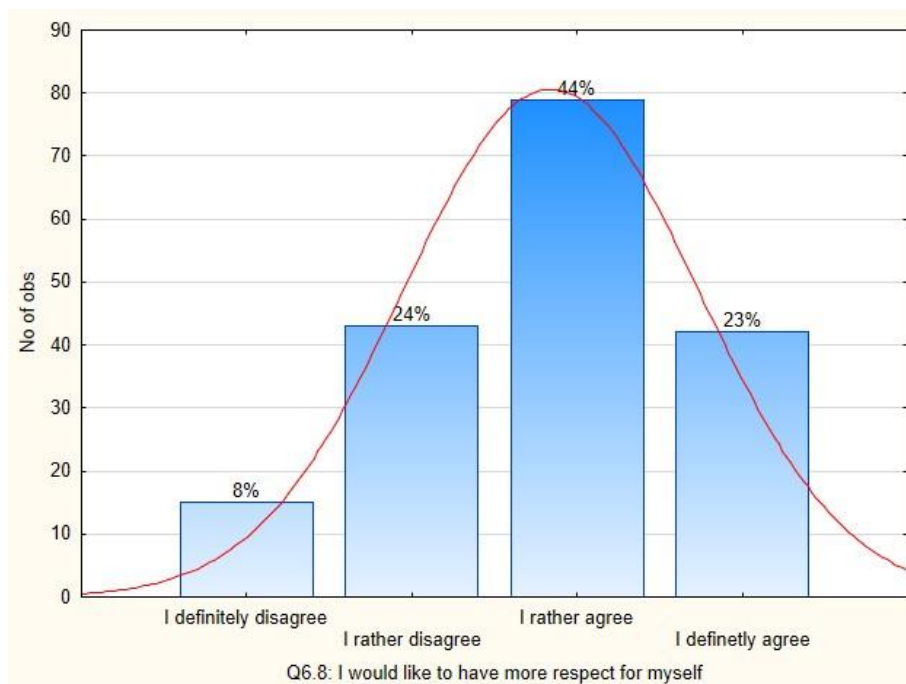
As many as 52% of respondents thought that they have not many reasons to be proud of themselves.



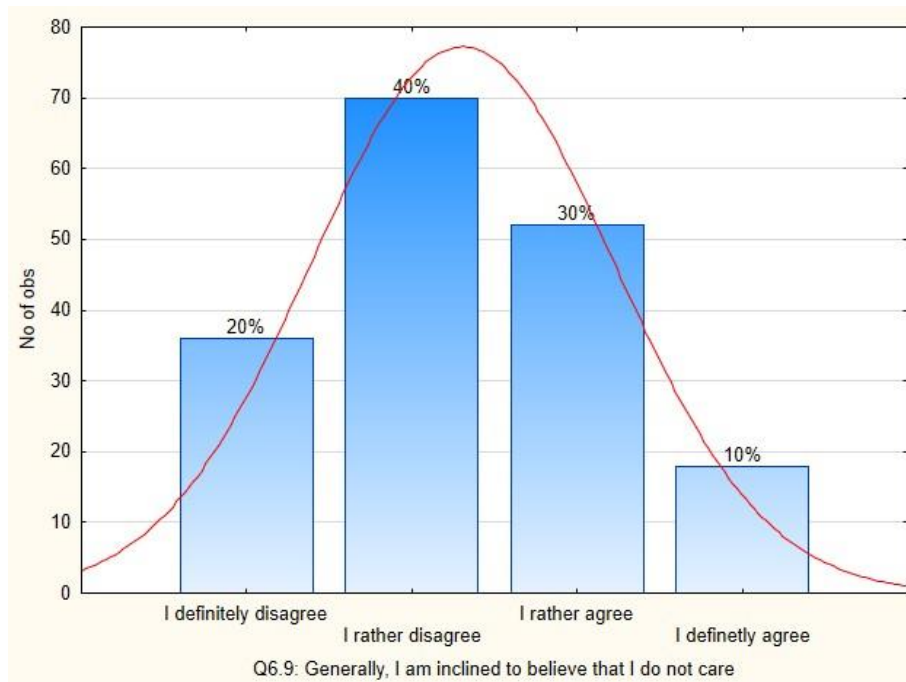
Almost half of respondents sometimes feels useless, and only 60% of respondents had not experienced such feelings.



