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BLAGOEVGRAD**

**FACULTY OF PHILOSOPHY
DEPARTMENT OF PSYCHOLOGY**

PHD THESIS

For acquiring of educational and scientific degree “Doctor”, Area of high education:
3. Social, Economic and Legal Sciences, Professional field: 3.2 Psychology, Field:
“Educational and developmental psychology”

“Strategies for tackling bullying in the school environment among teachers”

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Blagoevgrad, 2022

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Introduction

School bullying is a frequent phenomenon at a global level, which has been known since ancient times. Almost until the end of primary school, the majority of the students have fallen victim or are involved in any way in any incident. Today, the new technology brought to light a new form of communication, the internet, and created a new reality, virtual reality. True life and digital life are simultaneously developing in some places contact. In this context, intimidation has found a unique expression, and electronic bullying has been created. Punishment and insult can now be done via a computer or mobile and spread across the internet worldwide.

At this critical age adolescents spend an increasing amount of hours on the internet daily in order to get informed, entertained, or communicate. The abuser is the school's strongest classmate and is hurled into or around the school yard. In addition, electronic bullying has the characteristic that it continues to run away from the school yard even in home security, day and night if there is a computer and it is open. Even with the victim's computer closed, the perpetrator may continue to tamper with the victim unknowingly.

In this thesis, in collaboration with my supervisor professor, I decided to explore the views of teachers on school bullying. My study aimed to investigate the phenomenon of school bullying in terms of teachers views and their coping strategies.

CHAPTER 1. Theoretical part. Strategies for bullying in the school environment by teachers

School violence is a timeless phenomenon, but today, whether due to publicity given to incidents or because of the intensity of the phenomenon, it is increasingly concerned with modern society. The most prevalent period, most of which is manifested, is pre-puberty and puberty. The same period of life, however, is also the one that will affect the subsequent course and social behavior of man. School bullying and its new form – that of electronic bullying – are among the main expositors of violence at this age

1.1 Definition and history of School Bullying

The definitions of school bullying are many. According to Besag (1989) school intimidation is the repeated assault – physical, psychological, social or verbal – by individuals with power to individuals unable to resist, aiming at their own profit or reward. Olweus (1994) expressed the view that school bullying is characterized by aggressive behavior or the purpose of negative behavior – repeated many times and at different times – in an interpersonal relationship between people of different strength. The difference is that this time it is specified that individuals may be one or more – both the perpetrators and the victims – and that the form of intimidation may be direct or indirect (Wang et al., 2010).

Various surveys report the forms that bullying may have. So it can be physical, that is, use of body-to-body violence such as blows, kicks, kicks and / or robbing of property, or verbal intimidation such as offensive characterization and threats or harassment of sexual or racist. It may also be in the form of social intimidation, that is, the social exclusion of the individual or the instigation for social exclusion of the individual by groups despite his will or, finally, the dissemination of infamous information about the victim. The first two forms – the verbal and the physical – are considered direct forms of intimidation while the other two are indirect. Indiscriminate bullying is also considered cyberbullying or electronic bullying or cyberbullying is internationally known (Bjorkqvist, 1994; Katzer, Fetchenhauer & Belschak, 2009).

The forms of intimidation seem to change with age. Thus the immediate manifestation of aggressive body-building behavior is more common in younger ages (Ayers et al., 1999). As people grow up and acquire more mental abilities and social abilities, the use of physical violence decreases and the verbal and social increases (Nishina, Juronen & Witkow, 2005).

Older children and adolescents – or even adults – seem to be more capable of indirect forms of intimidation. The mechanisms that lead to this treaty are probably the increase in physical abilities and the victim and the perpetrator – often changing balance – mental and psychological maturation, forced obedience to social rules, experience and integration into new social circles. In the same context, acquiring knowledge of social maneuvers and computer use leads to shifting intimidation to its non-direct forms, such as electronic bullying. However, it should be noted that there are studies that show that over time there are no significant changes in the type of aggression presented by the perpetrators. It appears that those who are intimidated generally have aggressive behavior without "specializing" in certain contexts of manifestation or time change (Craig et al., 2009).

Intimidation as a phenomenon has existed since ancient times. However, incidents have been recorded since the 18th century, but these have not been described as bullying. Thus, perhaps the first paper description of an incident of violence is made in the book "Tom Brown's Schooldays", first published in 1857 (Hughes, 1857).

There is an episode in which students are attacked by a classmate, at the instigation of another classmate. Indeed, the disciple-student refusing to obey the commands of the perpetrator is constantly intimidated, which is becoming more and more intense, culminating in the deliberate burning of the victim. The book is believed to be based on real events from the school life of writer and Brother George Hughes.

Another incident was later reported in 1862 in the newspaper The Times, where an article was published about a soldier's death from ill-treatment during his education. In this article, for the first time, the term "bullying" is used to describe a violent behavior. A little later in 1885 another death was published in the same newspaper, that of a 12-year-old boy at the King School of Cambridge after intimidation, which he received from a group of his classmates. The incident was investigated by council researchers and the finding was that it was an unfortunate event of behavior that is normal in boys' schooling and even necessary for their maturation process. So the officers were not punished.

In another continent, in Asia, incidents of school bullying are even rarer. An exception is Japan, where the phenomenon is called *ijime* and described since 1603. In this case, however, it is a form of more psychological violence, even in the family. So the parents isolate and remove the child, which violates the rules of the home until it is co-founded. In addition to school, the student, who does not have the desired behavior, is ostracized by the community as a whole, and even by the teacher's encouragement (Hendry, 1996). In Korea, a similar phenomenon was called *Myunsinrae* and was used in the training of recruited soldiers. The oldest officer was physically or psychologically violent in the younger official for about 2 weeks. Indeed, a *Myunsinrae* method was the designation of the new military as "invisible", so no one spoke to him. In one case it is described the suicide of a young man after his anointing, which lasted two years, a period when no one spoke to him, was excluded from all social events while at the same time he was punished for his absence (Yang, 2000) .

Though an old phenomenon, intimidation has not seemed to trouble the educational community for many years. This happened possibly because times were tough, or because physical rigidity was necessary and self-evident. Wars and illnesses threatened people's lives by making them more violent against violence, causing intimidation to go into everyday life – especially of boys – as a normal behavior. Indeed, it was considered to help mature boys so that they can later cope with the difficulties in life. In girls, on the other hand, the phenomenon is not described as intimidation or violence. Probably because the intimidation was in the form of dissemination of rumors or verbal conflict or social exclusion, so that its signs were not visible.

Thus, despite the long-standing presence of intimidation in various places and especially in schools, the international community seems to be focusing on the phenomenon of the 1970s. This awareness of the global community seems to have been an expected development, and then by the proclamation of Human Rights (UN, 1948, Article 3) that followed the end of the Second World War. The institutionalization of the freedom, dignity and security of people, coupled with the feminist movements and the fight against racism, have made people more vulnerable to violence and to any expression of it.

A systematic inventory of school bullying incidents and a scientific study of the phenomenon occurs in the 1970s. In particular, in 1978, Dan Olweus, a psychology

professor, created a questionnaire for systematically recording and investigating school bullying. Olweus became aware of the intimidation after three suicides of juvenile boys in Norway within a short time. All three boys had left a note in which they surrendered suicide to intimidation, which they had received from their peers (Berger, 2007). The Olweus questionnaire was created as part of a program – the Olweus Bullying Prevention Program (OBPP) – to address the school phenomenon. The program awakened the participants and helped to reduce the incidents. However, Olweus in his study included only physical abuse. Thus, in the late 1980s, we have come to terms now with the definition of intimidation such as the dissemination of rumors, verbal abuse and social exclusion, and only in the 1990s the phenomenon is required to repeat the act and the bad Intention of the perpetrator (Olweus, 1978).

In modern times, intimidation is a major concern for the community. In particular, anxiety was reinforced by suicide cases associated (Marr, Field & Bullycide, 2006) and group killings (Godfrey, 2005), such as the 1998 Massacre in a Colorado High School, where 2 students murdered 12 of their classmates, a teacher and injured another 21 People (Cullen, 2009). Intimidation studies increased rapidly from just 62 records in PsycINFO from 1900 to 1990, 289 in the 1990s and 562 between 2000-2004 (Berger, 2007).

Nowadays bullying at school consist multidimensional phenomenon that tends to spread all over the world. This phenomenon has huge negative consequences for students and citizens all over the world. Bullying is the result of various factors such as the culture, the community, the school, the family and also some personal issues (Kareli & Nikolova, 2012a). From law perspective, bullying at school violates the rights of social well-being and social and political freedoms of the child, which all have serious consequences for the school community. This worldwide phenomenon afflicts all students and citizens and so it is necessary to investigate how students, teachers and parents perceive it (Kareli & Nikolova, 2021b).

Modern society moves now with the major tool of internet, and as a result both bullying and cyberbullying consist international phenomena that extend to all aspects of school life. Cyberbullying is any bullying act, aggressive, harassing, terroristic or authoritarian behavior established and carried out through the use of digital communication devices, specifically the Internet and of mobile phones, which repeats regularly or irregularly with time lapses (Menesini, Nocentini, Smith, 2012). Cyberbullies can be social, popular and to seek to maintain their popularity by

embarrassing some of their classmates. Abusers take advantage of the anonymity, that internet offers, while some use nicknames. To others cases, the perpetrators also have a negative image for them, then through intimidation seek to strengthen their self-esteem (Macháčková et al., 2013).

Also, many times the perpetrators have been bullied themselves in the past and are trying to show others their worth by doing the same. More generally, one could argue that the features of children who bully on the Internet resemble the characteristics of children who engage in classic bullying. They have dominant personalities, strong character and they are impulsive. They often develop violent behaviors, they become more aware of what they are doing and don't follow rules. But, school community has as main purpose to help every child to be trained in his / her rights and freedoms. But school bullying seems to inhibit the above objective. The students who are bullied feel fear, anxiety and isolation and their rights are violated every day. As a result they want to quit school and experience violence in the school environment, which is supposed to be their place for the physical and social development (Kareli & Nikolova, 2021c).

In Greece, school bullying has also emerged in the last decade in a major societal problem. Fateful incidents have led to this treaty. The first famous Greek victim, the 11-year-old Alex from Veroia, who in 2006 was violently assassinated by a group of children who mourned him, had been beating him and threatening him for a long time before committing the crime (BBC, 2006). Three years later a new bullying affair shook the Greek society. A 19-year-old, Patmanidis Dimitrios, entered the Apprenticeship School of OAED in Renti, where he was studying and with a shotgun wounded an 18-year-old classmate and two workers and then committed suicide. In a letter he left behind, he spoke of the abhorrence of those around him, who arm his hand. A last known victim was a student of the Galactic School of Ioannina, Vangelis Giakoumakis, who suicide allegedly associated with bullying incidents.

1.2 Forms and Types of School Bullying

School bullying is the use of violence between pupils or children of similar age in order to cause pain and discomfort This violence can take a variety of forms and manifest itself in a variety of ways from one individual person to another or to a group

of individuals but also from many individuals to a single person or to a group of individuals. (Sokou, 2003)

School bullying, depending on the means the perpetrator uses to hurt the victim, takes various forms. Thus, we can distinguish between the following types of intimidation: direct or physical intimidation, verbal intimidation, indirect or social intimidation, extortion, visual bullying, cyber-bullying, sexual intimidation, racist bullying. (Swearer, 2003).

1.2.1. Immediate or Body Bullying

The physical form of school bullying is considered one of the most frequent manifestations among children. It has been found that children at a younger age exercise a higher degree of physical intimidation, and as their age increases, it decreases. Still, it is the kind that boys most often choose to use compared to girls. Moreover, the physical form of the phenomenon, as otherwise called the physical manifestation of intimidation, involves physical injury or threat of injury to someone. (Besag 1989; Olweus 1993)

Serious physical intimidation is unfortunately often happening in schools in European countries and is the real act of harming a peer. It can be manifested by physical means, such as blows, kicks, spasms or any other form of unwanted and inappropriate physical contact between the person using his or her power to hurt (bully) and the victim. (Olweus, 1999)

In Greece, according to an ECCS survey (National Center for Social Research), it has been found that 37% of elementary school pupils in Athens have reported physical violence and 13% of children admit that they have committed such acts.

The most common forms of this event are strokes and strokes, slapping, strokes, and hair pulling. Still, it often takes shape through tweaks and bites, but it also manifests itself with theft. (Giotakos & Prekate, 2006)

Negative action is also considered when a student restricts each other by physical practices. (Kuri, 2008) It is also interesting to mention that the perpetrator feels cruel, strong, dominant, and at the first opportunity displays these "gifts". The weak classmate is the best "bag" for his violent figures. In many cases his hits are also

accompanied by the removal by force of objects belonging to the victim (of indifferent value).

The physical form of intimidation is his most critical event. Considering that intimidation is limited to physical acts against a student, it may be easier to take action to deal with it. This is probably easier to deal with direct physical practices than verbal attacks and social exclusion, which are indirect forms of intimidation. (Smith, 2004).

1.2.2. Persistent intimidation

Verbal bullying is the most common form of bullying and is very common in children aged between nine and thirteen, while it excels in the sixth class. (Welford 2008) It is the most dangerous and long-term form of bullying. The look, the sexuality, the social position and everything that can be considered as a disadvantage by the pupil, comes into play. The offensive words are launched like knives, creating "wounds" without looking. And because of this, because there is no evidence, penchant is the favorite method of small dads.

It can bring humiliation and humiliation to otherwise self-confident individuals, making them powerless in their attempt to appear unaffected. Thus, bully pupils who express the verbal form of school bullying use words to hurt or humiliate – humiliate another person. This kind of bullying causes more pain to other children – students, it is quick and immediate. Its effects can be more devastating if manifested in specific ways than the physical or sexual form of intimidation because there are no visible signs. Indicatively, verbal intimidation often undermines the self-confidence of the child experiencing it; the victim loses his confidence to others and makes it difficult to create friendships (Vardigan, 1999).

A feature of this form of bullying, which is considered to be interesting here, is the fact that it can often be expressed without any thought by the perpetrators. The words are expressed in such a way that they show no sign of respect for the victim.

Intimidation can be manifested in a number of ways. Quite often, the perpetrators use quirks, teasing – which can also be malicious – but they can also engage in sarcasm. Furthermore, they are expressing their intention of verbal intimidation through spirited names, threats and misery. However, this kind of bullying also takes the form of mockery, slander and ridicule of the victim. (Papanis, 2008). However, spreading

false rumors, insults but also racist, homophobic and sexist comments, abusive use of language and rude comments - such as the weight of a pupil – have a special place in the ways of manifestation specific type of phenomenon (Besag 1989 & Olweus 1993; Welford 2008).

