

Tackling school protective factors for cyberbullying: The Role of Teacher and Classmate Support

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1. Does matter Teacher and Classmate Support in the cyberaggression?

BACKGROUND

Cyberbullying has received recent research attention due to the frequent of these behaviors in the school. This aggressive behavior is not only frequent but is also related to more behaviors of aggression in the future. Recently numerous studies have shown the importance of some specific personal resources (Gregory & Korth, 2018; Guo et al., 2021; Huang, et al., 2018; Zhou et al., 2020;) but however, little is known about the potential role of the educative context such as teacher and classmate support to diminish these behaviors in the future.

OBJECTIVES

The aim of this study is to examine the associations between cyberaggression and teacher and classmate support to with the intention of predicting cyberaggressive behaviors five months hence

This research tested the **moderator role Teacher's and Classmate's support** in the relationship between cyberaggression in T1 and cyberaggression in T2 (5 months later)

METHOD



442 adolescents ♀ 58.6% ♂ 41.4%
12-18 years-old ($M_{age} = 13.40$; $SD 1.15$)

Students from Year 7 to Year 11 2 educational centres



Declaration of Helsinki (2013)

Ethical Committee of the University of Malaga (169-2023-H)



TIME 1

- 1.Spanish version of the European Cyberbullying Intervention Project Questionnaire (**ECIPQ**; Ortega-Ruiz et al., 2016)
2. Teacher and Classmate Support Scale (**TCSS**; Torsheim et al., 2000)



TIME 2 [5 months later]

- 1.Spanish version of the European Cyberbullying Intervention Project Questionnaire (**ECIPQ**; Ortega-Ruiz et al., 2016)

RESULTS

Table 1. Descriptive statistics, reliabilities and correlations among study variables.

Reliability, descriptive statistics and Pearson correlations				
Variables	1	2	3	4
1. Cyberaggression (T1)	(.80)			
2. Teacher Support (T1)	-.23**	(.74)		
3. Classmate Support (T1)	-.16**	.35**	(.72)	
4. Cyberaggression (T2)	.34*	-.21***	-.10***	(.86)
Medium	.23	3.77	3.92	.21
Standard deviation	0.36	0.77	0.73	.39
Minimum - Maximum	0-4	1-5	1-5	0-4

* $p < .05$; *** $p < .001$. Cronbach's alpha in brackets. T1 = Time 1; T2 = Time 2

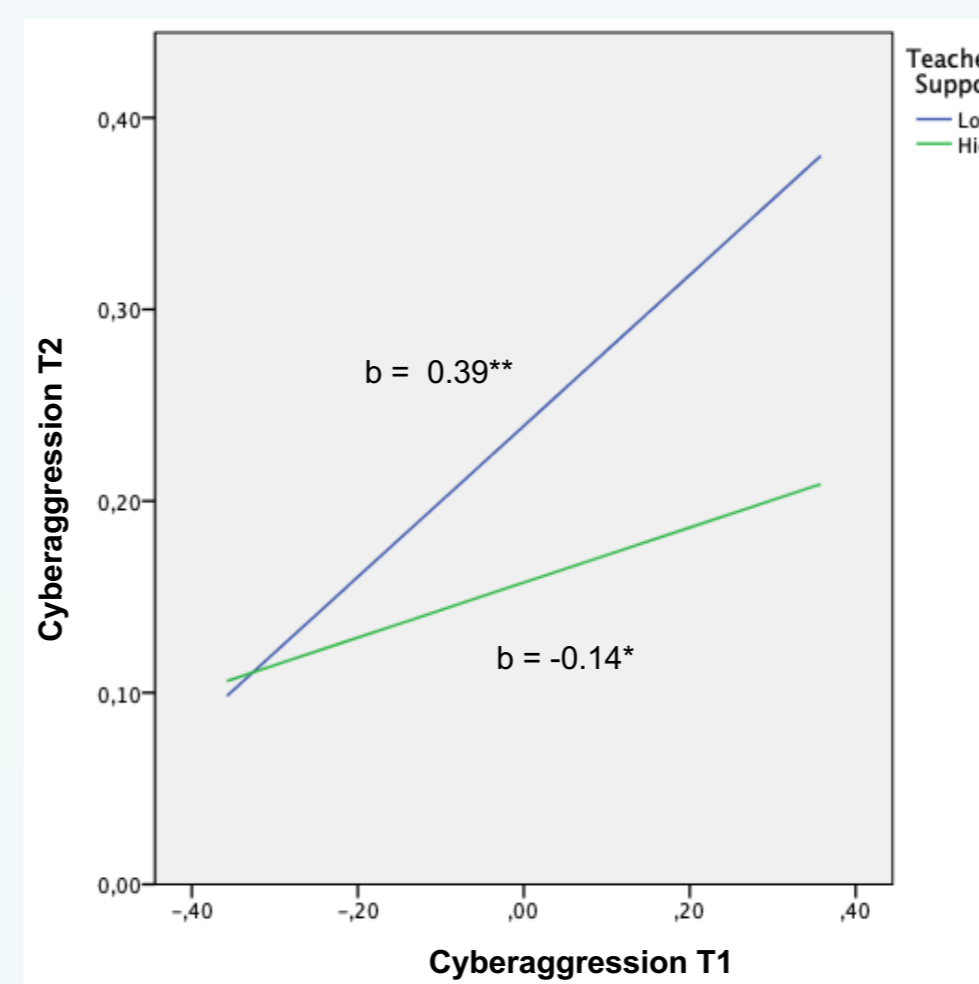


Figure 1. Relationship of cyberaggression T1 and Teacher's support for predicting cyberaggression T2.
Note. ** $p < 0.01$.

