Národní výzkum kyberšikany učitelů 2016 - výzkumná zpráva (krátká verze)

Engl. transl.: National Cyberbullying Research of Czech teachers- Short Report

# Keywords

* cyberbullying of teachers
* strategies of coping with cyberbullying
* report

# Details

## Year

2016

## DOI

10.13140/RG.2.1.3079.1287

## Issued

2016

## Language

Czech

## Start Page

## End Page

## Authors

Kopecký K.;Szotkowski R.

## Type

Short report

## Publisher

Centrum prevence rizikové virtuální komunikace

## Place

Univerzita Palackého v Olomouci

## Topics

* Internet usage, practices and engagement
* Wellbeing
* Risks and harms

## Sample

5,136 respondents (78.60% female, 21.4% male) from all regions of the Czech Republic. The average age was 46.42 years (x̂ = 52.00, x ͂ = 4800), variance in the file reached the value of s2 = 96.25048 (s = 9.810733).The largest part of the group consisted of elementary school teachers (60.22%) and secondary school teachers (37.03%), and in the research also participated teachers from kindergartens, colleges and universities (together less than 3%).

# Abstract

The aim of the research was to track how much cyberbullying of teachers in the Czech Republic is expanded, what forms of attacks on teachers predominate, how long they last, what impact they have on teachers, how teachers solve them, who the offenders are and if the offenders are succesfully dentified and consequently punished.

# Outcome

Only a small portion of teachers experience serious forms of cyber aggression.
"Cyber attack on his/her person was experienced in the last 12 months by 6.19% of the respondents. Only a half of them experienced cyberbullying in the last 12 months and lasting more than one week – that is 3.52% of the respondents (181 of 5,136). Traditional bullying was experienced by 6.25% of the respondents (321 of 5,135)." (Kopecky Szotkowski, 2016, p. 14)
"The most frequent perpetrators of cyberbullying are pupils (in 40% of cases) and parents (8.08%). In a fifth of cases (24.42%) the identity of the perpetrator was not determined. In a number of cases (12.30%) the perpetrator was someone who is not associated with the school environment." (Kopecky Szotkowski, 2016, p. 14)
"The most common strategies for dealing with cyberbullying include in particular blocking or deletion of harmful content on the Internet, archiving evidence or attempt to determine the identity of the perpetrator. In 8.27% the teachers ignore the situation – they do not consider it as serious and believe that the problem will go away." (Kopecky Szotkowski, 2016, p. 14)

(translated by the coder)