Lastly, it is considered as a breach at this point that ironic, bad comments about the national origin or economic situation of a student and his family and slanderous graffiti are not recorded as bullying.

It is important to emphasize that, in the above-mentioned events; verbal intimidation is characterized as an insidious and disgusting demonstration of power by those students who use it. Verbal harassment, as researches have shown, can be caused by people suffering from low self-esteem, despite the fact that perpetrators may have their own "outlets" to feel confident.

It is, therefore, understandable by the quote of the above views how painful the verbal intimidation can be done for the pupils – victims who experience it, in this particular form, to the most harmful methods as it leaves long lasting signs, which in some cases, can never be healed.

1.2.3 Emotional Intimidation

This form of intimidation, also defined as psychological, seems to be a very "skillful" and "discreet" way to intimidate another student, compared to physical and / or verbal intimidation. (Alward, 2005) An important element of this form of bullying is the fact that it is more common among girls than among boys, even though they can sometimes use it. Its main feature is to create a climate of fear for the student or student – victim, by any act that causes the victim psychological pain (Alward, 2005). More specifically, the ways in which the emotional form is manifested is the avoidance of peers, the deliberate isolation of the student, such as play or debates, the dissemination of ugly rumors or lies, with the ultimate purpose of ostracism. Moreover, threats that are manifestations of verbal intimidation may lead to emotional aggression. However, emotional bullying often involves hostile behavior on the part of a student or group of pupils towards one or more pupils in order to isolate him / her. In this form of bullying, it also includes the hiding of books, the eradication and / or the destruction of the personal objects of a pupil - victim and the extortion of money (Prekate, 2007).

The juxtaposition of forms of expression of emotional intimidation shows that it is very often related to verbal aggression, which in addition to the aforementioned events includes sarcasm, endless teasing, humiliation, devaluation, depreciation victims, but also racist or sexist comments. As far as the personality of pupils-victims is concerned, they move on the same wavelength as those disturbed personalities who have antisocial predispositions and tendencies. As they may never experience criminal behavior, their inability to show compassion and understanding for others, associates them with those most affected (Jarboe, 2008).

By examining this issue from the victim's point of view, we notice that the effects of emotional bullying are very serious as they may range from the humiliation that the individual may experience as serious psychological harm and impairment in his social functioning (Aritopoulou, 2009).

More specifically, experts have found that the victim is encouraged to feel, apart from the guilt mentioned above, shame, embarrassment, shyness and fear. All of these feelings can lead to forfeiture, low self-esteem, jealousy, isolation, future low educational and professional performance, but we would dare to say a threat or suicide attempt (McLaughlin, Hatzenbuehler & Hilt, 2009).

In conclusion, it should be stressed that emotional intimidation is a huge burden on the health and self-esteem of the victim; as such behavior and attacks are so disastrous for the mind and the body as well as the physical. In other words, emotional bullying is a form of social violence (Jarboe, 2008).

It is therefore easy to understand how serious psychological bullying can be for the victim who is experiencing it. The seriousness of its effects lies in the fact that a child may have been frightened and nobody knows he is suffering from it. Unlike physical bullying, it does not leave any evidence, such as marks or bruises. Thus, it is difficult to observe by adults. Still, according to the same author when a child is hurt, it can leave him a deep "sign", he does not heal easily and can last a lifetime (Linden, 2009).

1.2.4 Sexual Intimidation

Sexual intimidation is a relatively common phenomenon, it is a serious problem within the boundaries of the school space (Linden, 2009), it is increasing and growing at an ever younger age (Saner, 2007). The severity and frequency with which this form of school bullying appears is also evidenced by a striking new research finding in England.

As reported in the English newspaper "Independent," the results of this research reveal that more than 3,000 students in schools in the particular European country are blocking the attendance of their courses because of the unreasonable sexual behavior they have experienced.

According to another survey conducted by Gruber and Finerans, the incidence of sexual intimidation is not different between sexes, while 35% of students have been sexually harassed (Robinson, 2008). In particular, sexual intimidation that can occur in most schools around the world is manifested in a variety of forms and can cover a range of behaviors from a case of artless and detailed painting, in the form of graffiti on a wall school, into abusive comments, inappropriate touch, and serious sexual assaults (Linden, 2009).

In addition, this form of intimidation involves undesirable touch, threats, verbal harassment, insulting letters and images (Giotakos & Prekate, 2006) as well as offensive messages with wicked content without the will of the child they are addressing. Regarding the use of abusive sexual frogs and palpation, these forms are equally serious manifestations of sexual intimidation that occurs in the school environment (Woolcock, 2009).

A common characteristic, however, of all the above-mentioned forms is the fact that students are forced into a sexual act for which they feel uncomfortable at all. It is also very difficult to talk about it and to let them know that it happened to them (Murphy, 2009).

This situation is experienced more frequently by girls, who appear to be more affected by sexual harassment. As a result, girls, in contrast to boys, suffer from lower self-esteem, poorer mental and physical health and more traumatic symptoms as thoughts and feelings emerge from experiences in which they have experienced intense anxiety (Gruber & Fineran, 2008).

1.2.5 Electronic form of intimidation

Electronic bullying, also known as cyberbullying, is the latest form of bullying. In recent years, it has been worry-free for children to be exposed to a large number of people, escaping from the narrow contexts of school space and transforming this form of intimidation into psychological violence (Mason, 2008).

According to a study by the Adolescent Health Unit of the 2nd Pediatric Clinic of the University of Athens, 5% of the children have received threatening messages via the internet, indicating their classmates as more likely to be abusers.

In addition, research in the United States has shown that girls are among the leading e-bullying offenders. It has been observed, in particular, that girls are the ones who use the internet to intimidate other girls. The way the girls use to intimidate opposes the boys'. One way that can be described as insidious with the aim of social isolation of the victims (McGlone, 2008).

In recent years, technology has provided children and young people with a new means of intimidation. The bullying event was restricted to the courtyard during the school day. Using technology allows bullies to harass their victims even after school, even at weekends (Jackson, 2006).

Despite the fact that cyberbullying also occurs in places outside schools, schools are the ones that experience its impact. (Mason, 2008) Electronic bullying can be demonstrated either through the use of mobile phone and computer or using a camera, with the most recent studies focusing on intimidation by sending messages and e-mail (Smith et al., 2008). A common feature of all these events is their offensive and threatening content for the purpose of humiliating and threatening the child.

By attempting a distinction between electronic bullying and computer-assisted phone use, we can distinguish the similarities they present. But at the same time, digital stuttering (Gardelli et al., 2007), as it is otherwise called bullying through the internet, may be linked to the use of other electronic means to intimidate (Miller, 2009).

The main aim of early research on quality in the social interactions of preschool children is not only to examine the developmental pathways of unpleasant interactions that are manifested, but also to identify the causal factors contributing to their manifestation (Alsaker, 2001). Responding to such incidents when they first occur gives the possibility of early intervention. It has been found that the occurrence of intimidating behavior and the involvement of children in victimization processes are responsible for the occurrence of more serious difficulties in adult life, such as delinquency, professional failure, use of prohibited substances (Ttofi & Farrington, 2009). In the context of preschool education, students have innumerable opportunities to develop friendship relationships (Bush et al., 2006). Within this stimulating environment, interpersonal interactions and the development of social skills are facilitated. In particular, the development of socio-emotional skills is critical during

this period, and the lack of positive relationships and interactions can lead to problems of social inclusion and lead to a gradual increase in intimidation behavior (Crain, Finch & Foster, 2005).

1.3 Theories of bullying

School bullying is not a conflict, a conflict between two students or students; it is not the joke, the joke to a classmate that takes place at a specific time. School bullying is a more complex phenomenon that has an emotional effect on children.

According to Dan Olweus (1993), the characteristics of intimidation are: (a) the intention of the perpetrator to harm the victim; (b) the repeatability of his intimidating behavior and above all (c) the inequality of the offender and the victim with regard to physical rhyme and mental vigor, in terms of power in general, power, and even the numerical superiority of perpetrators.

Rigby (1996) lists the following as essential features of school bullying:

- the actor's intention to hurt
- realizing the above intent
- target / victim harm / damage
- the sovereign enforcement of the offender against the victim (with his or her authority)
- the lack of frequent justification for the act
- Repeat behavior again and again
- the satisfaction that the offender draws from the harm of the victim

According to the above characteristics, there is no school bullying when the parties involved are of equal strength and not unequal, because of number, physique, social status, culture, and then it is a conflict, maybe violent but not intimidating. In addition to equality in power, there is also a similar emotional reaction, which means that both students are angry and not like intimidation where the target student is afraid and unable to defend himself. There is also the case of teasing, where the students make fun of each other, both entertaining (Menesini & Salmivalli, 2017).

1.3.1 Development Pattern of Stimulating Behavior

Björkqvist et al (1992) and Björkqvist, Österman & Kaukiainen (1992) developed a model that explains the development of physical and social aggression from the first childhood to puberty. Researchers underline that aggressive behavior follows a

normative course and that the manifestation of one or another form of aggression depends on the developmental stage of the children. According to the above model, physical aggression is the primary form of aggressive behavior, which reaches its climax at about three years (Côté, Vaillancourt, Nagin & Tremblay, 2007). Preschool children use physical aggression to fulfill their goals and meet their personal needs because they have limited skills. As their cognitive, social and linguistic skills gradually develop, direct aggression (mainly physical) is gradually decreasing, while indirect forms of aggression are more common. In the past, it has been pointed out that indirect aggression is a sophisticated form of behavior manifested more frequently by older children (Björkqvist, Osterman, & Lagerspetz, 1994; Björkqvist et al., 1992; Björkqvist et al., 1992).

Empirical data show the progression of aggression. According to the developmental model of Björkqvist et al. (1992) Physical aggression and, more generally, its immediate manifestation, is decreasing towards the end of childhood. On the contrary, social aggression, and especially indirect forms of aggression, are predominant in middle-aged children. The emergence of direct physical aggression is common in preschool settings (Underwood, 2003). However, the majority of middle-aged children rely more on indirect forms of intimidating behavior (Côté, Vaillancourt, LeBlanc, Nagin & Tremblay, 2006). Despite the normative course and prevalence of indirect aggression among older children, it has been observed that a small percentage of infant children also manifest indirect forms of social aggression (Ostrov & Keating, 2004). Preschool children manifest social aggression in a different way than older children. The younger children are expressed in a simpler and more direct way and their aggression is related to events of the present, e.g. a child immediately warns his friend that he will interrupt their friendly relationship if he does not give him a toy. Conversely, older children exhibit aggression in relationships using more sophisticated and complex ways, while referring to events that have occurred in the past (Crick, Casas & Ku, 1999). The research carried out by Crick Ostrov, Burr, Cullerton-Sen, Jansen-Yeh & Ralston (2006) has shown that both boys and girls with social aggression in preschool age still exhibit it with relative stability, age.

1.3.2 Factors determining bullying as a behavioral phenomenon

Several essential things are important for the manifestation and development of bullying. The first and most significant predictor is family environment and

relationships within it. This is defined as negative effects of the family or social or family factors, such as lack of parenting standards, family violence, chronic depression in mothers, etc. , which are related to children's involvement in victimization processes (Brendgen et al., 2005). The influence of family conditions and parameters on the formation of the roles and behavior that children perceive when interacting with their peers is also not insignificant.

In this regard, numerous studies have shown that the way of bringing up children and their psychosocial adaptation to school is significantly associated (Georgiou, 2008). More specifically, the way children are brought up and their family education strategies are associated with school bullying and victimization (Perren et al., 2010). The democratic-dialectical way of parenting helps children to have better social relationships, developed skills and fewer behavioral problems than children who grew up in an authoritarian or compassionate family context (Spera, 2005).

According to the theory of social learning (Bandura, 1977), children learn to be aggressive by observing strong patterns of behavior such as their parents or siblings.

Children who show intimidating behavior at school come from families in which any kind of aggressive reaction is acceptable. Also, specific behavior on the part of parents, such as lack of love and affection, indifference, coldness, hostility and rejection is particularly detrimental to the smooth psychosocial development of children. Finally, it has been shown that the low educational level of parents is a strong risk factor in the victimization process in preschool children (Perren, Stadelmann & von Klitzing, 2010). According to Schwartz, Dodge and Coie (1993), different family factors lead a child to act aggressively and / or passively, respectively. According to Schwartz, Dodge, Pettit and Bates (1997), aggressive children have long been exposed to family patterns of violence and aggression but have not experienced any abuse and / or rejection experience. Children exposed to aggressive patterns of behavior may learn that violence is an effective way of claiming goals and thus have positive expectations of adopting behavior. Consequently, these children learn to adopt a form of aggression that is not mobilized by anger but by the desire to achieve specific purposes.

Aggression that is not mobilized by feelings of rage and anger but by personal desires is called proactive aggression. The persistent exposure of children to violent and aggressive behavioral patterns "teaches" that aggressive behavior is a strategy through which goals can be achieved (Perren et al., 2010). Finally, this behavior is adopted

and reinforced in the school's social context, fueling positive expectations about the effectiveness of aggression

Concerning victim perpetrators, it has been pointed out that they are experiencing psychosocial adjustment difficulties, due to the fact that they have experienced hardness and hostility in their family environment. Also, victims have experienced rejection and hostility from their parents. Dodge (1991) hypothesized that abuse and rejection by parents can lead a child to develop hostile attribution bias and to consider that the social environment is hostile, threatening and dangerous.

The hostile performance of causation is a different way of interpreting social circumstances, where aggressive actions are considered acceptable. Because of hostile efficiency, victim-perpetrators exhibit increased reactive aggression, especially when they first develop social interactions with their peers. As a result, victim-perpetrators react with excessive anger and anger, while at the same time they are the target of attacks by a third party.

Finally, the results from the study by Schwartz et al. (1993), showed that child victims are compassionate, dignified and compliant. This attitude is a risk factor and is associated with the problem of victimization. Also, Olweus (1978) shows that the overprotective way of upbringing is directly linked to the passivity and subsequent victimization of children within the group of peasants. By the concept of over protectionism is meant a controlling and restrictive way of bringing up children by parents because of whom these children have a dirty attitude. Finally, Georgiou (2008), in a related research conducted, showed that the abusive way of raising increases the chances of a child's victimization.

1.4 International and National Surveys of Bullying

This section attempts to highlight the dimensions of school bullying in recent years. Research findings from studies that have been conducted over the last thirty years and their correlation are presented. The incidence of the phenomenon in Greece and abroad: how many students are reporting offenders and how many victims of school bullying? The phenomenon of school bullying seems widespread in many countries around the world. By studying international and domestic literature, we understand that school violence and intimidation take a large dimension in the lives of children and adolescents from the 1980s until today.

