# Definition of (Cyber)Bullying

School bullying (UNESCO, 2020)

➢ in-person and online within a social network
➢ physical, emotional, or social harm
➢ imbalance of power
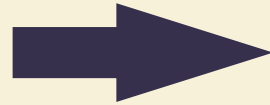➢ empowered or disempowered by social, school, and institutional norms or systems

Cyberbullying (Hinduja & Patchin 2015)

➢ willful and repeated harm inflicted through computers, cell phones, and other electronic devices
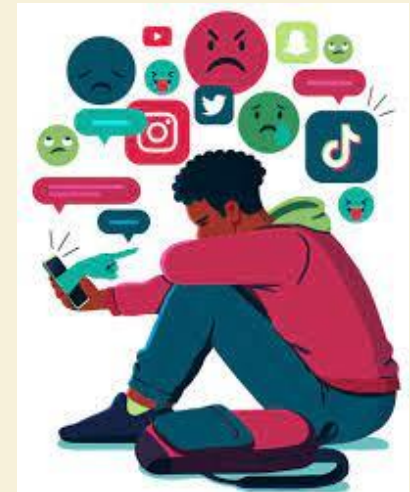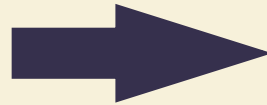
Definition of Self–Efficacy

Bandura (1997) → Belief in one's ability to successfully perform a specific behavior

Social-ecological approach (Sargioti et al., 2023) → Developmental capacity, process, and outcome of person-environment interactions
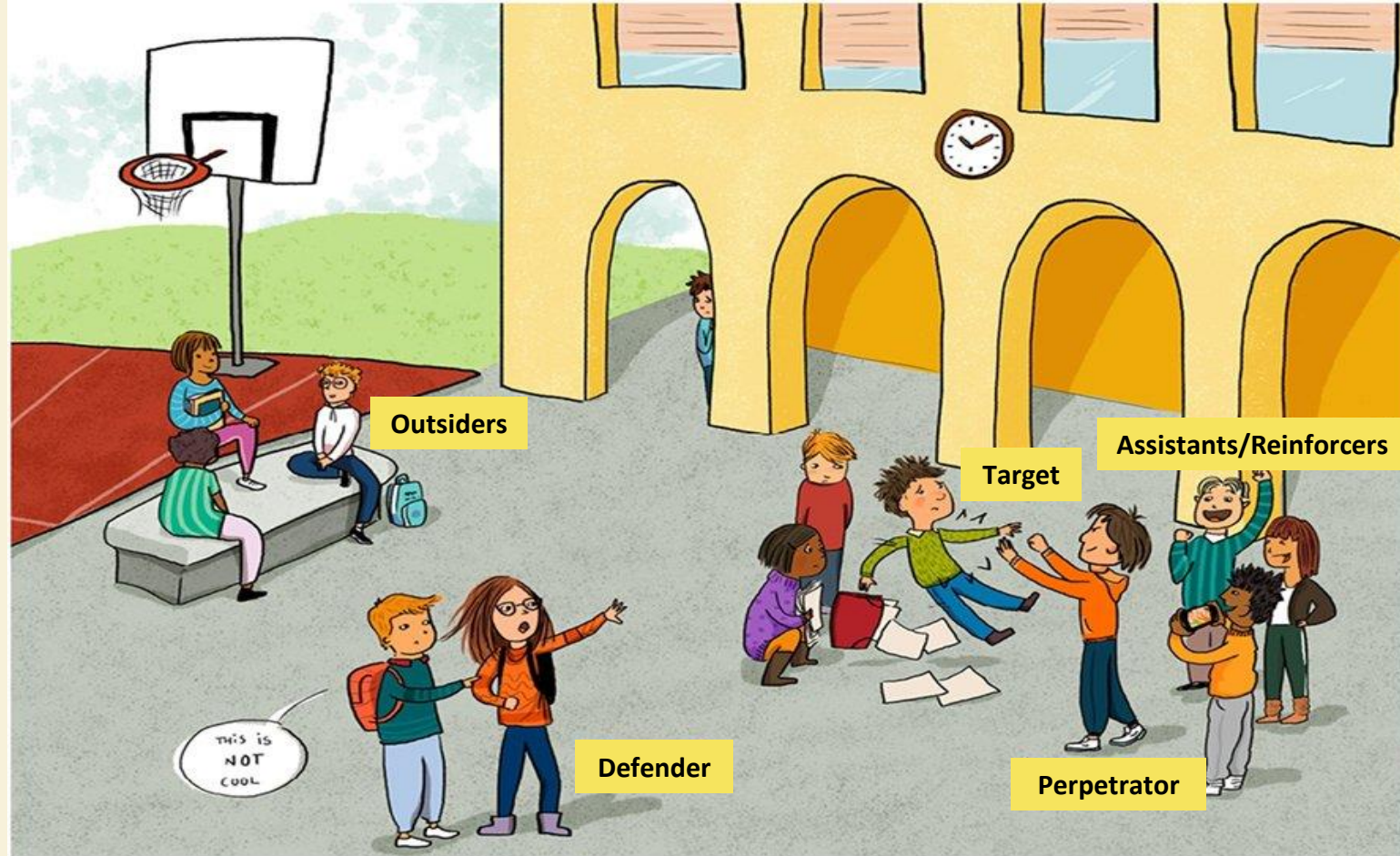
Participants in School Bullying

