



Aseorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
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TÍTULO: Desarrollo de estrategias para directores de escuelas secundarias y maestros contra el acoso cibernético.

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RESUMEN: Este estudio se realizó con el fin de crear conciencia al proporcionar información sobre el uso consciente de la tecnología y el acoso cibernético a los gerentes y maestros en la etapa secundaria y hacer una contribución al desarrollo de estrategias con respecto a lo que se debe hacer cuando se enfrentan a comportamientos negativos. Se cree, que informar a los gerentes y maestros en esta área desempeña un papel esencial para garantizar que guíen a las próximas generaciones. El estudio se realizó con 20 gerentes y maestros que trabajan en la etapa secundaria. Se impartió un seminario a los participantes durante 5 semanas sobre el uso consciente de la tecnología y el acoso cibernético.

PALABRAS CLAVES: uso consciente de la tecnología, ciberacoso, ciber-víctima, acoso

TITLE: Development of Strategies for Secondary School Managers and Teachers against Cyber-Bullying.

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ABSTRACT: This study has been conducted in order to create awareness by providing information on conscious usage of technology and cyber-bullying to managers and teachers at secondary stage and make contribution to developing strategies as regards what should be done when they encounter negative behaviors. Today, the importance of technology usage increased due to the popularization of usage of technological devices. The study was conducted with 20 managers and teachers who work at secondary stage. A seminar was delivered to the participants for 5 weeks on conscious usage of technology and cyber-bullying.

KEY WORDS: Conscious usage of technology, cyber-bullying, cyber-victim, bullying

INTRODUCTION.

Rapid changes and developments in information and communication technologies have an essential place in the life of mankind. Due to rapid developments in communication technologies, the cost of technological devices decreased and their accessibility and disposability increased.

Communication technologies achieved to claim a place in every faculty of human life. Their usage at home, in education, government services, health services, commerce and many other fields is constantly increasing (Aksal, Altınay, 2015).

One of the most important developments experienced today is internet which is an electronic network of communication. Internet ensures fast access to information, sharing knowledge instantly, storing information and producing it (Çubukçu and Bayzan, 2013). With internet, individuals can establish friendship in social environments easily, maintain their friendship, and express their opinions and emotions freely, without the fear of being identified (Willard, 2007). individuals use technological devices such as mobile phones, internet, computer and tablet to establish and maintain friendships and conduct other social relationships (Yaman et al., 2011).

In addition to the benefits it provides, it can be claimed that internet also brings some problems (Çelen et al., 2011). In this context, Ceyhan (2011) claimed that popularization of internet and the increase in its usage leads to negative behavioral disorders among young people. Negative actions performed using technological devices are sending infected messages, sexual harassment, threatening people, insulting, sending hazardous materials to others, chatting at daring sites by hiding one's own personality or photographs of other people, or broadcasting other people's pictures of images in social media without their permission (Juvoven and Gross, 2008; Özbay, 2013; Patchin and Hinduja, 2006; Vandebosh and Van Cleemput, 2008). One of these negative behaviors is the negative behaviors in virtual settings called cyber-bullying.

One of the most popular topics of education psychology is bullying. Developments in technology and the popularization of technology by individuals allowed students to perform their bullying behaviors through technology which they previously performed at school. In this context, traditional bullying which was widely known previously is in every area of our lives today due to developments in information and communication technologies.

With the popularization of communication devices, the types of bullying which were committed at schools are now committed by youngsters using technological tools (Altınay, Altınay, Dagli, Altınay, 2018). Cyber-bullying which occurred as a result of unconscious usage of technology has led to wearing consequences for young people in recent years. According to Klomek et al. (2011), bullying behaviors lead to depression, suicidal thoughts and attempted suicides among youngsters. Claims that bullying leads to such negative results as low academic success, school absenteeism, distorted communication, violence, depression, stress, anxiety and sadness.

In the literature, cyber-bullying is expressed using different terms such as electronic bullying, online bullying, cyber-harassment, e-bullying, digital bullying and internet bullying; the term was first used by Canadian educationist Bill Belsey in 2004. Cyber bullying indicates the usage of

information and communication technologies by individuals or groups for the purpose of giving harm to others (Belsey, 2004). In virtual settings individuals can hide their personal information easily; thus, virtual bullying became more widespread. In order for a behavior to be defined as cyber-bully, it has to be repeated constantly and the strength of the behavior has to be taken into consideration as well (Altınay, Dagli, Altınay, 2017; Yaman et al., 2011).

The developments in the 21st century in information and communication technologies resulted in increasing popularization of internet usage. Due to innovations and developments in technology, individuals can reach technology easily at every age.