The systematic study of the phenomenon begins with the research of psychology professor Dan Olweus. In his book "Bullying at School: What We Know and What We Can Do", 15% of students in Norway have been involved in school bullying. 9% of the students who participated in the survey declared victims, while 7% said they were victims (Olweus, 1993).

The Houndoumadi and Pateraki (2001) research carried out in Greece in Primary schools in Athens reach a similar conclusion. There, the researchers conclude that over 10% of the students who reported involvement in violence cases were victims, while around 6% said they were intimidated by school bullying. Indeed, a 4.8% said it had been a victim and victim at least once a week. These rates of victimization and intimidation are also confirmed by the Sapouna (2008) survey conducted in 20 schools on the outskirts of Thessaloniki. The 1758 10-14 year-old pupils in completed questionnaires said 8% were victims of school bullying. Correspondingly, 5% of students said they were a perpetrator, and only 1% said they were both an offender and a bully of school bullying.

From the above it can be seen that most students involved in incidents of school violence and intimidation are victims. This is evidenced by a survey conducted in 17 countries of the Organization for Economic Cooperation and Development (OECD) in Europe, Australia and South America in Primary and Secondary Education students (Moore, Jones & Broadbent, 2008). As shown in Table 1, the percentage of pupils reporting victims in the Netherlands, England, the United States, Germany, Norway, Canada and Australia ranges from 4% to 25%, while the percentage of pupils claiming that there have been perpetrators is at 18%. An exception is Japan, where it is observed that the percentages of those stating the offenders are higher than those who declare victims.

HBSC / WHO (Health Behavior in School-aged Children) has shown that 8-12% of the students surveyed reported having been at least one of their classmates twice a month, in the last two months prior to the survey.

Countries where students have reported higher intimidation rates for their classmate, from the largest to less frequent incidents, are Romania, Estonia and Latvia. Countries with the lowest rates of schoolchildren who have reported intimidation of their classmates are Sweden, Wales and Iceland.

Rigby (2020) also tried to find out the role of age in bullying. Usually, as children age, there is a reduction in aggressive episodes, which is due to the growth of their

maturity. However, it is difficult to carry out a number of surveys aimed at children in the transition from kindergarten to primary school. In addition, the answer to the question of the place and time of intimidation was that it happens in the yard during the break usually.

Many researches have been done around the world to find a causal relationship that explains the appearance of aggression in a whole. However, we are not in a position to know their validity, as we cannot be sure of students' sincerity. Referring to honesty, it should be made clear that the method commonly used is questioning. Consequently, children who have been victims are difficult to admit, but perpetrators may also want to hide their involvement (Rigby, 2008). To overcome this difficulty, researchers use questionnaires that do not require a name.

In Norway, a survey of 130000 children took place, with the results showing that 15% of pupils aged between 7 and 16 have either been victims or victims of an intimidating incident. Similar research was also carried out in other countries, such as Sweden, Finland, Japan, America, England, Spain and Australia, and the results were consistent with each other. Of the pupils at the age of 13, the proportion of boys in intimidation (17.8) was (Craig, Pepler & Blais, 2007), although a study carried out in the United Kingdom revealed a worrying increase in aggression among girls. In another survey conducted by Hazzler in 1991, 75% of children have become victims of aggression (Camey & Merrell, 2001). Also, surveys showed that 1 in 7 children are intimidated (Olweus, 1991, 1993, 1994) and this phenomenon is not related to the region from which they originated.

In the 2003 International Center for the Study of Statistics, it became clear that the proportion of children who have been bullied and aggressive is constantly increasing. Indeed, this survey states that in 1999 the rate of intimidation at school was 5%, and after two years in 2001 the figure reached 8%. In the report of the International Institute for Child Health and Human Development, 17% of the students who participated in the investigations had been victims of aggression at least once a week, but the interest in the results was that the 19% cause aggression and 6% have also been victims and victims at the same time.

According to the 2004 World Health Organization Health Behavior in School - Aged Children survey, Canada showed the highest rates of aggression, and was still lagging behind measures to prevent and address the phenomenon. For example, among the 35 countries that took the survey, Canada ranks 26th in terms of prevention. In addition, a

survey was carried out on a sample of 4000 children aged 5 to 16 years, where the results inspired a fear, as, besides the fact that 38% of the students had been victims two or more times, there was also a percentage of about 0.5%, where they had experienced so much aggression that they fell ill or stopped school, and those who said they seriously thought of committing suicide were included.

Finally, one can also refer to the investigations made on how to deal with it. According to Camodeca and Goossens, there were differences in treatment, depending on gender, age and duration. To become more specific about gender, girls are usually trying to find some strategies, such as seeking support from other people, in terms of age, the shorter the age, the more indifferent is chosen as a treatment, while regarding the duration of intimidation, has been found to be commensurate with the use of strategies such as avoidance or refusal (Camodeca & Goossens, 2005).

In Greece, the rates of student pupils are higher than those of other countries. According to the same survey, the comparative analysis between the years 2002 and 2010 in terms of the number of pupils who have reported offenders and victims shows an increase in the phenomenon.

In particular, the percentage of pupils reporting offenders from 9.1% in 2002 is increasing to 15.8% in 2010. In Greece, the rates of adolescents and adolescents increase with age more than on average in other countries, namely from 9% to 11-year-old, 16% to 13-year-old and 23% to 15-year-old, and even teenagers 4th higher among teenagers of the same age in the research countries.

The most frequently occurring form of aggression is the verbal, in the sense of the isolation and dissemination of rumors, as shown by another study carried out in 406 students Primary and Secondary Education, 289 parents and 185 teachers in schools in Thessaloniki, Larissa, Kozani and Serres (research of the postgraduate psychology department, Nakopoulou & Galani, under the supervision of Deligiannis - Kouimtzis). According to this latest survey, it appears that in primary education verbal violence occurs at 45%. Moreover, it has been established that 1 in 4 children in elementary school face verbal discrimination, but this is usually not perceived by the teacher or by the parents.

As it has been observed in international surveys, age contributes to the form of aggression that occurs, since the younger a child is, the more he uses physical violence. In addition, the role played by sex and the appearance of physical violence is important (Petropoulos & Papastylianou, 2000; Fakiolas, 1995).

As in the rest of the research, girls and boys stated that the points they have noticed or experienced most of the incidents are first school corridors and then school classes and canteens. The second research question of the present study was the correlation of the location where the incident takes place with the type of school bullying chosen by the perpetrator. More generally, the results of the survey show that any form of bullying may occur in any place, as students who have been the victims of school bullying say they have experienced 2-3 forms of school bullying in the same environment (Perkins et al., 2014).

It is worth noting, however, that physical bullying occurs more often in school corridors and less often in the school classroom. Children's experiences vary according to the form in which they occur and the frequency they appear. The question we are asking at this stage is whether there are differences depending on gender.

How are girls involved in school bullying and with whom boys? Surveys conducted to date show that there are differences in the frequency and form of sex intimidation. Boys compared to girls are more likely to be involved in school bullying, either as offenders or as victims or as victim victims (Athanasopoulos & Deliyanni-Kouimtzi, 2010; Scheithauer et al., 2006).

A survey conducted in the framework of the campaign "IF-European School Against School Bullying" reports that in Greece 42.2% of boys compared to 18.57% of girls said there had been school bullying actors. The number of victims is around 60% and, according to the pupils' answers, they are mostly boys. Table 7 shows the results of "Health Behavior in School-Aged Children", "HBSC / WHO (Health Behavior in Adolescent Health Study)", reaffirming that the percentage of boys involved in school bullying is greater than that of girls.

A common conclusion among the researches is that physical bullying occurs mainly in boys, while the indirect occurs more in girls (Bjorkqvist et al., 1992; Rivers & Smith, 1994; Lagerspetz et al., 1988; Scheithauer et al., 2006). However, although girls and boys differ in the forms of intimidation they experience, at all ages they have similar knowledge of what school bullying is and what forms it can take (Smith et al., 2002).

Of particular interest is the study by Salmivalli & Voeten (2004), which states that boys and girls are affected by different factors when they exhibit some intimidating behavior. In particular, girls seem to be more affected by social norms that change

over time, while the characteristics of the personality of the boys can be more decisive about whether they will manifest intimidating behavior.

1.5 The dimensions of the phenomenon of School Violence and Bullying

Our aim is to map the problem as a systemic phenomenon, which requires a systematic and dynamic response. School bullying and violence are a multidimensional phenomenon that tends to spread alarmingly both in Greece and internationally, with huge negative consequences for the formation of "healthy" tomorrow's citizens. For this reason, it is necessary to clarify the context of its diagnosis and to analyze its various dimensions, which either refers to causes or effects, or even to addressing this pathogenic situation. In particular, the phenomenon of school bullying and violence will be explored in terms of its legal, pedagogical, psychological and social dimensions. In fact, according to the socio-ecological model of Fried & Fried (1996), The aggression of minors in the form of school violence is the result of various factors that affect the minor, such as culture, community, school, family and personal issues (Li, 2008). Therefore, the risk of an individual being a victim or a bully of intimidation is a complex interaction between individual, interpersonal, community and social factors. These factors are represented as five concentric circles with the learner at the center. It is, therefore, a systemic, dynamic framework, which acts as a determining factor in the development of the student-young person. This framework can provide rich stimuli and favorable conditions for the ideal development (cognitive, psychological, emotional, etc.) of the individual or, on the contrary, even the deficient or problematic composition of a single axis (culture, community, school, family) of the frame can entangle the person and not allow him to cultivate all his possibilities.

Violence among schoolchildren or school bullying is intentional, unprovoked, systematic and repetitive violence and aggressive behavior for the purpose of enforcing, oppressing, and causing physical and mental pain to peers from their classmates, in the context of an interpersonal relationship characterized by power disproportion, inside and outside school. In this situation, children who are intimidated are "powerful," who believe that through their actions they will derive some benefit, such as pleasure, social status, or even material gains. On the other hand are the victims, who hold the position of the "weak" passive recipient of these violent

actions. School bullying is manifested in various forms, such as direct physical and verbal intimidation, indirect intimidation (for example, social isolation, dissemination of false fame), sexual, racist, electronic, social bullying and blackmail which concerns the violent rape or destruction of the personal objects of the intimidated child (Trolley, Shields & Hanel, 2008).

School bullying is not individual aggressive incidents among students who are characterized by equality in "power" (social, physical, etc.) or possessing the same emotional load (both students are angry). Finally, school bullying is not a joke between pupils in the form of goodwill and if the recipient does not seem to be disturbed. Violence between students has serious short-term and long-term effects on their development and health. Intimidated children often have low self-esteem, psychosomatic problems, school denial, intense anxiety, sleep disturbances, phobias, depression, and even suicidal tendencies.

Children who are intimidated have a reduced self-control capacity, are unable to comply with rules and limits, and find it difficult to solve their differences and to manage their aggression, and may, in the future, exhibit anti-social and delinquent behaviors. Possibly, incidents of violence between schoolchildren are not always treated in the most appropriate way. For this reason, there is an urgent need to establish a clear framework for preventing and addressing the phenomenon of school bullying in the school environment, which is the most appropriate body for the proper education of children and adolescents and the channeling of healthy citizens into our society (Stelter, 2008).

1.5.1 Legal dimensions

In Greek education legislation there is no provision for juvenile delinquency in school and, in particular, for school bullying. In the legislative educational framework there are no clear references to the competences of the actors in the educational process (School Counselors, School Leaders, Teachers) to the phenomena of school violence. Their responsibilities and the framework for addressing and managing school bullying incidents are derived from their general duties and obligations as set out in various laws and articles scattered in various presidential decrees and ministerial decisions.

In cases of delinquency of underage students at school, the provisions of the Penal Code referring to minors apply. In April 2015, Article 8 of Law 4322/2015 amended

Article 312 of the Criminal Code, which deals with "causing damage through persistent harsh behavior" and also applies to minors.

In particular, it is stated: '1. Unless there is a case of a more serious offense, it is punishable by imprisonment, whichever by persistent harsh behavior causes a third person physical injury or other harm to physical or mental health. If the act is done between minors, it is not punished unless the age difference between them is longer than three (3) years, so only reforming or therapeutic measures are imposed. 2. If the victim has not yet reached his 18th year of age or can not defend himself and the offender has custody or protection, or belongs to the offender's home or has a working relationship with him or her or has been entrusted to him by the person responsible for custody or entrusted to him for upbringing, teaching, supervision or guarding, even if temporary, unless there is a case of a more serious offense, imprisonment of at least six (6) months. The same penalty shall be imposed on anyone who systematically neglects his or her obligations to the above-mentioned persons, is liable to suffer physical injury or harm to their physical or mental health. "Subsequently, the Ministry of Culture, Education and Religious Affairs, in circular C2 / 6563 / 21-11-1996, has banned group expulsion, as well as elimination of all students involved in rotation. In fact, it stipulates that the magnitude of the participation of each student in the offense should be carefully monitored, in order to impose similar penalties. Thus, although not fully institutionalized, the tendency and desire of the Ministry of Culture, Education and Religions to show a more modernized and upgraded pedagogical policy, such as the model of "peer-to-peer counseling" and the model of "Mediation"

The Council of Europe, in its effort to preserve the rights of the child, set up the "Child-Building Europe for Children" program (www.coe.int/children), which is dedicated to promoting the rights of the child protection and the protection of children against violence.

In particular, the program focuses on issues such as home and school violence, human rights education, children and the internet and children, and the rule of law. Among other things, regarding children's rights, she declares that as a child "You have the right to protection against all forms of exploitation, abuse and physical and psychological violence, including those occurring in the family and in childcare facilities" (European Council, 2009). While the Oslo Consultation identified six priority areas in order to ensure children's rights in the safe and safe environment, a picture of: www.coe.int violence-free learning in the school environment: 1)

developing holistic school-based strategies; 2) working with children 3) support for teachers and other staff 4) awareness raising and education for human rights 5) legal protection for children (2011).

Indeed, the European Parliament and the Council of Ministers adopted a decision to create the DAPHNE III Specific Program (<http://www.e-abc.eu/en/to-ergo/programma-daphne-iii>) as part of the General Program "Fundamental Rights and Justice".

As part of the prevention of the phenomenon, the program of the Hellenic Ministry of Environment and Waters has been implemented in Greece. "Stop Intra-school Violence" (<http://www.antibullying.gr/poioi-eimaste.html>). The Ministry of Culture, Education and Religious Affairs, as part of the initiatives to prevent and tackle school violence and bullying, has set up a network of information, training, prevention and response to phenomena at central and regional level. The occurrence of violence between pupils in the school environment in small or high incidents should leave no room for complacency. The individual and fragmentary responses of teachers to only extreme violence cannot reverse such situations and infuse students with values and attitudes regarding human rights and respect for our fellow human beings. It is now imperative to establish a clear framework for preventing and tackling the phenomenon of school bullying, which will be supported and systematically fed by educational policies and good practices.

