אלימות ופגיעות ברשת האינטרנט: מאפיינים, דפוסים, גורמי סיכון וגורמים מגנים בקרב ילדים ובני נוער

Engl. transl.: Violence and vulnerability on the Internet: Characteristics, patterns, risk factors and factors Protectors among children and adolescents

# Keywords

* Cyberbullying
* youth
* self-efficacy
* well-being

# Details

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Hebrew

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## Type

Report and working paper

## Topics

## Sample

1094 STUDENTS (561 boys and 533 girls) from 18 schools. 51% from primary schools, 33% middle schools and 16% high schools. Students' age range was 10-17 (mean = 13.39) years. In addition, 585 teachers participated in the study, 498 of whom (85%) were woman, aged 21-65 (mean = 39.68) years.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Other

# Abstract

Over the past years the internet technology had created a revolution in adolescents' lives. Along with its benefits we are witnessing the emergence of a new type of aggression that becomes common among children and adolescents – cyberbullying. This type of bullying and aggression is characterized by an over-time repetitive behavior of maladaptive authority and power usage through the use of computers and cell phones via sending insulting messages and hurtful pictures (Hinduja Patchin, 2009; Mason, 2008(.Various studies had focused on examined and described cyberbullying characteristics (Smith et al., 2008), refereeing patterns of behavior, socio-emotional aspects, individual responses, as well as intervention and prevention programs (Shariff, 2009). Although this important phenomenon is referred to by the media, no comprehensive study has yet been done in Israel.
The present study aims to examine cyberbullying phenomenon among children and adolescents in Israel, to describe its scope and main characteristics, to examine the relationship between cyberbullying and socio-emotional aspects that constitutes risk and protective factors. Additionally, the study aims to examine teachers perceptions of cyberbullying as well as their ways of coping with it. The study took place during the years 2011-2013.

# Outcome

In the present study, 27% of the students who participated in the study reported that they were victims of cyberbullying, and 49% reported being hurt from face to face bullying (Heyman, Olenik-Shemesh Eden. 2014). From cyberbullying victims, 45% reported being bullied mainly by boys, 34% were mainly cyberbullied by girls, and 21% by of both sexes. Furthermore, it was revealed that girls manifest a higher tendency to be cyber victims compared to boys. 17% of study participants reported being engaged in online bullying (perpetrators) and 36% reported that they took part in a face to face bullying. It was found that girls manifest higher tendency for engagement in online bullying compared to boys, and the frequency of bullying is a little higher among boys. 46% of the study participants reported being witnesses of cyberbullying and aggressions towards someone else. elementary school students reported the highest frequency of cyber victimization followed by junior high students and then high school students. Engagement in online bullying and harassment is slightly higher among elementary school students, then students in junior high and then high school students. Nevertheless, cyberbullying through cell phones (photos, videos and abusive phone calls) is more common at high school and the frequency of online harassment is the highest among junior high students compared to other levels of education. Negative correlation was found between cyber victimization and social support, self-efficacy and well-being: The more students reported lower social support, self-efficacy and well-being - more they suffered from cyberbullying, compared to non-victims and vice versa. Moreover, a positive relationship was found between cyber victimization and high sense of loneliness. A negative correlation was found between cyberbullying through pictures/videos and social support and self-efficacy. In addition, a negative correlation was found between the frequency of cyber harassment and social support and self-efficacy, and a positive correlation was found between the frequency of harassment and high levels of loneliness.
Teacher level: On average, teachers expressed a fairly high level of concern regarding cyber aggression and strong faith in school commitment to address the issue. Nevertheless, they express a moderate level of confidence about their ability to cope with cyber aggression and a medium level of willingness to learn about the subject. All research measures have moderate to high relationships with each other. Female teachers, reveal more concerned about cyber aggression compared to male teachers; they have a higher faith in school commitment to address the issue, and are more interested in learning about the subject. Elementary school teachers manifest higher confidence about their ability to cope with cyber aggression compared to junior high and high school teachers; also elementary school teachers manifest higher levels of faith in school commitment to address the issue compared to high school teachers, and elementary teachers' willingness to study the issue is higher than the willingness of high school teachers