The importance of the study is to raise awareness as regards the cyber-bullying behaviors that managers and teachers at secondary schools in our country can witness and strategies towards preventing these behaviors (Akcıl, Aksal. A., Gazi. A., 2016).

DEVELOPMENT.

Method.

The fact that cyber-bullying has become an important problem in recent years brought about the necessity of taking necessary measures in this field. Based on these premises, the objective of the study is to raise awareness among managers and teachers at secondary stage concerning cyber-bullying and the kind of strategies that could be developed to prevent cyber-bullying behaviors.

In accordance with this objective, answers will be sought to the following questions in the study:

1. What is the level of knowledge of managers and teachers at secondary stage about cyber-bullying?
2. What are the skills developed by experiences obtained in conscious technology usage and cyber-bullying education for managers and teachers in terms of developing strategies to prevent cyber-bullying?

Model of the study.

In this model, qualitative research method was used and the pattern of the study is provided by “case study”. Case study allows the researcher to examine in depth an event or phenomenon, which he/she cannot control, based on “how” and “why” questions (Yıldırım and Şimşek, 2011).

Study group.

The pilot study group of the research consists of 121 of the 221 managers and teachers working at Near East College.

The study group which received education during the research consists of 20 volunteering managers and teachers who worked at secondary stage and participated at “Conscious Technology Usage and Cyber-Bullying” seminar.

Data collection process.

During collection of the research data, needs analysis was conducted with the purpose of determining the level of awareness of managers and teachers at secondary stage as regards cyber-bullying.

While preparing the interview questions, literature search was performed first and current questions were determined. The interview question identified in this manner were presented to the opinion of experts and necessary corrections were made and applied. Using the interview form, semi-structured interviews were held with managers and teachers and these interviews were recorded. Later, interview records were transcribed. Before beginning the “Conscious Technology Usage and Cyber-Bullying” seminar, a preliminary evaluation form was applied to determine the cyber-bullying awareness of managers and teachers. At the end of the seminar process, a final evaluation form was applied to identify the acquisitions obtained by managers and teachers.

Data collection tools.

As data collection tool, 7 open-ended interview questions were prepared by the researcher in order to determine the knowledge level of managers and teachers at the first stage and needs analysis was conducted. In addition, preliminary evaluation form and final evaluation form were used as data collection tools in the study.

Findings and interpretations.

Findings obtained from the Needs Analysis Interview Form.

In the needs analysis study, 121 of the 221 managers and teachers answered the questions. The needs analysis interview form consisted of 7 open-ended questions. Below the themes related to open-ended interview questions are provided.

Table 1. Findings concerning the question “what is cyber-bullying?” in the needs analysis form.

Managers, teachers (121 people)	Perceptions concerning cyber-bullying concept	F
	Using technology for malign purposes	119
	Not knowledgeable	2

An examination of Table 1 shows that among the 121 answers given by managers and teachers to the question “what is cyber-bullying?”, 119 mentioned abusing technology and 2 stated that they did not have any information.

Table 2. Findings concerning the question “what are the reasons of cyber-bullying?” in the needs analysis form.

Managers, teachers (121 people)	Perceptions on the reasons of cyber-bullying	F
	Family relations	7
	Psychological and personal disorders	34
	The effect of technology	73
	Not knowledgeable	7

An examination of Table 2 shows that among the 121 answers given by managers and teachers to the question “what are the reasons of cyber-bullying?”, 7 mentioned family relations, 34 mentioned psychological and personal disorders, and 7 stated that they did not have any information.

Table 3. Findings concerning the question “Do you think that your students are victims of cyber-bullying? How?” in the needs analysis form.

Managers, teachers (121 people)	Being victim of cyber-bullying behaviors	F
	Victims in technological environment	95
	Those who are not victimized	26

An examination of Table 3 shows that among the 121 answers given by managers and teachers to the question “Do you think that your students are victims of cyber-bullying? How?”, 95 stated that they were victims of cyber-bullying behaviors in technological environment and 26 stated that they did not witness any cyber-bullying events.

Table 4. Findings concerning the question “what are the ways of coping with cyber-bullying?” in the needs analysis form.

Managers, teachers (121 people)	Ways of coping with cyber-bullying	F
	Education and conscious technology	95
	Law of informatics	13
	School-parent cooperation	6
	Not knowledgeable	7

An examination of Table 4 shows that among the 121 answers given by managers and teachers to the question “what are the ways of coping with cyber-bullying?”, 95 mentioned education and conscious technology, 13 mentioned law of informatics, 6 stated school-parent cooperation and 7 stated that they did not have any information.

Table 5. Findings concerning the question “is there any need for cyber-bullying education?” in the needs analysis form.