As mentioned in the previous section, the phenomenon of school bullying involves various parties, including the victim (the child experiencing intimidation), the perpetrator (the child who is intimidating) and the child viewers (bystanders). The existence of school bullying situations and incidents will have many serious negative effects, either in the short or long term, on the psycho-emotional development of the child and adolescent, but also on the learning process (Krige et al., 2000; Smith et al. 2004; Georgiou & Stavrinides, 2008; Stavrinides et al., 2010). The child experiencing intimidation.

Usually, a child who is targeted and chooses to be bullied will have some specific features, such as somehow differing from the pupil's average image either in terms of physical characteristics (height, weight, skin color, etc.) to elements such as religion, nationality and / or sexual preferences and to be at a disadvantage in terms of power or authority over the intimidating child. It is characterized by the inability to defend

itself as an introvert and without sufficient internal resources to ensure self-sufficiency (Aritnopolou, 2001).

Because of the unfortunate aggressive situations it experiences, there will be very serious negative psychological consequences that may affect it all its life (Espelage & Holt, 2001; Espelage and Swearer, 2003; Kokkinos & Panayiotou, 2004; Nansel et al., 2001) and have a sense of loneliness and low self-esteem (Andreou, 2004). In terms of personality or emotional consequences, it will be distinguished by:

- Low self-esteem (Salmivalli & Nieminen, 2002; Solberg & Olweus, 2003)
- feeling despair, shame
- not solving problems
- appearing depression forms (Kaltiala-Heino, et al., 2000)
- not feeling emotionally or emotionally outburst
- feeling lonely (Graham & Juvonen, 1998; Nansel et al., 2001)
- best for isolation
- birth for friendship and social gatherings
- poor school performance and unjustified absences (Nansel et al., 2001)
- Behavioral Disorders

As regards the physical consequences, it will be (Gini & Pozzoli, 2009):

- ✓ psychological / psychosomatic problems (headaches, abdominal pains, etc.)
- ✓ innervation, sleep disturbances
- ✓ biting his nails
- ✓ he has loss of appetite

While in very violent incidents of school bullying, the victim may need hospitalization because of serious injuries, or even in the extreme case, to lose his own life. It should be noted that because of the highly charged psychological condition of the victim there have been very extreme incidents in which the victim either during his or her schooling or later as an adult "takes the law into his hands" with an armed attack on the school where he is attending or was studying and killing pupils as a vengeance for the attacks he had suffered (Flannery et al., 2004).

With regard to his school life, because of the situations he experiences, he identifies the school with the concept of insecurity and disapproval, thus presenting elements of school denial, inadequate schooling, inability to concentrate on work, refusal to participate in school activities and generally stops to participate in any learning process (Hawker & Boulton, 2003).

If these children do not receive adequate support, they will face serious psychological problems in their lives as adults, demonstrating inability to engage in interpersonal relationships, take responsibility and resolve problems, but even to have a smooth sex life. In general, the child experiencing intimidation is possessed by the sense of anger and shame about what is happening, guilt, because it feels that it is what blames for what is done and fear, since it constantly lives with the feeling that they will spoil it. (Sourander et al., 2010).

Unfortunately, incidents of school bullying are often not perceived by teachers and parents, and sometimes when they are done, they are often forbidden for various reasons or not treated because of the erroneous assessment that the victim should learn to deal with it alone condition. In general, there is a lack of information, limited awareness and lack of knowledge and skills to address the problem of school violence by both teachers and parents. The child who frightens Although the intimidating child is also responsible for the "abuse" of the victim, it also possesses important psychological problems that need special treatment (Bernstein & Watson, 1997), such as impaired self-control capacity (Unnever & Cornell, 2003), and low empathy (Espelage et al., 2004; Gini et al., 2007; Farrington & Baldry, 2010). While low empathy appears to be a determining factor in aggressive behavior, recent research focuses on the negative association of phenomena with cognition – and in particular emotional empathy (van Noorden, et al., 2014).

In addition, perpetrators, during their school life, usually do not have a good course performance, while creating problems at the time of classes and like to challenge teachers with their behavior (Nansel et al., 2004; Olweus, 1993). General elements that distinguish children who are intimidated are:

They possess the need to dominate and impose their power on others (Adler, 1998; Pellegrini & Long, 2002; Olthof and Goossens, 2008):

- Demonstrate impotence to control impulses and lack of sense of the measure
- They show diminished self-control capacity
- They are identified for their weakness in respecting rules and limits
- They have an inflated sense of themselves and empathy
- Abnormally low anxiety
- Difficult to solve their differences and manage aggression
- Demonstrate hostility to others especially in relation to parents and educators

- They are not particularly popular, and they are falling further as they move on to the educational levels

- They like to be surrounded by other classmates who consider them their "leader". Exercise of school violence by a child usually the forerunner of delinquent and / or criminal behavior in the future (Eron & Huesmann, 1984).

Typically, these adults are involved in the law, are subject to abuse of addictive substances, drugs, alcohol, etc., while marrying often impose their opinion by abusing their spouses and children (Fried & Fried, 1996). A vicious cycle is created, since the people themselves may be victims of domestic violence. Kids viewers Children's viewers, although most often remain intimidated by incidents of bullying, also suffer from harmful psycho-emotional consequences. The fact that they occur in such incidents causes their familiarity with situations that cause physical or psychological pain and the formation of the erroneous perception of the prevailing power of the "mighty". By failing to react and intervene effectively, children's viewers have a sense of impotence and remorse, and they may be reluctant to associate with the victims because they are afraid of becoming intimidated by themselves (Rivers et al, 2009). Children's viewers, although not the perpetrators of aggression, play a particularly important role in school bullying and violence, and, depending on the attitude they hold, facilitate or function inhibitly to the recurrence of similar incidents and, in general, to their perpetuation Salmivalli et al., 2011).

But, of course, children are each affected differently by watching such events happen next to each other. Children's viewers, depending on the attitude they hold in committing school violence, can be distinguished in the following categories:

- Those who feel anger, shame and guilt because of their non-intervention
- Those who are indifferent and removed when such scenes of violence, in order not to interfere or remain neutral observers of the episodes (the observers)
 - Those who fear that they may be the next victim and deliberately associate with the "intimidators" (laughing or urging during aggression actions). But they experience the feeling of shame and guilt.
- Those who support the perpetrator and encourage the involvement of other students in victimization episodes (the actor's assistants)
 - Those who laugh and encourage the perpetrator for the reason that they converge with their own behavior or, in a way, they admire the intimidator amplifiers). They act as an audience and laugh at the victim. In this case, we can talk about potential bullies.

- Interventions to stop intimidation and provide direct or indirect support to the victim (victim defenders). (Salmivalli, et al., 2011; Andreou, 2007)

Children's viewers therefore have different reactions that play a key role in the evolution of aggressive incidents but also in the continuation of the phenomenon. When their reaction is to laugh, or to smile, or to make positive comments, it means that they applaud or even admire the child who is intimidating and, therefore, urge them to continue. When they just ignore or remain in negative commentary, they again reinforce the role of the intimidator, who will intensify his efforts by becoming even more aggressive in order to get them on his side.

1.5.2 Psychological dimensions

As mentioned in the previous section, the phenomenon of school bullying involves various parties, including the victim (the child experiencing intimidation), the perpetrator (the child who is intimidating) and the child viewers (bystanders). The existence of school bullying situations and incidents will have many serious negative effects, either in the short or long term, on the psycho-emotional development of the child and adolescent, but also on the learning process (Krige et al., 2000; Smith et al. 2004; Georgiou & Stavriniades, 2008; Stavriniades et al., 2010). The child experiencing intimidation.

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Because of the unfortunate aggressive situations it experiences, there will be very serious negative psychological consequences that may affect it all its life (Espelage & Holt, 2001; Espelage and Swearer, 2003; Kokkinos & Panayiotou, 2004; Nansel et al., 2001) and have a sense of loneliness and low self-esteem (Andreou, 2004). In terms of personality or emotional consequences, it will be distinguished by:

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- appearing depression forms (Kaltiala-Heino, et al., 2000)

- not feeling emotionally or emotionally outburst
- feeling lonely (Graham & Juvonen, 1998; Nansel et al., 2001)
- poor school performance and unjustified absences (Nansel et al., 2001)
- Behavioral Disorders. As regards the physical consequences, it will be (Gini &

Pozzoli, 2009): ✓ psychological / psychosomatic problems (headaches, abdominal pains, etc.) ✓ innervation, sleep disturbances ✓ biting his nails ✓ he has loss of appetite While in very violent incidents of school bullying, the victim may need hospitalization because of serious injuries, or even in the extreme case, to lose his own life. It should be noted that because of the highly charged psychological condition of the victim there have been very extreme incidents in which the victim either during his or her schooling or later as an adult "takes the law into his hands" with an armed attack on the school where he is attending or was studying and killing pupils as a vengeance for the attacks he had suffered (Flannery et al., 2004).

With regard to his school life, because of the situations he experiences, he identifies the school with the concept of insecurity and disapproval, thus presenting elements of school denial, inadequate schooling, inability to concentrate on work, refusal to participate in school activities and generally stops to participate in any learning process (Hawker & Boulton, 2003).

If these children do not receive adequate support, they will face serious psychological problems in their lives as adults, demonstrating inability to engage in interpersonal relationships, take responsibility and resolve problems, but even to have a smooth sex life. In general, the child experiencing intimidation is possessed by the sense of anger and shame about what is happening, guilt, because it feels that it is what blames for what is done and fear, since it constantly lives with the feeling that they will spoil it. (Olenik-Shemesh, Heiman & Eden, 2012).

Unfortunately, incidents of school bullying are often not perceived by teachers and parents, and sometimes when they are done, they are often forbidden for various reasons or not treated because of the erroneous assessment that the victim should learn to deal with it alone condition. In general, there is a lack of information, limited awareness and lack of knowledge and skills to address the problem of school violence by both teachers and parents. The child who frightens Although the intimidating child is also responsible for the "abuse" of the victim, it also possesses important psychological problems that need special treatment: Bernstein & Watson (1997), impaired self-control capacity (Unnever & Cornell, 2003), and low empathy (Espelage et al., 2004; Gini et al., 2007; Farrington & Baldry,

2010). While low empathy appears to be a determining factor in aggressive behavior, recent research focuses on the negative association of phenomena with cognition – and in particular emotional empathy (van Noorden, et al., 2014).

In addition, perpetrators, during their school life, usually do not have a good course performance, while creating problems at the time of classes and like to challenge teachers with their behavior (Nansel et al., 2004; Olweus, 1993). General elements that distinguish children who are intimidated are Adler, 1998; Olthof and Goossens, 2008):

- They possess the need to dominate and impose their power on others
- Demonstrate impotence to control impulses and lack of sense of the measure
- They show diminished self-control capacity
- They are identified for their weakness in respecting rules and limits
- They have an inflated sense of themselves and empathy
- Abnormally low anxiety
- Difficult to solve their differences and manage aggression
- Demonstrate hostility to others especially in relation to parents and educators
- They are not particularly popular, and they are falling further as they move on

to the educational levels

- They like to be surrounded by other classmates who consider them their "leader".

(Exercise of school violence by a child usually the forerunner of delinquent and / or criminal behavior in the future (Eron & Huesmann, 1984).

Typically, these adults are involved in the law, are subject to abuse of addictive substances, drugs, alcohol, etc., while marrying often impose their opinion by abusing their spouses and children (Fried & Fried , 1996;). A vicious cycle is created, since the people themselves may be victims of domestic violence. Kids viewers Children's viewers, although most often remain intimidated by incidents of bullying, also suffer from harmful psycho-emotional consequences. The fact that they occur in such incidents causes their familiarity with situations that cause physical or psychological pain and the formation of the erroneous perception of the prevailing power of the "mighty". By failing to react and intervene effectively, children's viewers have a sense of impotence and remorse, and they may be reluctant to associate with the victims because they are afraid of becoming intimidated by themselves (Rivers et al, 2009). Children's viewers, although not the perpetrators of aggression, play a particularly important role in school bullying and violence, and, depending on the attitude they hold, facilitate or function inhibitly to the recurrence of similar incidents and, in general, to their perpetuation (Salmivalli et al., 2011).

But, of course, children are each affected differently by watching such events happen next to each other. Children's viewers, depending on the attitude they hold in committing school violence, can be distinguished in the following categories:

- Those who feel anger, shame and guilt because of their non-intervention
- Those who are indifferent and removed when such scenes of violence, in order not to interfere or remain neutral observers of the episodes (the observers)
- Those who fear that they may be the next victim and deliberately associate with the "intimidators" (laughing or urging during aggression actions). But they experience the feeling of shame and guilt.
- Those who support the perpetrator and encourage the involvement of other students in victimization episodes (the actor's assistants)
- Those who laugh and encourage the perpetrator for the reason that they converge with their own behavior or, in a way, they admire the intimidator amplifiers). They act as an audience and laugh at the victim. In this case, we can talk about potential bullies.
- Interventions to stop intimidation and provide direct or indirect support to the victim (victim defenders) (Salmivalli, et al., 2011; Andreou, 2007).

Children's viewers therefore have different reactions that play a key role in the evolution of aggressive incidents but also in the continuation of the phenomenon. When their reaction is to laugh, or to smile, or to make positive comments, it means that they applaud or even admire the child who is intimidating and, therefore, urge them to continue. When they just ignore or remain in negative commentary, they again reinforce the role of the intimidator, who will intensify his efforts by becoming even more aggressive in order to get them on his side (Sutton & Keogh, 2000)

1.5.3 Pedagogical dimensions

School bullying is a wider social phenomenon, not only for special groups or minorities but for the entire school population. Research findings demonstrate the key role played by the school climate, school administration and teacher interventions in halting or demonstrating violent behavior by students.

With regard to the legal aspects of the sub-section on the sanctions to be imposed on aggressive students against their classmates, it is recommended to:

- Avoid abolition and criminalization of the act if ineffective methods are considered by various research studies. A child, who is intimidated, after having been punished with miscarriage, will continue to harass his victim vengefully for the

sentence imposed on him. In general, the teacher should be exempt from the 19th century model for the penitentiary prisoner.

- Do not seek reconciliation between the perpetrator and the perpetrator, as in the event of a repeat, the intimidator will confirm his "strength" and sovereignty, while the victim will be in a more unfavorable position, psychologically, if not physically.

The teacher has to deal with a cautionary incident of school bullying by devoting time to both parties – the victim and the victim – rather than being used only in discussions with the perpetrator. He should try to identify the problem by eliciting causes and incentives that have led the perpetrator to such behavior. The solutions it proposes should cover and be accepted by both sides of the parties involved.