Why do not Outsiders Intervene?

Diffusion of responsibility

Lack of ability or knowledge to intervene

- Teachers
- Parents

Social-Ecological Approach and Model of Anti-Bullying Self-Efficacy

Participant Role Approach
(Salmivalli et al., 1996)

Bystander Intervention Model
(Latané & Darley, 1970)
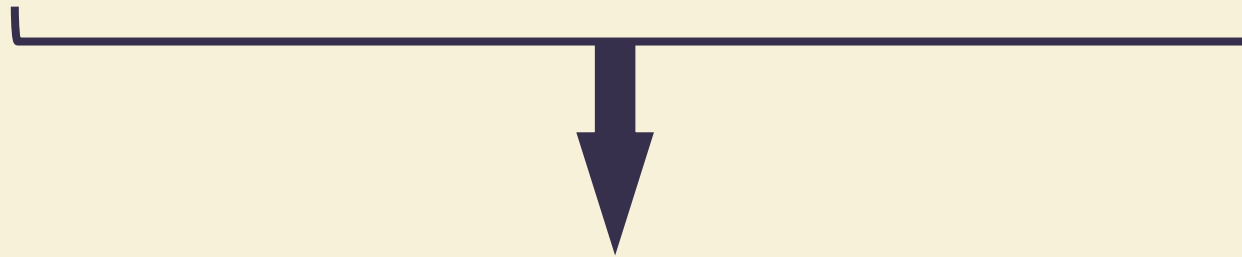
1. Recognition of bullying behavior
2. Emergency comprehension for stopping aggressive behavior
3. Responsibility to intervene in or tackle bullying behavior
4. Knowledge of what to do to stop bullying behavior
5. Intervention in bullying behavior by reporting or taking actions

Teachers' Role in (Cyber)Bullying among Children

Problem

➢ Less intervention or confusion of bullying with a normal argument
➢ Diffusion of responsibility to address cyberbullying

Solution

Need for changing teachers' attitudes towards bullying

➢ Raising awareness
➢ Fostering empathy towards targets
➢ Providing training
➢ Fostering self-efficacy in tackling (cyber)bullying
➢ Teacher education in anti-bullying programs

The Present Study

Objective 1	Objective 2	Objective 3
Development of an anti-bullying program (FUSE)	Application of FUSE to post primary schools in Ireland	Assessment of the effect of applying the FUSE program on students and teachers' self-efficacy

Research Questions

- What is the difference between teachers and students' self-efficacy when witnessing bullying?
- Are there differences among the different dimensions of the Social-Ecological Approach and Model of Anti-Bullying Self-Efficacy

Methods – Participants & Measures

DABSE scale

Targets and bystanders' self-efficacy (Sargioti et al., 2023)