Managers, teachers (121 people)	Need for cyber-bullying awareness-raising education	F
	Those who need education	109
	Those who do not need education	7
	No answer	5

An examination of Table 5 shows that among the 121 answers given by managers and teachers to the question “is there any need for cyber-bullying education?”, 109 stated that they needed cyber-bullying awareness education, 7 claimed that they did not need cyber-bullying awareness education, and the remaining 5 people did not give any answer.

Table 6. Findings concerning the question “Do you need education? If yes, what kind of an education can be organized?” in the needs analysis form

Managers, teachers (121 people)	Perceptions concerning need for education seminars	F
	Awareness-raising seminar	93
	No answer	28

An examination of Table 6 shows that among the 121 answers given by managers and teachers to the question “Do you need education? If yes, what kind of an education can be organized?”, 93 stated that they needed awareness-raising seminar and 28 people did not answer the question.

Findings obtained from Preliminary Evaluation Interview Form.

The preliminary evaluation form consists of 4 open-ended questions. Below themes related to the open-ended interview form are provided.

Table 7. Findings concerning the question “what are your opinions regarding the concept of cyber-bullying?” in the preliminary evaluation form

Managers, teachers (27 people)	Perceptions on the concept of cyber-bullying	F
	Unconscious use of internet	16
	Bad communication	9
	Law of informatics	2

An examination of table 7 shows that among the 27 answers given to the question “what are your opinions regarding the concept of cyber-bullying?”, 16 mentioned unconscious use of internet, 9 indicated bad communication, and 2 mentioned low of informatics.

Table 8 Findings concerning the question “briefly define cyber-bullying?” in the preliminary evaluation form.

managers, teachers (27 people)	defining cyber-bullying	f
	unconscious usage and abuse of technology	25
	technology addiction	2

An examination of table 8 shows that among the 27 answers given to the question “briefly define cyber-bullying?”, 25 mentioned unconscious usage and abuse of technology and 2 indicated technology addiction.

Table 9. Findings concerning the question “What are the effects of cyber-bullying on the lives of children and people?” in the preliminary evaluation form

Managers, teachers (27 people)	What are the effects of cyber-bullying on the lives of children and people	F
	Psychological effects	26
	Tangible effects	1

An examination of Table 9 shows that among the 27 answers given to the question “What are the effects of cyber-bullying on the lives of children and people?”, 26 people stated psychological effects and 1 person mentioned tangible effects.

Table 10. Findings concerning the question “What should be done to prevent cyber-bullying?” in the preliminary evaluation form.

Managers, teachers (27 people)	Preventing cyber-bullying	F
	Education should be given	23
	Law on informatics is required	4

An examination of Table 10 shows that among the 27 answers given to the question “What should be done to prevent cyber-bullying?” 23 people said that education should be given and 4 people claimed that a law on informatics was needed.

Findings obtained from Final Evaluation Interview Form.

Final evaluation form consists of 6 open-ended questions. Themes related to the open-ended interview form are given below.

Table 11. Findings concerning the question “I have detailed information on what cyber-bullying is?” in the final evaluation form

Managers, teachers (20 people)	Awareness on cyber-bullying	F
	Participants knowledgeable on cyber-bullying	20

An examination of Table 11 shows that to the question “I have detailed information on what cyber-bullying is?” 20 of the managers and teachers answered that they were knowledgeable about the concept of cyber-bullying.

Table 12. Findings concerning the question “I can easily understand when someone performs cyber-bullying?” in the final evaluation form.

Managers, teachers (20)	I understand when someone acts cyber-bullying	F
	Participants with awareness on cyber-bullying behaviors	20

An examination of Table 12 shows that to the question “I can easily understand when someone performs cyber-bullying?” 20 of the managers and teachers answered that they had awareness on cyber-bullying behaviors.

Table 13. Findings concerning the question “I know the effects of cyber-bullying behaviors on the lives of people?” in the final evaluation form.

Managers, teachers (20 people)	Effects of cyber-bullying behaviors on the lives of people	F
	Physical and psychological effects	20

An examination of Table 13 shows that to the question “I know the effects of cyber-bullying behaviors on the lives of people?” 20 of the managers and teachers answered that they were knowledgeable about the psychological and physical effects.

Table 14 Findings concerning the question “what should be done to prevent cyber-bullying?” in the final evaluation form.

Managers, teachers (20 people)	Awareness to prevent cyber-bullying	F
	Participants knowledgeable about prevention	20

An examination of Table 14 shows that to the question “what should be done to prevent cyber-bullying?” 20 of the managers and teachers answered that 20 people stated that they were knowledgeable about preventing cyber-bullying behavior.