In any case, however, such a climate should be cultivated in the school environment, so as not to neglect such incidents and the victim to trust the training staff for a smooth settlement. The best way to deal with the phenomenon is prevention. The school unit and teachers should, from the beginning of the school year, communicate and communicate to pupils and their parents the framework of the school code of conduct. At the same time, programs and projects related to the psychosocial education of pupils should be included in school planning.

Together with the pupils' learning obligations, reference should be made to their rights as pupils, but also to the framework for the protection of minors designated by the European Union (European Council, 2009). As far as educational reforms are concerned, there is a tendency to focus, not only on the form of education but also on the social context of the school, focusing on the role that human relations can play in adapting pupils (Chatzichristou et al., 2004). In summary, the following preventive actions are recommended in the school:

- Discussion and briefing of teachers about their rights and behavioral rules in schools
- Finding appropriate ways of expressing aggression, such as sports and art, as well as appropriate a framework for the promotion of teamwork and fair play
- Substantial and effective supervision during breaks, especially in places where school bullying incidents are likely to occur, such as toilets, warehouses, workshops, etc.
- Communicating with parents about raising awareness and educating them about school bullying in order to be pregnant to detect symptoms if their children are involved in such incidents in some way

- Encouraging parents to their active participation in the school life of their children and their cooperation with the educational staff
- Care and taking appropriate actions for the smooth integration of newcomers or pupils with special needs
- Interdisciplinary programs related to the curriculum, to promote the mental health of students in order to enhance the feeling of cooperation and understanding among students
- Training of teachers to the recognition and effective management of the phenomenon. (Psychology, philosophy, sciences, blogging, 2014) Child and Adolescent Health Psychometric Society (ESDP)

1.5.4 Social Dimensions

Of course, school bullying is not a phenomenon of virginity but a result of imitation of behaviors inherent in society. As mentioned in the Introduction of Unity, according to the Fried & Fried model (1996), community-society is the circle that encompasses and affects all other axes, assuming we live in an ideal culture where good behavior, peaceful coexistence and the democratic and peaceful resolution of differences (at least for today's Western civilization).

However, the framework of setting up and preserving the values and sound standards of a society is in turn influenced by other axes, which may break its smooth recommendation, even if it is not institutionalized behavior. Such factors are the economic situation in a society, the policies that embrace the country, which according to its interests are constantly changing, as well as the implementation and support of policies from other societies-countries. In addition, school bullying, as an act of imitating adult behavior, should be explored both at the micro-level of the school and the family, analyzing the interpersonal relationships and the cooperation of the educational staff and the behavior of the parents both with each other and with children but also to the macro-level of our society, both through our excessive exposure to free media violence (movies, news, and even children's programs), as well as to established societies statements (violence between police and demonstrators, hooliganism, etc.), which emit wrong messages to young people.

For example, hooliganism can be perceived as a heroic act, since one "defends" his team. These social reports are signs of annoyance, but also the result of exposure of young people to such incidents. This is a dynamic dimension in which we need to intervene in order to change the landscape and school life while, at the same time, school as an education

institution should make a decisive contribution to the change of culture in society (Kasen et al., 2004).

1.6 Strategies for dealing with school bullying

Members of the educational community play an important role in coping of school bullying. Often, they are the first adults that students inform when they are victimized, while they can also create a positive climate of support and empathy in the classroom (Smith et al., 2004). The important role of school staff in dealing with bullying is further underlined by the fact that students they expect school adults to effectively intervene to stop them such incidents (Crothers & Kolbert, 2008; Rigby, 2014). The directors and teachers when they choose to manage the phenomenon and not ignore it, then they can to use various ways and strategies (Rigby, 2014), which are presented detailed below.

Members of the educational community use a variety of strategies when tackle the phenomenon of bullying among students. According to researchers (Burger, Strohmeier, Spröber, Bauman, & Rigby, 2015; Seidel & Oertel, 2017) coping strategies can be divided into three categories:

- Authoritarian – punitive strategies
- Supportive – individual strategies
- Supportive – cooperative strategies

Principals and teachers who apply authoritarian-punitive methods strategies mainly use their personal power by setting strict limits with glares or verbal reprimands and if they do not work, other disciplinary means, such as punishments or dropping out of school (Burger et al., 2015; Seidel & Oertel, 2017). Penalties include the use of punishments or consequences imposed according to school rules after carrying out the bullying incident (Rigby, 2014). The most common strategy of teachers to fight bullying is the disciplinary sanction of bullies, something found in international surveys (Bauman et al., 2008; Burger et al., 2015; Sairanen & Pfeffer, 2011; Thompson & Smith, 2012).

As far as Greece is concerned, it seems that although the teachers do not use punitive as a basic practice to deal with bullying method, however, they use it quite often (Artinopoulou, Babalis & Nikolopoulos, 2016; Christakopoulou & Alexandropoulos, 2019). In the research of Christakopoulou and Alexandropoulos (2019), it was found that the staff of primary schools in percentage 46.7% and 24% answered that they use verbal reprimand

and punishment respectively. Although as established by the literature the authoritative – punitive strategies are most often used by teachers, they may not be the most effective (Wachs, Bilz, Niproschke, & Schubarth, 2019). The same researchers report that these strategies have little effect on the treatment of the phenomenon, as well there is no positive model for modifying aggressive behavior. Also, these strategies can increase indirect forms of bullying that are difficult to detect by teachers (Byers, Caltabiano, & Caltabiano 2011).

Supportive-individual strategies are focused on talking directly with them involved in bullying incidents (Burger et al., 2015; Seidel & Oertel, 2017). Investigations have found it vital to support not only victims of bullying, but also the children who commit the specific behaviors (Bowes, Maughan, Caspi, Moffitt, & Arseneault, 2010). These types of strategies are aimed at the development of children's social skills to deal more effectively with the various forms of bullying (Rigby, 2012; Yoon & Bauman, 2014). The specific strategies are shown to be more effective compared to the authoritarian - punitive ones. In a recent survey of Wachs and colleagues (2019), it was found that the supportive – individual strategies were used more frequently at 52.8%, a contrasting result with previous research (Bauman et al., 2008; Burger et al., 2015; Sairanen & Pfeffer, 2011), where authoritarian-punitive strategies were used more often.

In Greece, the teachers use the specific strategies quite often, aiming to to enrich their knowledge regarding the personality of thieves, but also to understand victims so that they can deal with future incidents of bullying more effectively (Athanasiadou & Psalti, 2011). Also, the school staff of primary education uses the supportive – individual strategies, providing psychological support to the victim, while at the same time explaining the consequences to the abuser behavior and discuss it exclusively with him/her to resolve it (Artinopoulou et al., 2016; Christakopoulou & Alexandropoulos, 2019).

Finally, it seems that the supporting – individual strategies, can be a successful solution to stop bullying, because they address the individual needs of those involved in bullying incidents (Menesini & Salmivalli, 2017; Rigby, 2014). Of course, if any member of the educational community considers bullying to be a social process and often involves the whole class or even other colleagues from the school (Salmivalli, 2010), then supportive – cooperative ones are more appropriate strategies that consider group dynamics and the roles of all its participants school community. These strategies aim to support the friendly and positive relationships between classmates, as well as changing social dynamics using peers as facilitators of change, positively influencing its climate class (Wachs et al., 2019). Thus, students will not be willing to deal with bullying, since they will have friendly relations with

all their classmates and cooperate all together to deal with the phenomenon (Allen, 2010; Salmivalli, 2010).

The search help from other adults seems to be a fairly common strategy for dealing with bullying incidents (Bauman et al., 2008; Burger et al., 2015; Sairanen & Pfeffer, 2011; Wachs et al., 2019). In the research by Bauman and colleagues (2008) large number of teachers reported that they would enlist the help of other adults (75% for school principals), while the research of Sairanen & Pfeffer (2011) showed that the including adults in the treatment process is the second most common strategy after the punitive method. In a research it was found that supportive-collaborative strategies were the most successful in dealing with bullying (Wachs et al., 2019).

CHAPTER 2: METHODOLOGY OF RESEARCH

2.1 Methodology

Methodological foundations for creating a research construct of a psychological study related to measuring the evaluation of teachers' choices of strategies to deal with bullying are the theoretical statements about bullying as a mental phenomenon and the specific pedagogical activity of teachers to limit its spread in a school environment

2.2 The aim of the study

The purpose of the study is aimed at establish the degree of expression of school bullying and the possibility of dealing with it through the intervention of teachers. The opinion of the teachers about the choice of strategy determines the potential possibility to solve it within the school and limits its spread as a negative phenomenon in the behavior of the students.

The tasks of the research include:

Organizational tasks related to the selection of research subjects, finding psychological questionnaires measuring the researched dimensions, creating a favorable environment for the research subjects to work, providing everyone with access to filling out the proposed material.

The research tasks are specified to the research orientation of the study. They include:

1. Study of teachers' assessment of bullying in a school environment, through pre-constructed hypothetical situations
2. Measuring the degree of expression of the teacher's opinion according to predetermined criteria for evaluating his behavior in the situations
3. Measuring the influence of personal evaluation on the criteria for choosing a strategy for dealing with bullying at school
4. Investigating the influence of the gender factor on the choice of a strategy for dealing with bullying by teachers
5. Measuring the influence of the teacher's age factor on his choice of strategy for dealing with bullying.
6. Measuring the dependence between the years of teaching experience and the years of residence in school on the choice of a strategy to deal with bullying
7. Investigating the impact of teacher education on the choice of a strategy to deal with bullying
8. Measuring the importance of family income and school position on the choice of strategy for dealing with bullying

2.3 Research Hypothesis

Teachers working in a real school environment do not accept the forms of school violence and the behavior of the bully understand the experiences of the victim and are ready to intervene in a situation of observed violence.

Based on the literature read and its analysis, we raise the main *scientific hypothesis*:

We assume that the attitude towards bullying and the choice of strategies to deal with it in a school environment are directly influenced by factors such as gender, age, years of teaching experience, length of stay in an educational environment, the number of students in a school and the educational level of teachers. In their combination, they structure the personal evaluation for choosing a strategy.

Hypothesis 1. We assume that upon information about the presence of bullying at school, teachers will show personal activity by choosing strategies that are primarily aimed at the bully and the victim, since they are the real participants in it.

Hypothesis 2. We assume that the gender of the researched persons - teachers is a predictor of the choice of a strategy to deal with bullying at school. Men prefer

working with the victim of bullying, while women involve the involvement of other adults.

Hypothesis 3. We hypothesize that teachers' age is a predictor of bullying coping strategy selection. Older teachers are oriented towards choosing strategies related to working directly with the victim and the bully, while the younger ones choose collaboration with other adults.

Hypothesis 4. We hypothesize that years of teaching experience influence the choice of strategy for dealing with bullying at school depending on its type.

Hypothesis 5. The duration of a teacher's work in a school affects his choice of strategy for dealing with bullying in his school.

Hypothesis 6. The number of students in a school influences the choice of strategy for dealing with bullying by the teachers in it.

Hypothesis 7. We hypothesize that social factors such as teachers' income and education influence their attitudes toward cyberbullying and their choice of coping strategies in a school setting.

Hypothesis 8. We hypothesize that a teacher's position at school does not influence his choice of strategy for dealing with bullying.

2.4 Subjects studied. Measured characteristics

A total of 263 (N=263) teachers participated in the survey. 45.2% (n=119) of them were male and 54.8% (n=144) female. Their age range was from 31 to 65 years, with almost 53% of the sample falling into the 35-50 age group. Regarding their marital status, 61% were married while almost 84% work in schools in urban or semi-urban areas. Finally, regarding years of experience in education, 50.6% have 1 to 10 years of experience, 34.2% 11 to 20 years and finally 11.8% have 21-30 years of experience. They are all teachers in Greek schools. Characteristics were included in the study as variables.

2.5. Procedure for conducting the research. Methods of collecting empirical data

The data collection was carried out on teachers of the prefecture of Thessaloniki in a period of 8 weeks (3/2022 to 5/2022) with the method of convenience or fluency sampling

(Zafeiropoulos, 2005). The questionnaires were completed electronically through the google doc's form. The purpose of the research, the instructions as well as the researcher's personal information for further clarifications, were also included in the clarification letter that accompanied the questionnaires. In order to collect the research data, 3 questionnaires were used, which an explanatory letter accompanied.

2.5.1 Demographic data

The first questionnaire consisted of 12 questions concerning the demographic characteristics of the sample, such as gender, age, years of previous service, marital status, etc. Demographic data were included in the study as independent variables.

2.5.2 Bullying Attitude Questionnaire

The second part consisted of the modified form of the Bullying Attitude Questionnaire (Craig et al. 2000) by Byers, Caltabiano & Caltabiano (2011), translated into Greek. The specific tool investigates teachers' attitudes towards school bullying and consists of six imaginary hypothetical situations of direct and indirect school bullying.

The first hypothetical situation concerns an incident of verbal bullying, the second concerns an incident of school cyberbullying, the third concerns an incident of social exclusion, the fourth concerns an incident of physical aggression, the fifth concerns an incident of verbal bullying and the sixth concerns an incident of relational bullying:

Hypothetical situation 1. In the reading room, you hear a student yelling at another child, "Sucky, squishy, squishy." The child tries to ignore the comments and remains speechless sulking at his desk.

Hypothetical situation 2. Helen and Maria were best friends. They had a heated argument. The next day Maria's inbox list was full and there were many posts on her Facebook page. The e-mails and posts were rude and offensive. When she looked at her account she found that a group e-mail had been sent from her account with racist comments, as well as rude and offensive comments about all her friends and classmates. She had not written the e-mails. When they were still friends, Maria had told Eleni the passwords to her e-mail and Facebook accounts.

Hypothetical situation 3. You have allowed the children to take a short break in class because they worked very hard today. You hear one child say to another "No, no way! I already told you that you can't hang out with us!" The student spends the rest of the time

alone with tears in her eyes. This is not the first time this kid has rejected other students from the group.

Hypothetical situation 4. As your students return from an elective, you see one student kicking another without any provocation. The bruises are obvious. This student is known to have engaged in this type of behavior in the past.

Hypothetical situation 5. A student is bullied and given a nickname she doesn't like. Her classmates tell her not to take everything so seriously and that they are just doing it for fun. Often when this student roams the school floors other students call her by her nickname.

Hypothetical situation 6. Sophia is captain of the volleyball team, good at tennis, popular with many students and liked by the teachers. Katerina told her teachers that Sofia was mean to her and turned her friends against her. Katerina was upset, saying that this has been happening for some years now and that she reports it to her teacher every year.