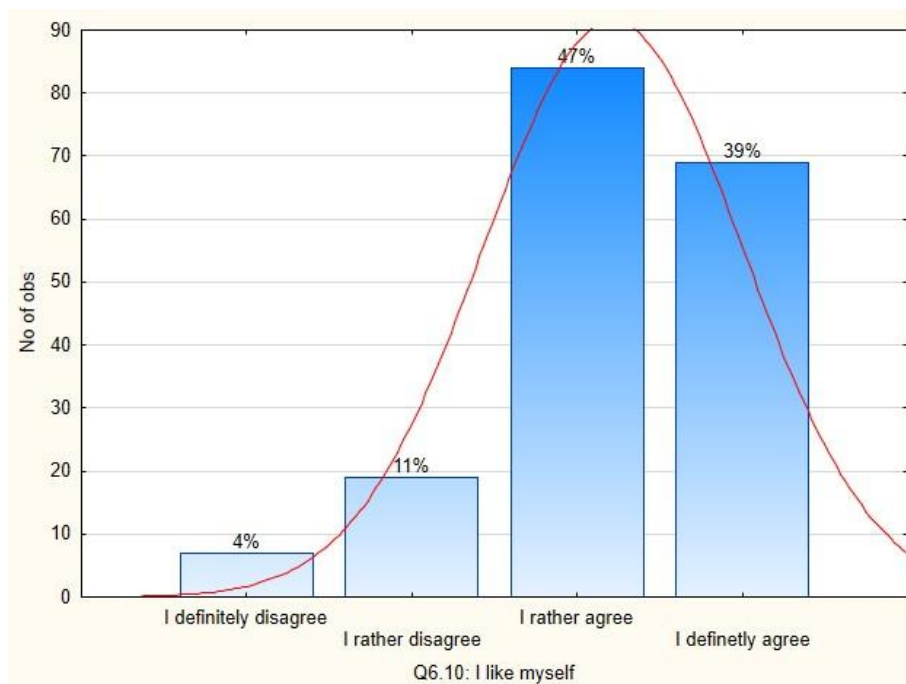
The vast majority of respondents thought that they are valuable, but 11% had no such opinion about themselves.



Almost 70% of respondents would like to be more respect to themselves.



40% of respondents claimed that they do not care about others. The rest of the respondents did not agree with this statement.

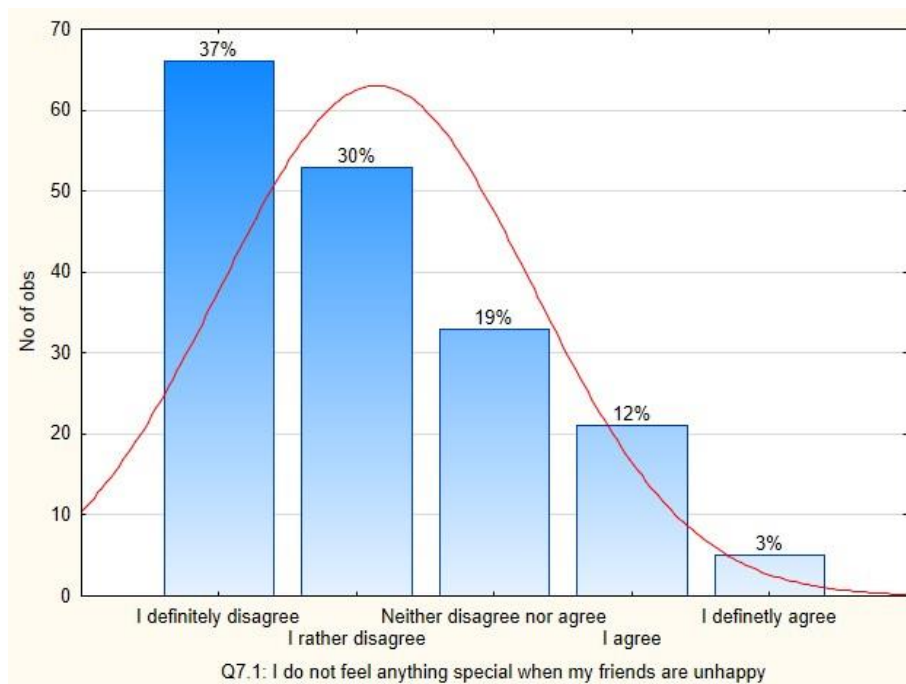


More than 80% of respondents thought that they like themselves, while 15% of respondents did not like their themselves.

