

## **EXAMINING THE INVOLVEMENT IN CYBER-BULLYING AMONG STUDENTS IN DIFFERENT EDUCATIONAL SETTINGS, AND TEACHERS' NEEDS**

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Cyberbullying (CB) refers to a negative activity aimed at deliberate and repeated harm, by a person or a group of people in order to harm another person, by using a variety of electronic media (Smith et al., 2008). With the appearance of the internet and mobile phones in nearly every home, their inherent accessibility and reach have opened up possibilities for faster and easier are used to send or post text or images intended to hurt or embarrass another person, and has led to a virtual occurrence of cyber-bullying.

Recent studies conducted in various countries suggested that one out of every two students in middle schools can be classified as perpetrators, victims or bystanders of CB (Hinduja & Patchin, 2007). Since CB occurs both inside and outside schools (Shariff, 2005), teachers play an important role in addressing this problem and need to be prepared to deal with the phenomenon (Li, 2006).

The aims of the present study are to raise theoretical and empirical issues regarding students in higher risk to be CB, and to examine teachers' perceptions and needs for coping with CB. This study examined the surfing patters of students attending general education and special education classes, their involvement in CB, their reaction and the influence of CB on the participants.

The sample consisted of 507 students studying in 3 middle and 2 high schools, and 300 teachers. Students and teachers completed a cyberbullying questionnaire.

Findings indicate no significant differences in the amount of surfing hours between students; students attending special education classes are more likely to be cyber-victims and cyber-perpetrators; girls are more cyber-victims, while boys are likely to be more cyber-perpetrators; Teachers expressed their needs for intervention and prevention programs for students, in order to successfully cope with the phenomena.