Each hypothetical situation is followed by three questions, which are accompanied by a five-point Likert scale. The first question concerns the attributed seriousness of each hypothetical situation "How serious do you rate this conflict/confrontation?" (5=Very serious, 4=Severe, 3=Moderately serious, 2=Not very serious, 1=Not at all serious), the second sentence is about compassion for the victim "I would be embarrassed by the behavior of the abuser and feel compassion for the victim" (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree) and the third question concerns the likelihood of intervention in each incident "How likely are you to intervene in this situation?" (5=Very likely, 4=Likely, 3=Somewhat likely, 2=Not very likely, 1=Not at all likely). The BAQ was translated into Greek and some modifications were made to use it for a Greek population of teachers. Among these modifications the names of the students, as well as "My Space" was replaced by "Facebook", which is widely used in Greece.

2.5.3 Handling Bullying Questionnaire

The third questionnaire used was the Handling Bullying Questionnaire ((Bauman, Rigby & Hoppa, 2008), which examines the strategies that teachers tend to use in order to deal with an incident of school bullying. The specific questionnaire includes a short imaginary hypothetical situation, in which a student repeatedly receives direct and indirect school bullying (verbal form and social exclusion):

“A 13-year-old student is repeatedly teased and cursed by another stronger student, who has successfully convinced other students to avoid the victim as much as possible. As a result the victim of this behavior feels angry, unhappy and often isolated.”

The hypothetical situation is followed by 22 sentences regarding possible ways to deal with the incident accompanied by a five-point Likert scale (5=Definitely would, 4=Probably would, 3=Not sure, 2=Probably not did, 1=Definitely wouldn't). The possible strategies are categorized into five main axes: four proposals concern strategies focused on the victim, five proposals concern strategies focused on the perpetrator, five concern the ignoring of the phenomenon, five proposals concern the inclusion of other adults in the coping process and three concern the punishment of the perpetrator. The HBQ was translated into Greek by Simos & Stefou with the permission of Bauman S. In addition, some modifications were made for the needs of the present research such as the age of the student from 12 to 13 years to fit the age of starting secondary education.

2.6 Statistical methods of data analysis

Statistical analyzes were performed using the statistical program SPSS, version 18 (SPSS Inc., Chicago). From a descriptive point of view, for the categorical variables were presented the frequencies of the answers and their percentage in comparison with the total sample. Quantitative averages and their standard deviations were reported for the quantitative variables.

At the various scales of the questionnaire, the questions were grouped into factors based on the results of the Main Component Analysis. The choice of the number of factors was most often based on the Kaiser criterion (eigenvalue > 1). In a few cases, solutions were chosen with fewer factors that best suited the theory. Varimax orthogonal rotation was performed for better interpretation of the factors. The reliability of the resulting subscales was checked by calculating the Cronbach coefficient α .

Table 1. Reliability of subscales with Cronbach's Alpha coefficient (α)

Section of questionnaire	Number of questions	Cronbach's α
First questions of 6 hypothetical situation s	6	0.851
Second questions of 6 hypothetical situation s	6	0.908
Third questions of 6 hypothetical situation s	6	0.915

Questionnaire for handling school bullying	22	0.792
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These subscales were treated as quantitative variables and analyzed by parametric methods, such as Student t-test and F criteria analysis of variance (ANOVA), when the independent variable was categorical with two or more levels, respectively.

Analysis of variance (ANOVA) is a widely used method of significance testing (test of significance), or hypothesis testing, with respect to the comparison of the means of three or more populations (often referred to as groups). Therefore the analysis of variance (ANOVA) can be considered as an extension of the statistical tests concerning the comparison of the average values of two populations (known to us e.g. t-test, comparison of the average student performance in two universities or between men and women). The simplest type of ANOVA (and the one that is used in this thesis) is called one-way ANOVA, which consists Analysis of Variance by one factor – one independent variable whose values define the populations. Otherwise, we say that the values of a variable (categorical/qualitative) or factor affect the values of a quantitative variable (Healy, 2012). The high values of the Cronbach's alpha coefficient are evidence of the internal consistency of the methods used. This also determines their high reliability in the general context of the study.

CHAPTER 3: ANALYSIS OF THE RESULTS

3.1 Demographic characteristics of the sample

In this paragraph, the demographic characteristics of the people who participated in the research are presented in detail. The first question of this section was about the age of the respondents. According to the results of the survey, as presented in the table and the relevant diagram below, 30.4% of the sample were people aged up to 35 years old, 52.9% of the sample were people aged 35-50 years old and the remaining 16.7% of the sample consisted of people over 50 years of age.

Table 1. Age distribution for the entire sample (N=263)

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 35 years old	80	30,4	30,4	30,4
	35- 50 years old	139	52,9	52,9	83,3
	Over 50 years old	44	16,7	16,7	100,0
	Total	263	100,0	100,0	

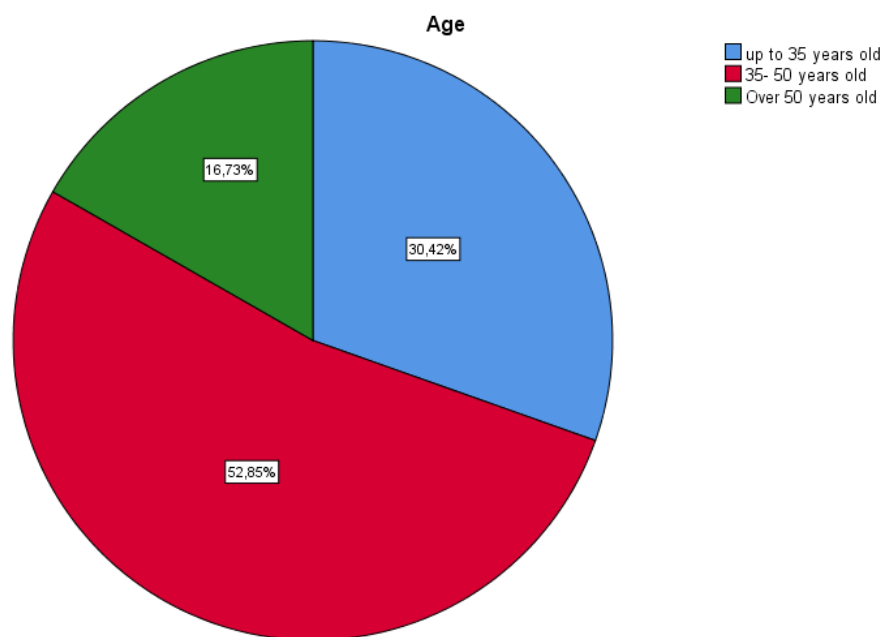


Figure 1. Visual presentation of the distribution by age

The second question of this section concerned the gender of the respondents. According to the results of the survey, as presented in the table and the related

diagram below, 45.2% of the sample were male and the remaining 54.8% of the sample consisted of females.

Table 2. Distribution of subjects by gender (for N =263)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	119	45,2	45,2	45,2
	Female	144	54,8	54,8	100,0
	Total	263	100,0	100,0	

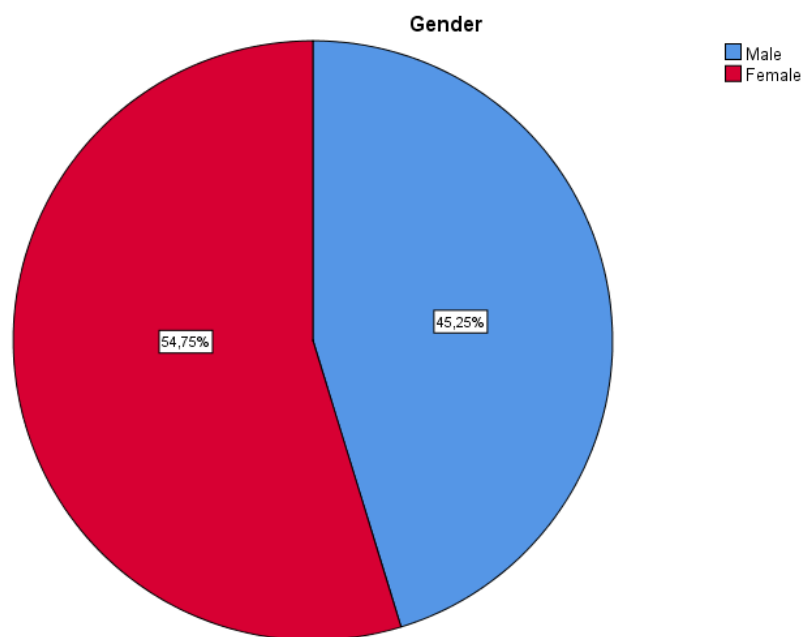


Figure 2. Visual presentation of the distribution by gender

The third question of this section concerned the years of teaching experience of the respondents. According to the results of the research, as presented in the table and the relevant diagram below, 50.6% of the sample were people with 1-10 years of teaching experience, 34.2% of the sample were people with 11- 20 years of teaching experience and the remaining 15.2% of the sample consisted of people with more than 20 years of teaching experience. In this ratio, the sample is balanced.

Table 3. Distribution of the researched persons by years of teaching experience (for N=263)

Years of teaching experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- 10 years	133	50,6	50,6	50,6
	11- 20 years	90	34,2	34,2	84,8
	21- 30 years	31	11,8	11,8	96,6
	31 years or more	9	3,4	3,4	100,0
	Total	263	100,0	100,0	

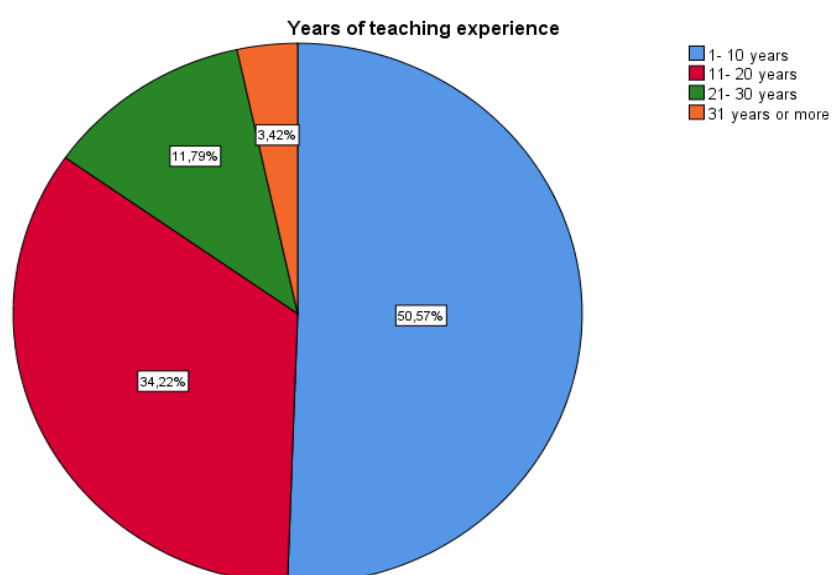


Figure 3. Visual presentation of the distribution by years of teaching experience

The fourth question of this section concerned the years of teaching experience of the respondents at the present school. According to the results of the research, as presented in the table and the relevant diagram below, 52.9% of the sample were people with up to 2 years of teaching experience, 22.8% of the sample were people with 2-5 years of teaching experience and the remaining 24.3% of the sample consisted of people with more than 6 years of teaching experience at the present school.

Table 4. Distribution of respondents by years of teaching experience in the current school (for N =263)

Years of teaching experience at the present school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 2 years	139	52,9	52,9	52,9
	2-5 years	60	22,8	22,8	75,7
	6 years or more	64	24,3	24,3	100,0
	Total	263	100,0	100,0	

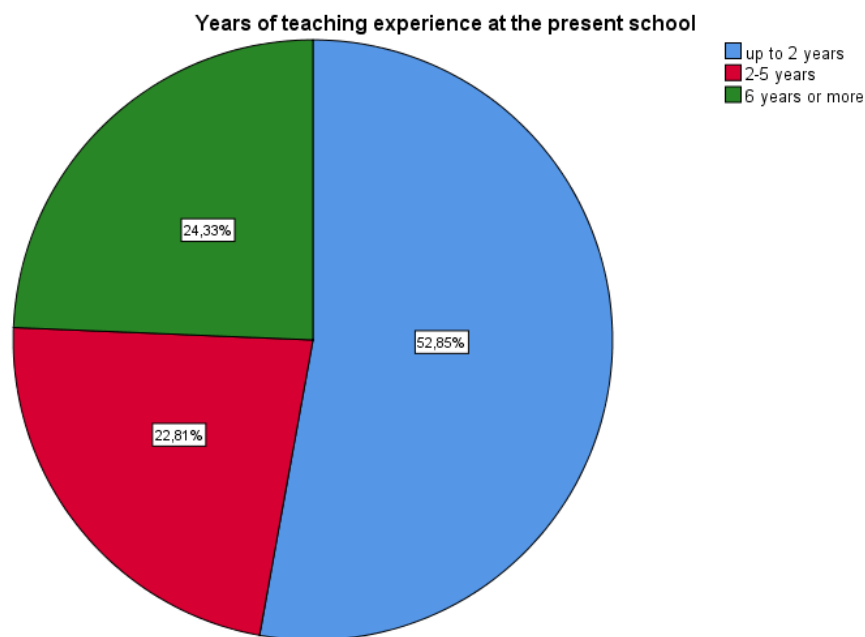


Figure 4. Visual representation of the distribution by years of teaching experience in the current school

The fifth question of this section concerned the type of position of the respondents. According to the results of the survey, as presented in the table and the related diagram below, 87.8% of the sample were teachers, 9.9% of the sample were Deputy directors and the remaining 2.3% of the sample consisted of Directors.