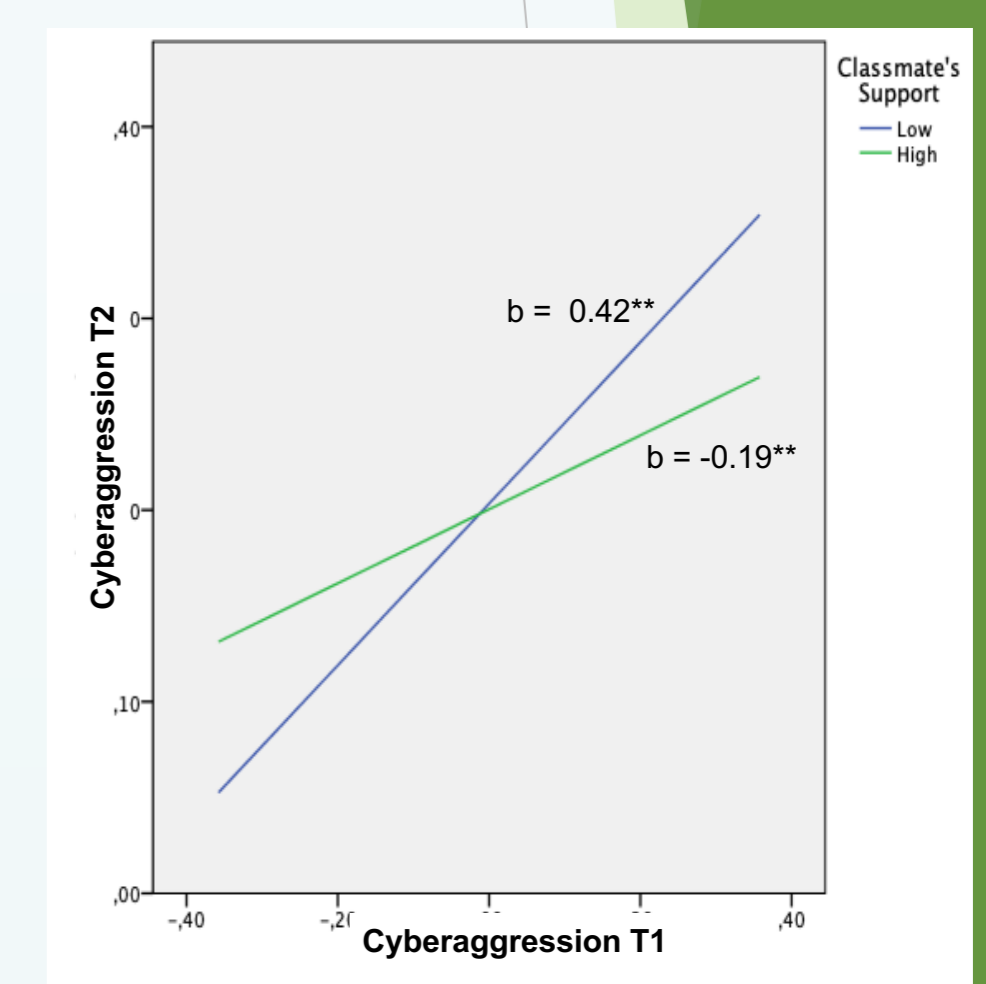


Figure 2. Relationship of cyberaggression T1 and Classmate's support for predicting cyberaggression T2.
Note. ** $p < 0.01$.

✓ **Preliminary results** showed after controlling for demographic covariates, the cyberaggression \times Teacher's support and cyberaggression \times classmate's support interaction term was found to significantly diminish the prediction of cyberbullying aggression five months later.

✓ Cyberaggressive adolescents with high Teacher's/Classmate's support, compared to those with low support, reported significantly lower levels of cyberbullying behaviors in the future.

DISCUSSION

- ❖ Preliminary evidence on the **joint contribution** of cyberaggression and Teacher's and Classmate's support as personal predictors of cyberaggression across the time. Teacher's support and Classmate's support make a difference in predicting cyberaggression behaviors in the future
- ❖ Teacher's and Classmate's support should be considered as a personal resource in future **intervention programs to prevent cyberaggression**
- ❖ The outcomes indicate that interventions aimed at countering cyberbullying should not only address the direct aspects of such behavior but also emphasize the **cultivation of a positive classroom atmosphere** through support provided by both teachers and classmates.

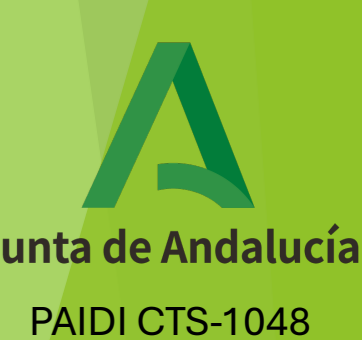
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