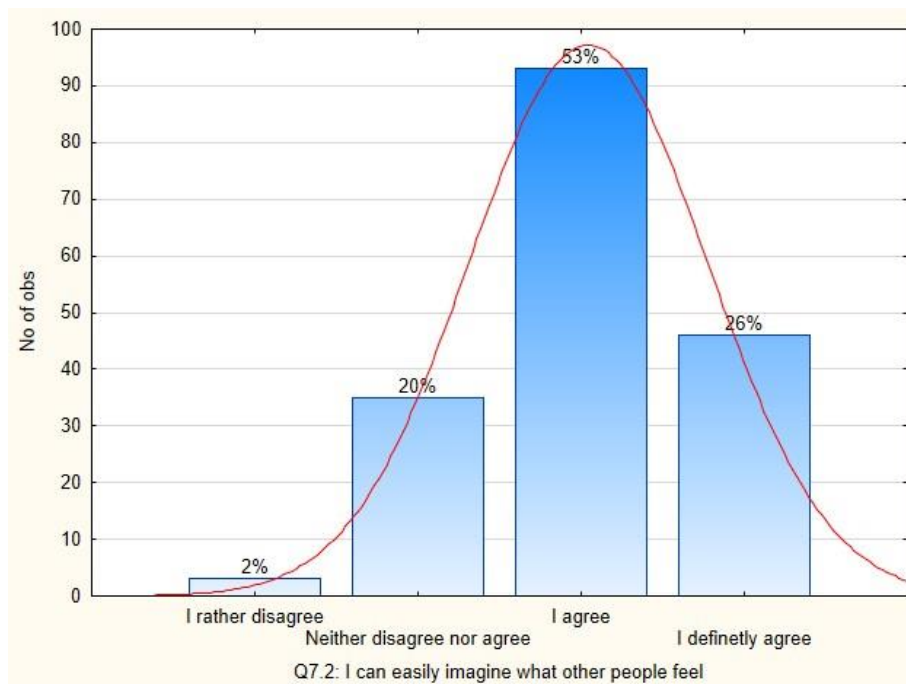
Overall conclusions

Respondents were satisfied with themselves. Only a small percentage did not have a positive self-image. However, self-confidence of respondents was often disturbed and they had to face many difficulties in their own judgment.

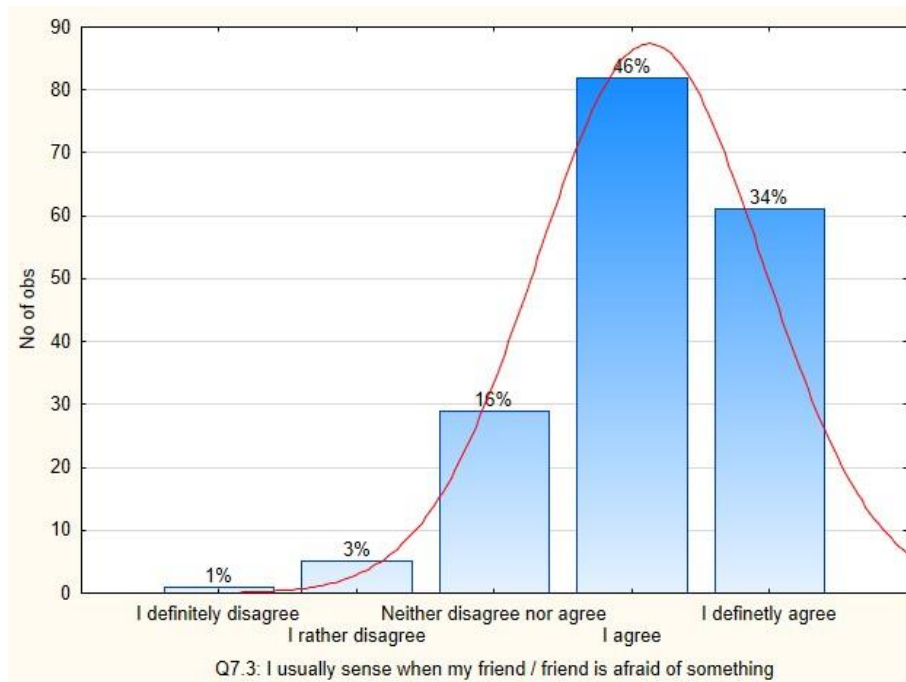
Part 7: Students' attitude (towards each other)