Table 15 Findings concerning the question “making recommendations to parents on cyber-bullying?” in the final evaluation form.

Managers, teachers (20people)	Recommendations on preventing cyber-bullying behavior	F
	Recommendations	20

An examination of Table 15 shows that to the question “making recommendations to parents on cyber-bullying?” 20 of the managers and teachers mentioned recommendations provided by managers and teachers to parents in the face of cyber-bullying behaviors.

Table 16. Findings concerning the question “please write down the information and skills you acquired on cyber-bullying and conscious usage of technology?” in the final evaluation form

Managers, teachers (20 people)	Perceptions concerning the effectiveness of the seminar	F
	Acquired information and skills	20

An examination of Table 16 shows that at the end of the seminar 20 of the managers and teachers mentioned the information and skills they acquired as answer to the question “please write down the information and skills you acquired on cyber-bullying and conscious usage of technology?”

CONCLUSIONS.

Knowledgeability of managers and teachers concerning their perception of cyber-bullying.

Within the scope of this study, preliminary evaluation form was applied to the managers and teachers prior to the seminar so as to determine their level of information on cyber-bullying. As a result of the application of preliminary evaluation form, the obtained data showed whether the managers and teachers had adequate knowledge about cyber-bullying.

Serin (2012) found out that school managers (53.2%) and teachers (47.6%) did not hear the concept of cyber-bullying before; in addition, they concluded that school managers (58.7%) and teachers (58.3%) did not know the definition of cyber-bullying concept. Metin (2017) stated that according

to the conclusion of the research 95% of the teachers who constituted the working group heard the concept of cyber-bullying but were never victims of it. Temel (2015) performed a study on school managers and teachers and stated that 73.2% of the teachers who attended the study heard the concepts of cyber-bully and victim of cyber-bullying whereas the ratio among school managers was 93.3 percent. This study shows similarities with other studies in the literature.

At the end of the seminar, a final evaluation form was applied with the purpose of determining the acquisitions obtained by participants concerning cyber-bullying. The data between preliminary evaluation form and finale valuation form showed that participants did not have adequate information before the seminar but that their awareness increased after the seminar.

Today technological devices are part of our lives. When technological devices are being used constantly in accordance with needs, they can also be used in a way which can harm others. This seminar work which was organized to develop awareness among managers and teachers, who play the role of parents today, concerning these negative behaviors, attracted the attention of the teachers who participated in the study.

Opinions of skills acquired by managers and teachers in developing strategies to prevent cyber-bullying concerning the experiences obtained in conscious technology usage and cyber-bullying education

As another objective of the study, when managers and teachers were asked about the strategies they implemented against cyber-bullying behaviors that they witness at their schools, it was seen that managers and teachers did not have adequate information on the concept of cyber-bullying and, hence, what should be done in the face of such behaviors.

Throughout the seminar, participants were given information on how to cope with cyber-bullying behaviors. Özer (2016) stated in his study that when individuals knew what to do in the face of a cyber-bullying behavior, it would help prevent the potential problems. Throughout the seminar,

information was given on “Qustodio Professional Business” program which is a family filtering program that is one of the coping methods and the users had to implement this program. Before and after the conducted seminar process, awareness was created on coping methods with cyber-bullying. In their study, Rogers (2010) implemented “cyber-bullying hunting program” in order to increase the cyber-bullying skills of 15 teachers who worked at secondary schools.

An examination of the recommendations of participants on the prevention of cyber-bullying shows that they mentioned conscious usage of technology, frequent control of web sites visited by youngsters, avoiding sharing personal information, and using filtering programs. In addition, all participants claimed that education seminars should be organized to increase the awareness of managers, teachers, students and parents on cyber-bullying.

Recommendations.

In this section, recommendations have been developed based on the findings of this study.

Cyber-bullying behaviors are more frequent today as students use communication technologies in their daily lives. For this reason, it can be recommended that awareness of managers, teachers, parents and students should be increased and that they should be informed by organizing education seminars in this topic.

This study was conducted with managers and teachers at secondary stage of Ministry of National Education schools. It can be recommended that further studies should be conducted using different sample groups.

It can be recommended that all government agencies should be informed on cyber-bullying so that it can be prevented and its spread can be avoided, and law of informatics can be brought to the agenda by working cooperatively.

It can be recommended that Ministry of National Education can perform information activities for school managers, teachers, parents and students on cyber-bullying behaviors and relevant coping strategies.

Education can be provided to pre-service teachers at education faculties can on conscious usage of technology and cyber-bullying and contribution can be made to analyse problematic behaviors.

Information technology teachers and school counselors should work in cooperation and raise awareness on conscious usage of technology among school managers, teachers and students.

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