Küberkiusamise fenomeni tajumine Eesti õpilaste seas: sooline võrdlus kiusamise kriteeriumite ja liikide alusel

Engl. transl.: The perception of the cyberbullying phenomenon among Estonian students: Comparison of boys and girls on the basis of cyberbullying criteria and types of behaviour

# Keywords

* cyberbullying criteria
* types of cyberbullying
* perception
* gender differences

# Details

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## Topics

Risks and harms

## Sample

The sample consisted of 336 (163 girls and 173 boys) Estonian students from six basic schools and six secondary schools. The schools were chosen on the basis of convenience sampling method. The age of the participants ranged from 11 to 17 years.

## Implications For Parents About

Other

## Other Parent Implication

Knowledge on cyberbullying

## Implications For Educators About

Other

## Implications For Policy Makers About

## Implications For Stakeholders About

Researchers

# Abstract

The aim of this study was to compare Estonian boys’ and girls’ perception of cyberbullying on the basis of the five cyberbullying criteria (imbalance of power, intention, repetition, anonymity, and publicity/privacy) and four types of cyberbullying behaviour (written-verbal, visual, exclusion, and impersonation). No statistically significant differences were found between boys 'and girls' assessments of the criteria and species defining cyberbullying behavior. In contrast, boys and girls perceived the severity of cyberbullying criteria and types differently.

# Outcome

"In the context of cyberbullying criteria we found no statistically significant gender differences on how the boys and the girls named scenarios as cyberbullying; the boys’ and the girls’ evaluations were similar all across five cyber-bullying criteria." (Naruskov Luik, 2015, p. 214). "The results were similar across the types of cyberbullying behaviour as well; the boys did not name any of the four types of cyberbullying behaviour as cyber-bullying more often than the girls." (Naruskov Luik, 2015, p. 214). "The boys’ severity evaluations were higher because they are not accustomed to such behaviour." (Naruskov Luik, 2015, p. 214). "Consequently we may hypothesise that the boys who are engaged with cyberbullying behaviour as victims may feel devastated because of what is happening." (Naruskov Luik, 2015, p. 214).