Table 5. Distribution of the researched persons by position they hold at school (for N =263)

Position you hold					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teacher	231	87,8	87,8	87,8
	Deputy director	26	9,9	9,9	97,7
	Director	6	2,3	2,3	100,0
	Total	263	100,0	100,0	

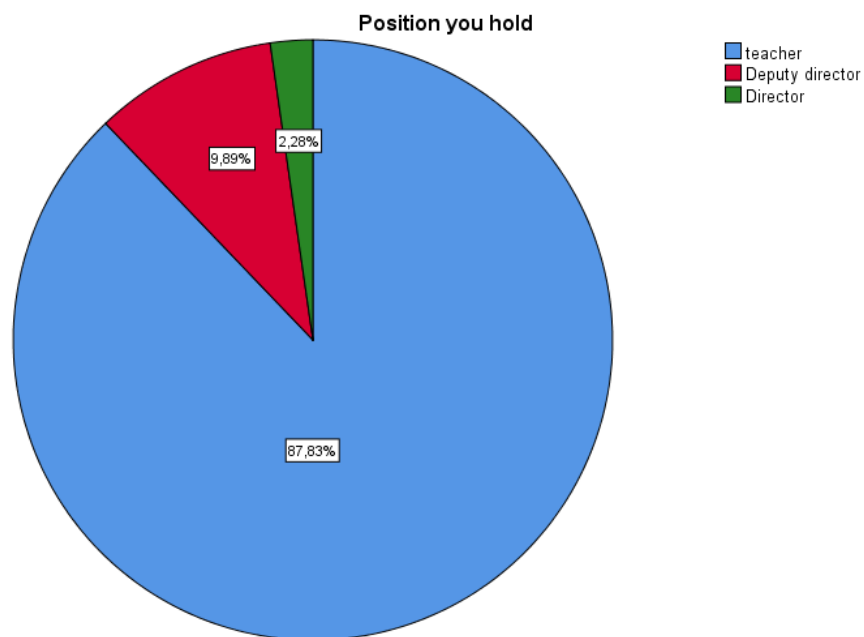


Figure 5. Visual presentation of the distribution of the surveyed persons according to the position they occupy at school

The sixth question of this section concerned the type of work relationship of the respondents. According to the results of the survey, as presented in the table and the related diagram below, 11.4% of the sample were Hourly wage earners, 38.8% of the sample were Deputy teachers and the remaining 49.8% of the sample consisted of teachers.

Table 6. Distribution of the researched persons by role position in the school system (for N =263)

<i>Role position in the school system</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hourly wage earner	30	11,4	11,4	11,4
	Deputy teacher	102	38,8	38,8	50,2
	teacher	131	49,8	49,8	100,0
	Total	263	100,0	100,0	

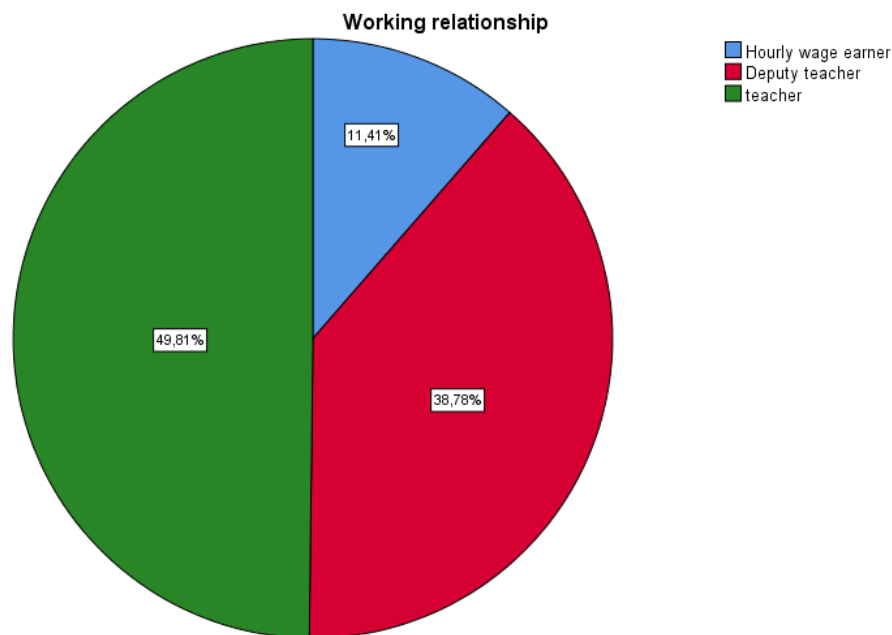


Figure 6. Visual representation of the distribution of the examined persons by role position in the school system

The seventh question of this section concerned the Level of education of the respondents. According to the results of the survey, as presented in the table and the related diagram that follows, 27% of the sample have a bachelor, 70.7% of the sample have a master and the remaining 2.3% of the sample have a PhD.

Table 7. Distribution of respondents by level of education (for N =263)

Level of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bachelor	71	27,0	27,0	27,0
	master	186	70,7	70,7	97,7
	phd	6	2,3	2,3	100,0
	Total	263	100,0	100,0	

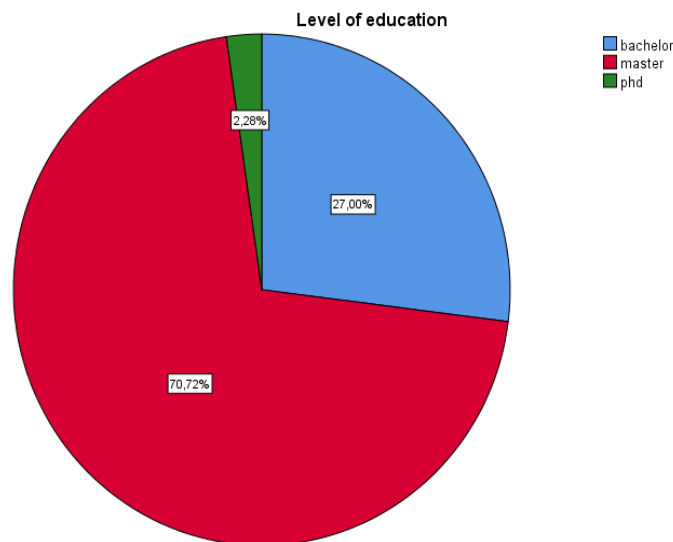


Figure 7. Visual presentation of the distribution of the surveyed persons by level of education

The eighth question of this section concerned the Number of students in the school unit of the respondents. According to the results of the survey, as presented in the table and the relevant diagram below, 36.1% of the sample are employed in schools with up to 100 students, 30.8% of the sample are employed in schools with up to 200 students and the remaining 2.3% of the sample are employed in schools that have up to 300 students.

Table 8. Distribution of the researched persons by number of students in school (for N =263)

Number of students in school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 100	95	36,1	36,1	36,1
	up to 200	81	30,8	30,8	66,9
	up to 300	87	33,1	33,1	100,0
	Total	263	100,0	100,0	

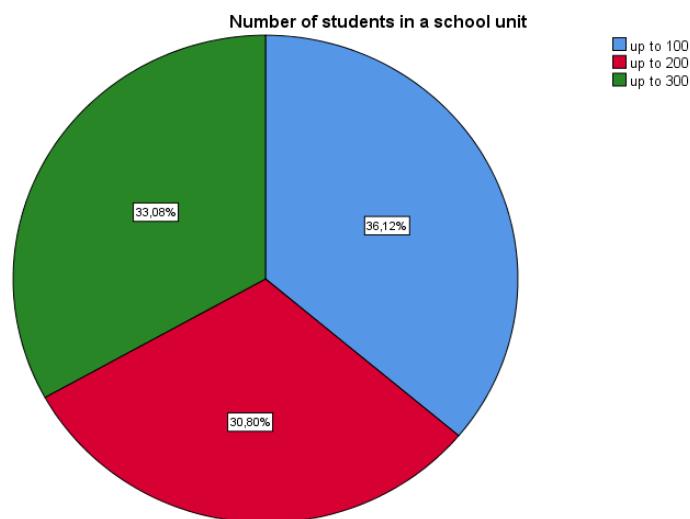


Figure 8. Visual presentation of the distribution of the surveyed persons by number of students in school

The ninth question of this section concerned the area where the school unit of the respondents is located. According to the results of the survey, as presented in the table and the relevant diagram below, 16.3% of the sample are employed in schools located in rural areas, 43% of the sample are employed in schools located in semi-rural areas and the remaining 40.7 % of the sample are employed in schools located in urban areas.

Table 9. Distribution of the surveyed persons depending on the area where the school is located (for N =263)

Area where the school is located					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rural	43	16,3	16,3	16,3
	semi-urban	113	43,0	43,0	59,3
	urban	107	40,7	40,7	100,0
	Total	263	100,0	100,0	

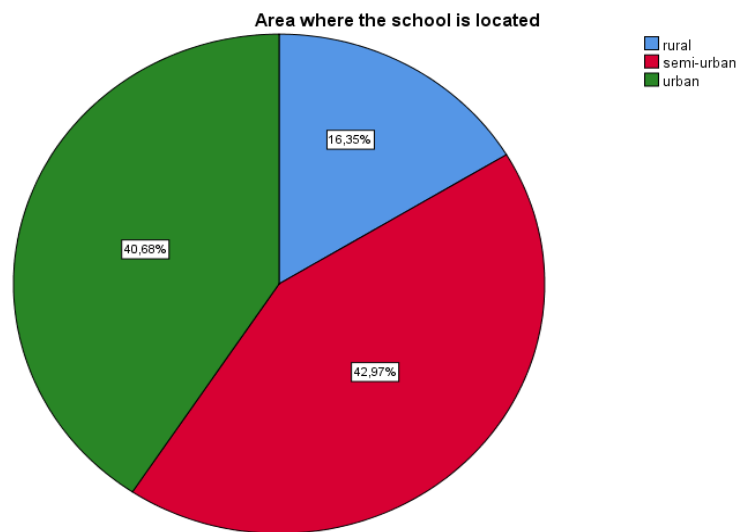


Figure 9. Visual representation of the distribution of the surveyed persons regarding the area where the school is located

The tenth question of this section concerned the marital status of the respondents. According to the results of the survey, as presented in the table and the relevant diagram that follows, 35.7% of the sample were employed were single and 61.2% of the sample were married.

Table 10. Distribution of subjects by marital status (for N =263)

Marital status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	94	35,7	35,7	35,7
	married	161	61,2	61,2	97,0
	other	8	3,0	3,0	100,0
	Total	263	100,0	100,0	

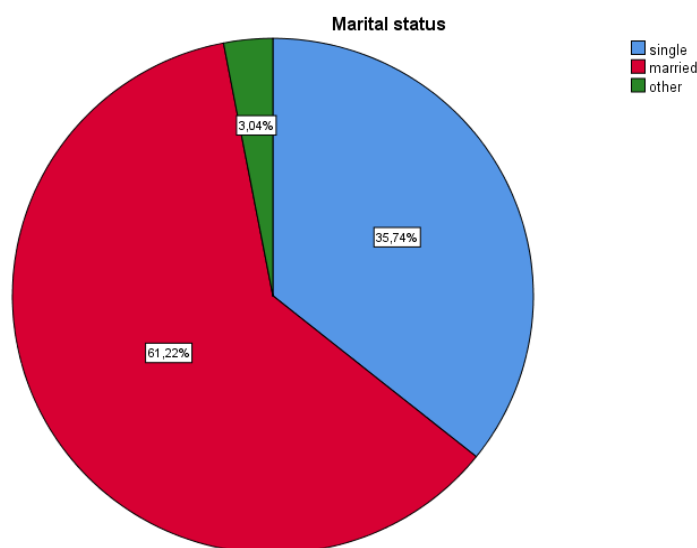


Figure 10. Visual representation of the distribution of the examined persons by marital status

The eleventh and last question of this section concerned the Annual family income of the respondents. According to the results of the survey, as presented in the table and the relevant diagram below, 47.9% of the sample were people with an income up to €15,000, 32.3% of the sample were people with an income of €15,000-30,000 and the remaining 19.8% of the sample consisted of people with an income of more than €30,000.

Table 11. Distribution of the surveyed persons by annual family income (for N =263)

Annual family income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 15.000€	126	47,9	47,9	47,9
	15.000- 30.000€	85	32,3	32,3	80,2
	more than 30.000€	52	19,8	19,8	100,0
	Total	263	100,0	100,0	

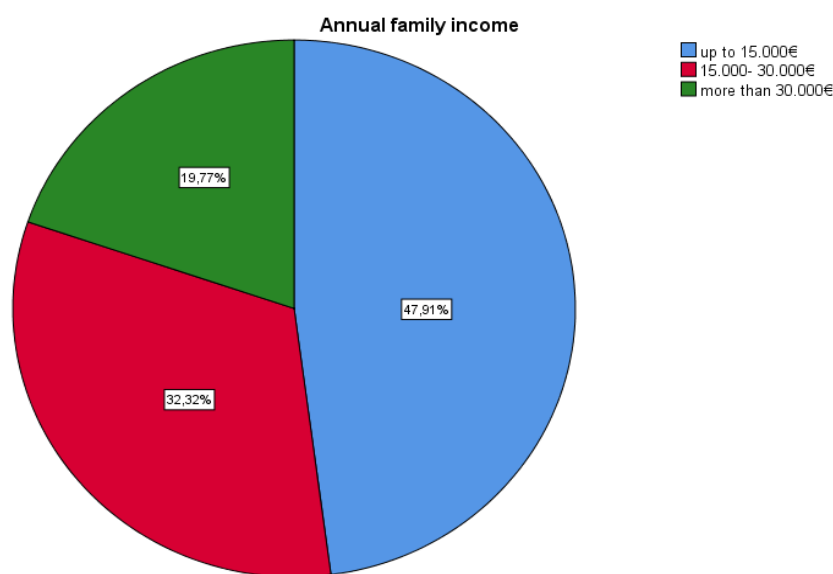


Figure 11. Visual representation of the distribution of the surveyed persons by annual family income

The majority of the surveyed persons have an income synchronizing with the average monthly salary. For the present study, we believe that the financial side of the Pedagogical work, including the payment of the teacher's work, is an in significant factor for his behavior in a situation of school bullying. It is not money, but personality characteristics, social attitudes and the assessment of what is happening in the school context that influence their behavior.

3.2 Analysis of the results for the six hypothetical situations

The second part of the questionnaire consisted of three general questions about bullying, to which respondents had to choose an answer from a 5-point Likert scale

expressing frequency. The first of these investigated whether the people who participated in the research had become a victim of school bullying during their school years. As it emerged from the results of the survey, which are presented in the following table and diagram, 9.1% of the sample answered "frequently" and 58.9% of the sample answered "never" or "rarely" to this question. The studied sample of teachers declared limited exposure to violence in their school years.