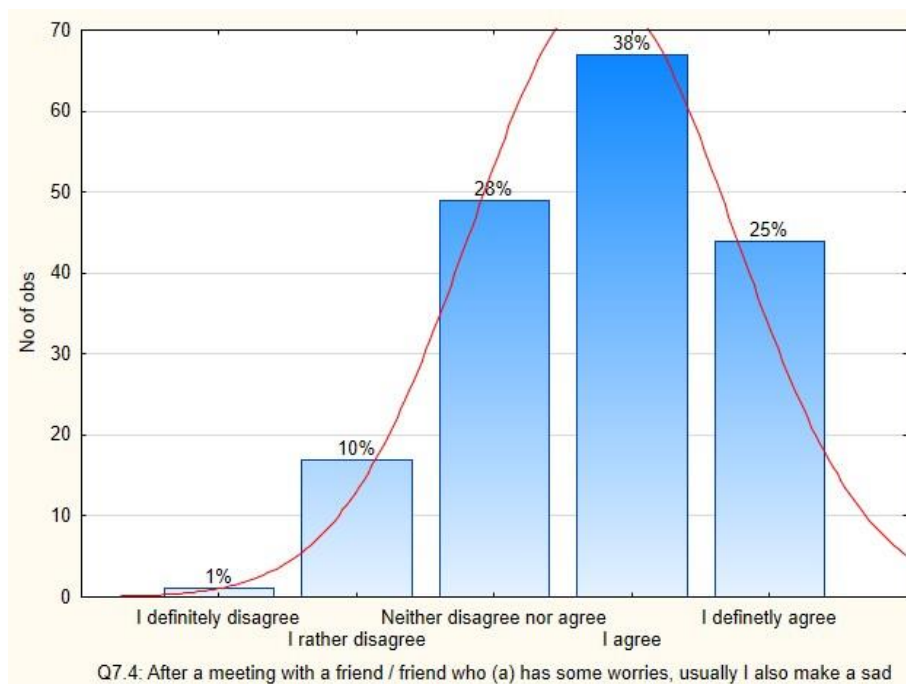
15% of respondents did not feel anything special when their friends were unhappy. Almost 70% of people disagreed with this statement, and 15% had not expressed their opinion.



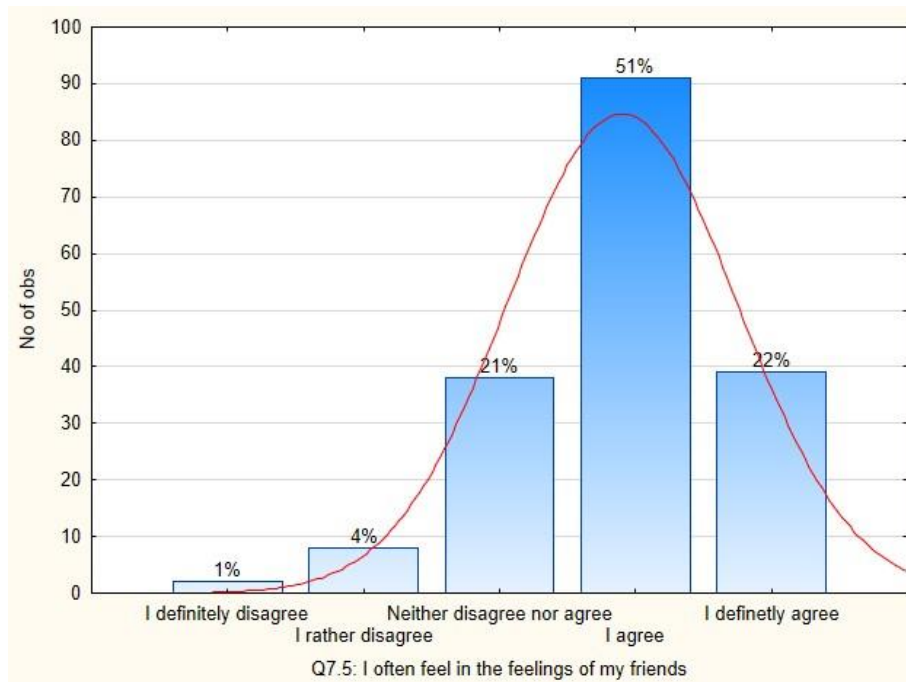
Almost 80% of respondents could not imagine what other people feel, while just over 20% did not have that ability.