(1) target offline

(2) bystander offline

(3) target online

(4) bystander online

6-point confidence scale (5 to 0)

Participants: 1,097 students

DABSE-T scale

Teachers' self-efficacy (Feijóo et al., under review)

(1) grouped offline and online bullying

6-point confidence scale (5 to 0)

Participants: 221 teachers

Data Analysis

DABSE scale

➢ Exploratory Factor Analysis (EFA)

➢ Mean of offline and online bullying bystander subscales for each dimension (5 dimensions/steps)

DABSE-T scale

➢ Exploratory Factor Analysis (EFA)

➢ Mean for each dimension (5 dimensions/steps)

Independent sample t-test

Results (I) – EFA

DABSE scale

➢ 4 subscales

➢ 5-factor solution

DABSE-T scale

➢ 1 subscale

➢ 5-factor solution

Table 1. *Cronbach's alpha coefficients for each subscale*

Self-Efficacy Dimensions	Recognition	Emergency Comprehension	Responsibility	Knowledge	Intervention
Bystanders offline					
Bystanders online			> 0.95		
Teachers					

Results (II)

> ➢ Significant differences between students and teachers were observed only for *Emergency Comprehension* & *Responsibility*

Table 2. *Mean differences between students' and teachers' self-efficacy*

Self-Efficacy Dimensions	Students		Teachers		*t*
	M	*SD*	*M*	*SD*	
Recognition	3.64	1.41	3.67	1.19	-.319
Emergency Comprehension	3.73	1.42	3.94	1.21	-2.227*
Responsibility	3.64	1.48	3.91	1.22	-2.952**
Knowledge	3.77	1.40	3.72	1.33	.471
Intervention	3.68	1.50	3.74	1.33	-.596
Overall	3.69	1.28	3.79	1.19	-1.098

*$p < .05$, **$p < .01$

Discussion

➢ High mean values for the subscales

➢ Positive effect of FUSE Program in students and teachers' self-efficacy to deal with bullying

➢ Literature shows that teachers do not intervene in bullying

➢ Teachers' self-efficacy in emergency comprehension and responsibility is higher that students' one

➢ Incorporation of FUSE Program into the preventive program's portfolio of schools

Limitations and Future Directions

➢ Convenience sample

➢ Measuring participants' perceptions of how the FUSE program has improved their self-efficacy to tackle bullying

➢ Measuring self-efficacy prior to the implementation of the program is recommended

➢ Socio-demographic characteristics

References

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Feijóo, S., Sargioti, A., Kinahan, A., Heaney, D., Gorman, A., & O'Higgins Norman, J. Teacher Self-Efficacy in Recognising, Responding, and Reporting Offline and Online Bullying: A Study on Implementing a School Specific Programme in Ireland. Under peer review.

Hinduja, S., & Patchin, J. W. (2015). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* (2nd ed.). Sage.

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For more information…

FUSE anti-bullying and online safety programme: measuring self-efficacy amongst post-primary students

James O'Higgins Norman, Paloma Viejo Otero, Colm Canning, Angela Kinehan, Darran Heaney & Aikaterini Sargioti

Original Article

Dublin Anti-Bullying Self-Efficacy Models and Scales: Development and Validation

Aikaterini Sargioti [1], Seffetullah Kuldas[1,2], Mairéad Foody[3], Paloma Viejo Otero[1], Angela Kinahan[1], Colm Canning[1], Darran Heaney[1], and James O'Higgins Norman[1]

On Methodology

Dublin Anti-Bullying Self-Efficacy Scales: Bifactor and Item Response Theory Models

Seffetullah Kuldas [1,2], Aikaterini Sargioti [2], and James O'Higgins Norman[2]

ORIGINAL PAPER

Are Confident Parents Really Aware of Children's Online Risks? A Conceptual Model and Validation of Parental Self-Efficacy, Mediation, and Awareness Scales

Seffetullah Kuldas[1,2] · Aikaterini Sargioti[2] · Elisabeth Staksrud[1] · Darran Heaney[2] · James O'Higgins Norman[2]