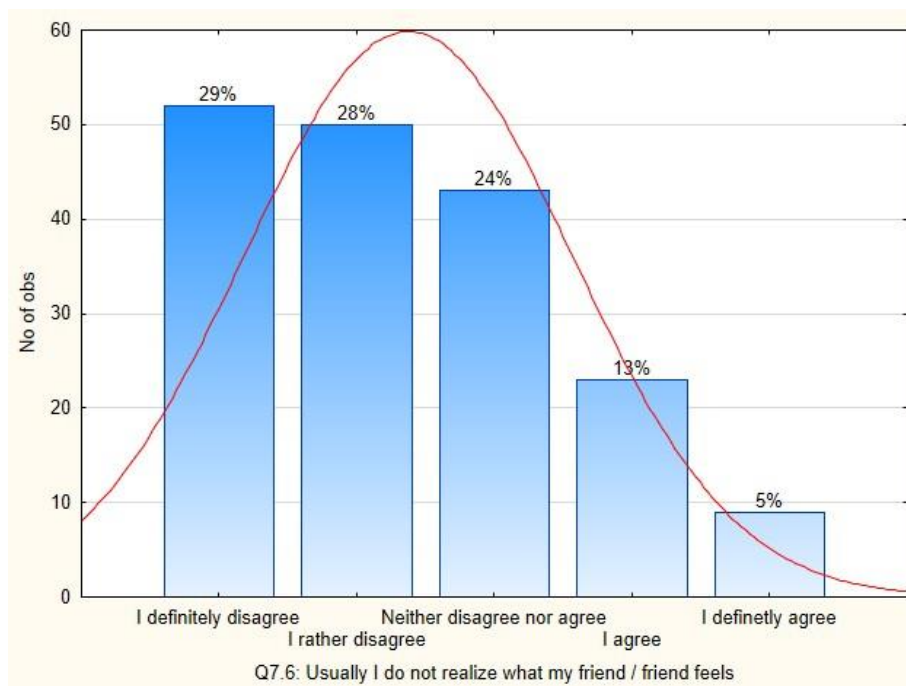
The vast majority of respondents felt that when their friends were afraid, 16% of people did not comment on it, and 4% were not able to feel such emotions.



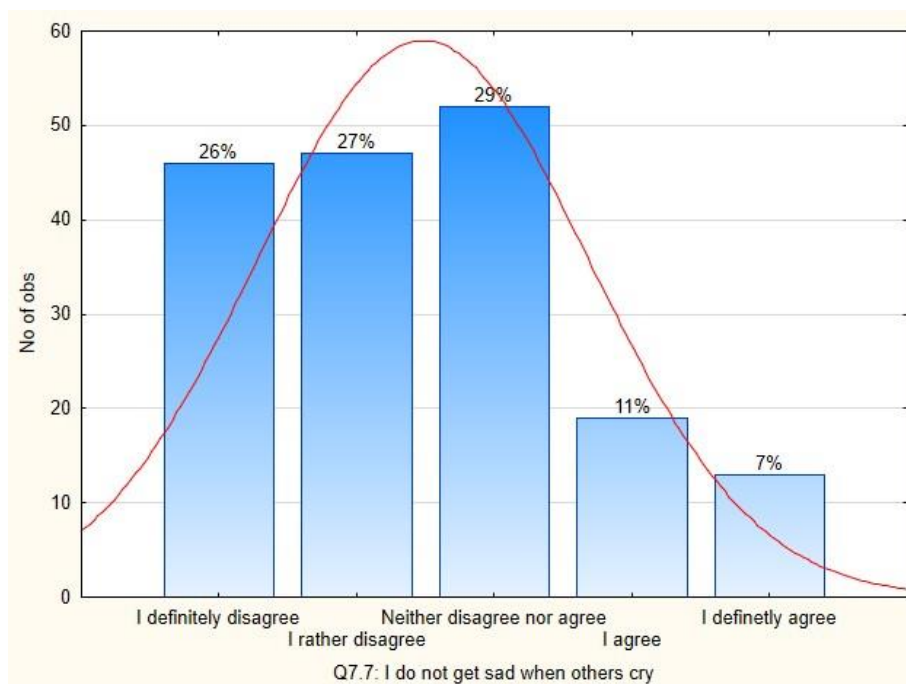
When having a meeting with a friend who has some worries, over half of the respondents also gets sad. This situation did not concern 11% of people, and 28% had no specific opinion on this issue.



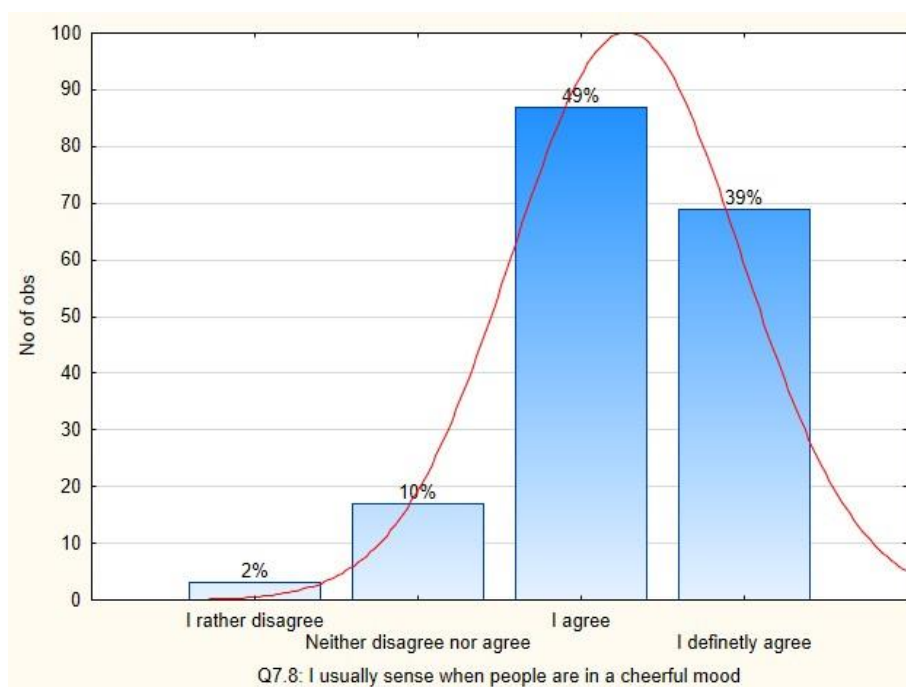
73% of respondents often felt the feelings of their friends and 5% of respondents did not. 21% of respondents did not comment on this issue.



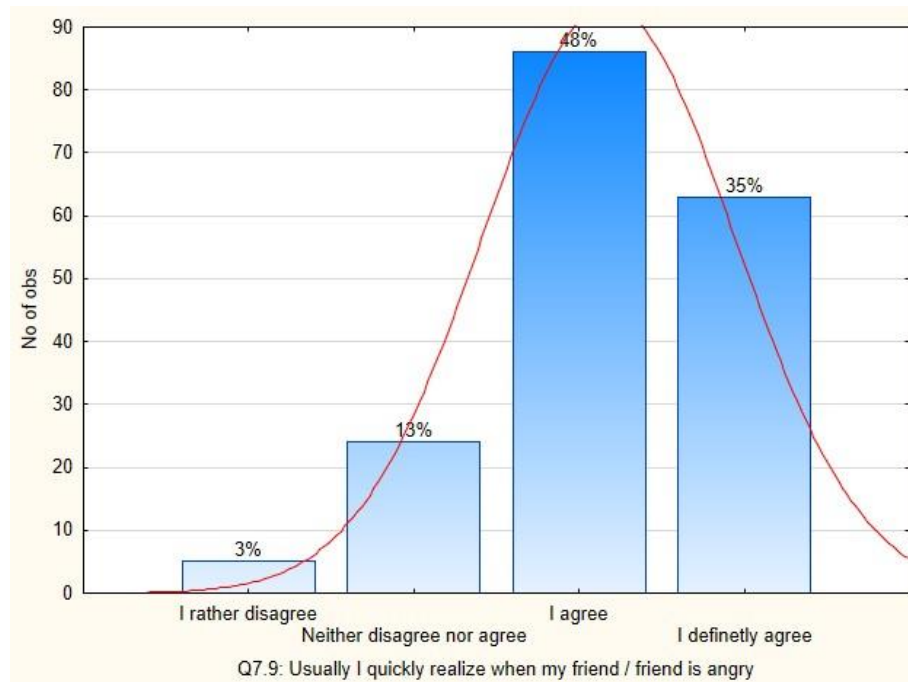
More than half of the people involved in the study were aware of what their friends feel. 18% of respondents did not have such knowledge and 24% had no specific opinion on this subject.



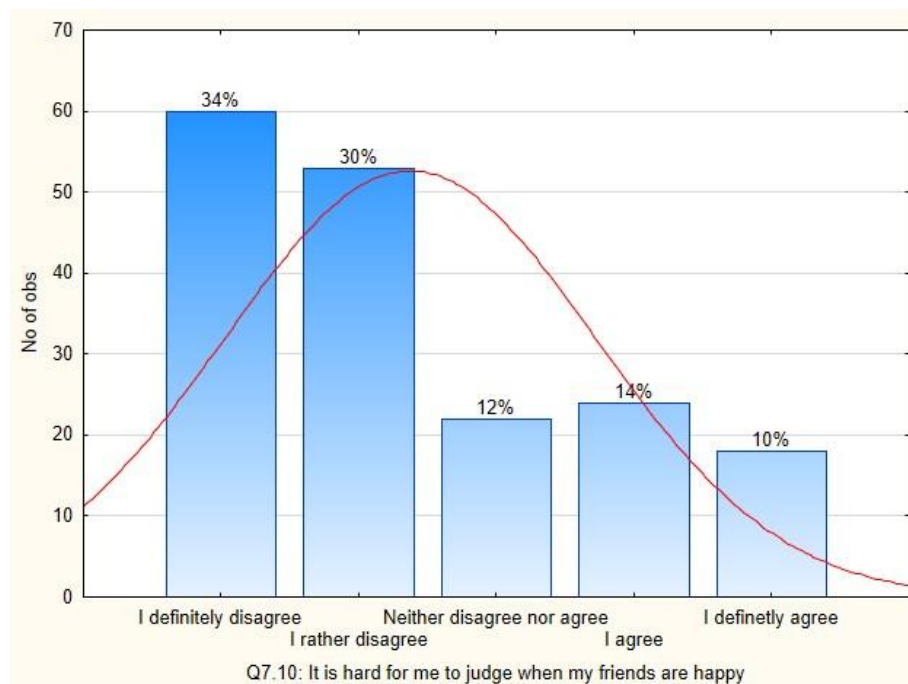
53% of respondents got sad when others cried, and 18% of respondents did not respond to such behaviour. Twenty-nine percent of respondents did not vote.



Almost all respondents feel when other people are in a cheerful mood and 2% do not feel anything. 10% of the respondents did not give an answer.



83% of respondents know when friends are angry and 3% have no idea when this is happening. 8% of respondents did not vote.



More than 60% of respondents know when their friends are happy, 24% do not have this knowledge, and 12% of respondents did not have a specific opinion on this issue.

Overall conclusions

Most of the respondents were empathetic. They were able to feel the emotions of their friends and only a small percentage of the respondents was unaware of this.

Summary

Students approached in the research had a rather positive attitude to solving the problem with bullying and cyberbullying. Because the research was conducted after the thematic workshops on cyberbullying, most of the respondents were familiar with the cyberbullying phenomenon. They were able to help the victims. Those trainings were good solutions to start the discussion on cyberbullying. Students like their schools and feel safe there. The atmosphere in the schools was positive and students had good relations between each other. Most of surveyed students liked their schools and had positive opinions about the school and other students. Bullying was a rather rare phenomenon and students were polite to each other. Schools mostly took steps to prevent the bullying, but students had no systematic training how to prevent this phenomenon. The same situation concerned cyberbullying and safe use of the Internet. Students did not know how to properly help the victims of cyberbullying, however they tried to help. They condemned any form of bullying, and showed respect to those who are different/strange/odd. Respondents were satisfied with themselves. Only a small percentage did not have a positive self-image. However, self-confidence of respondents was often disturbed and they had to face many difficulties in their own judgment. Self-esteem of students influences their reception of the nearest environment. Those students, who see their schools as a happy place, are beaten or pushed in the least. The compound is statistically significant ($r=-0,2236$). Those students think that in their schools their opinions are taken into account ($r=0,4048$) and they have good contact with their teachers ($r=0,4076$) and other students ($0,4182$). Most of the respondents were empathetic. They were able to feel the emotions of their friends and only a small percentage of the respondents was unaware of this.