Table 12. Answers for the question: „Did you ever become a victim of school bullying during your school years?“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	80	30,4	30,4	30,4
	rarely	75	28,5	28,5	58,9
	sometimes	84	31,9	31,9	90,9
	frequently	24	9,1	9,1	100,0
	Total	263	100,0	100,0	

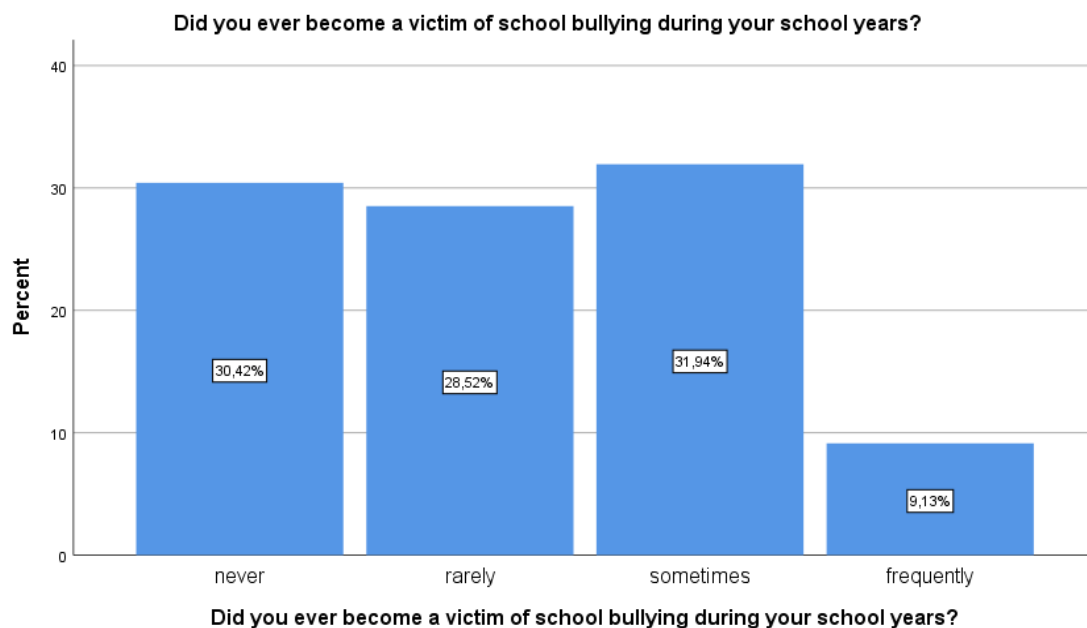


Figure 12. Answers for the question: „Did you ever become a victim of school bullying during your school years ?“

The prevailing evaluations of the surveyed persons indicate that they were not victims of bullying during their school years.

The second of them investigated whether the people who participated in the research had become an abuser of school bullying during their school years. As it emerged from the results of the survey, which are presented in the following table and diagram, 5.3% of the sample answered "frequently" and 77.2% of the sample answered "never" or "rarely" to this question. The results show that small parts of the teachers were victims of bullying by their classmates.

Table 13. Answers for the question: „Did you ever become an abuser of school bullying during your school years?“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	136	51,7	51,7	51,7
	rarely	67	25,5	25,5	77,2
	sometimes	46	17,5	17,5	94,7
	frequently	14	5,3	5,3	100,0
	Total	263	100,0	100,0	

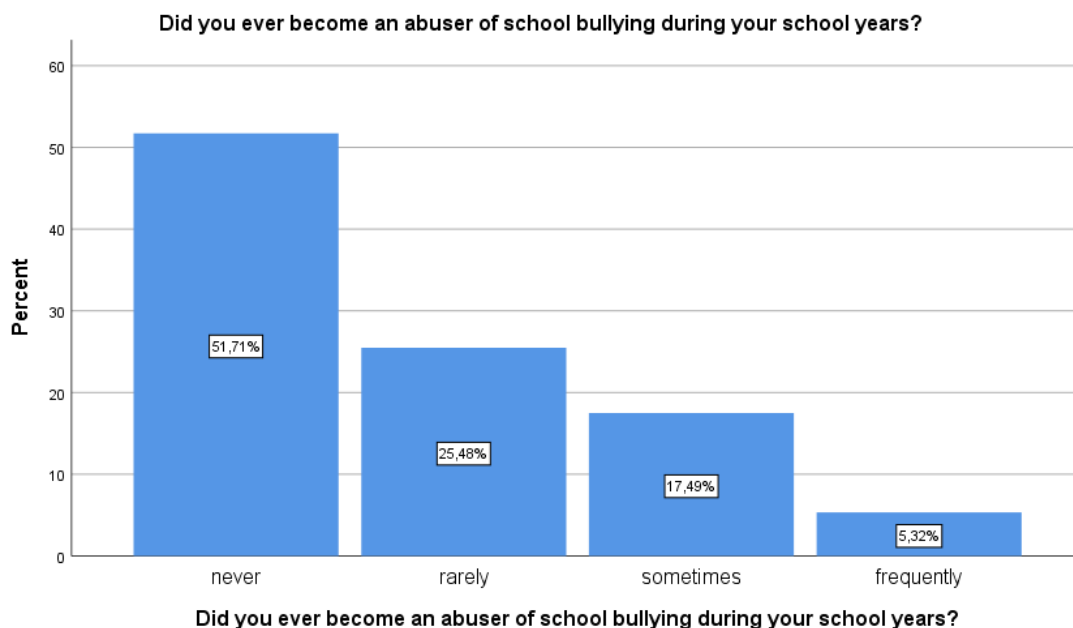


Figure 13. Answers for the question: Did you ever become an abuser of school bullying during your school years?

The results of the investigated persons - teachers testify that small parts of them (5%) are participants in school bullying in the role of bullies

The third and last of them investigated, whether the people who participated in the research during their tenure as a teacher, have noticed incidents of school bullying. As it emerged from the results of the survey, which are presented in the following table and diagram, 45.6% of the people in the sample answered "frequently" or "always" and 28.5% of the sample answered "never" or "rarely" to this question. The division of responses is evidence that teachers are not facing the phenomenon for the first time; it is familiar to them from their role as students.

Table 14. Answers to the question „How often during your tenure as a teacher do you come to your attention incidents of school bullying“

How often during your tenure as a teacher, do you come to your attention incidents of school bullying?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	10	3,8	3,8	3,8
	rarely	65	24,7	24,7	28,5
	sometimes	68	25,9	25,9	54,4
	frequently	64	24,3	24,3	78,7
	always	56	21,3	21,3	100,0
	Total	263	100,0	100,0	

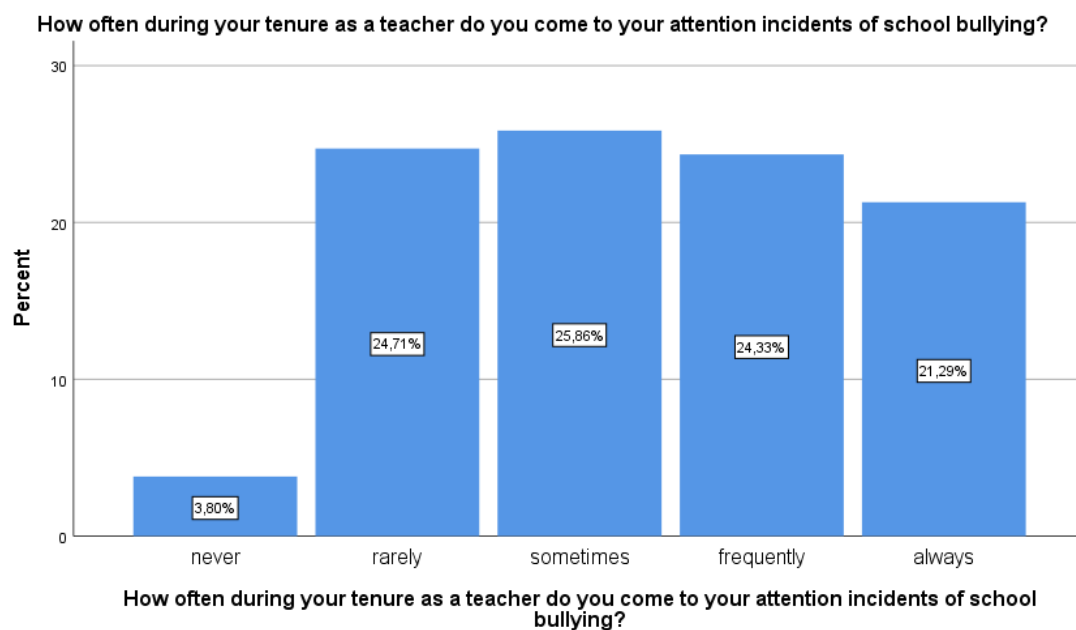


Figure 14. Answers to the question How often during your tenure as a teacher do you come to your attention incidents of school bullying?

The results show a high level of awareness among teachers about cases of bullying at school.

3.3 Results of the assessment of teachers' attitudes towards bullying

In this paragraph, the results of the Bullying Attitude Questionnaire are presented through the presentation of the results of the 6 hypothetical situations presented in the previous chapter. The first hypothetical situation is an incident of verbal bullying, the second is an incident of cyberbullying, the third is an incident of social exclusion, the fourth is an incident of physical aggression, the fifth is an incident of verbal bullying, and the sixth is an incident of relational bullying. Each rating is given based on the answers to the questions.

3.3.1 Results for a hypothetical situation 1. Answer the questions about it.

Situation 1. "In the reading room, you hear a student yelling at another child, "mama's boy, kiss-ass." The child tries to ignore the comments and remains speechless, sulking at his/her desk."

The first question probed the subjects' assessment of how severe (in degree) this confrontation was. According to the results of the survey, as presented in detail in the following table and diagram, 9.9% of the sample considers the incident not very severe or not severe at all and 68.1% of the sample considers it very severe or severe. The assessment of the situation as difficult and conflictual prevails

Table 16. Answers to the question „How severe do you think is this confrontation“ (from the hypothetical situation No1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	62	23,6	23,6	23,6
	severe	117	44,5	44,5	68,1
	moderately severe	58	22,1	22,1	90,1
	not very severe	21	8,0	8,0	98,1
	not severe at all	5	1,9	1,9	100,0
	Total	263	100,0	100,0	

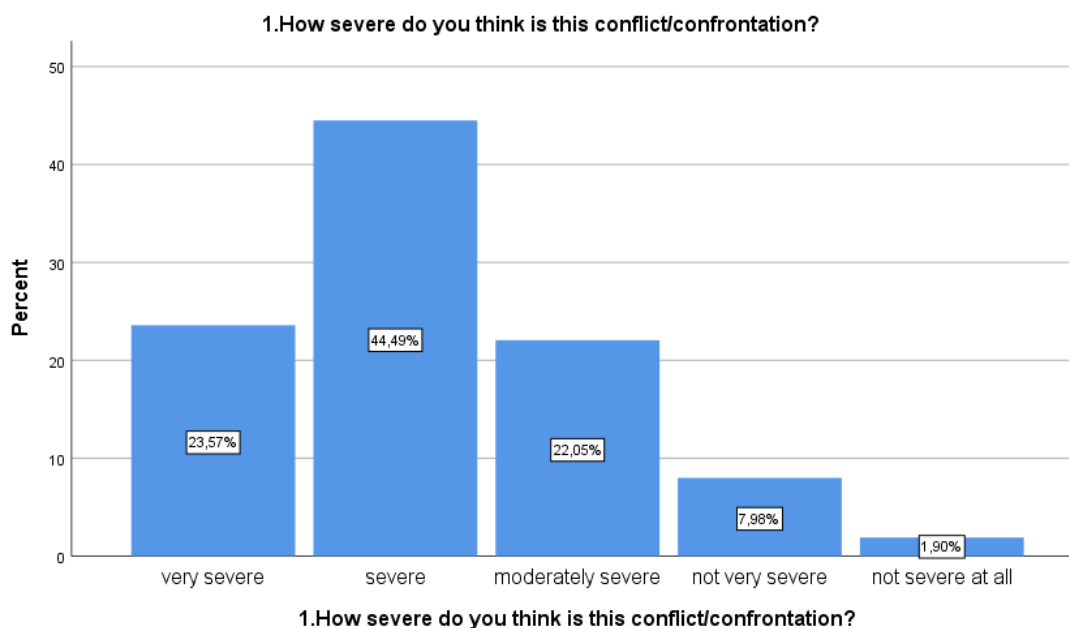


Figure 15. Visual representation of the responses from Table 16

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 6.8% of the sample disagree with this proposition when 44.9% of the people in the sample strongly agree or agree. *The predominant assessment of teachers is associated with experiencing feelings of indignation at the behavior of the bully and compassion for the victim.*

Table 15. Answers to the question "I would be embarrassed by the behavior of the abuser and feel compassion for the victim" (from Hypothetical Situation № 1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	64	24,3	24,3	24,3
	agree	118	44,9	44,9	69,2
	neither agree nor disagree	63	24,0	24,0	93,2
	disagree	18	6,8	6,8	100,0
	Total	263	100,0	100,0	

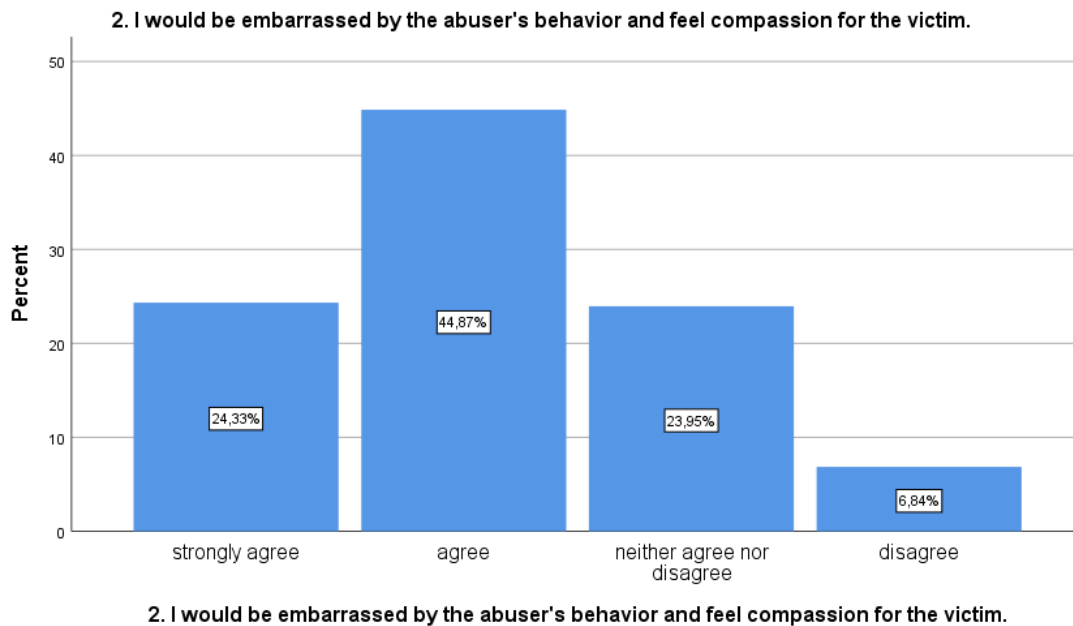


Figure 16. Visual representation of the results of question 2

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 22.4% of the sample considers it somewhat likely or not very likely to intervene when 77.9% of the sample considers it very likely or likely to intervene.

Table 16. Answers to the question "How likely are you to intervene in this situation?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	143	54,4	54,4	54,4
	likely	61	23,2	23,2	77,6
	somewhat likely	41	15,6	15,6	93,2
	not very likely	18	6,8	6,8	100,0
	Total	263	100,0	100,0	

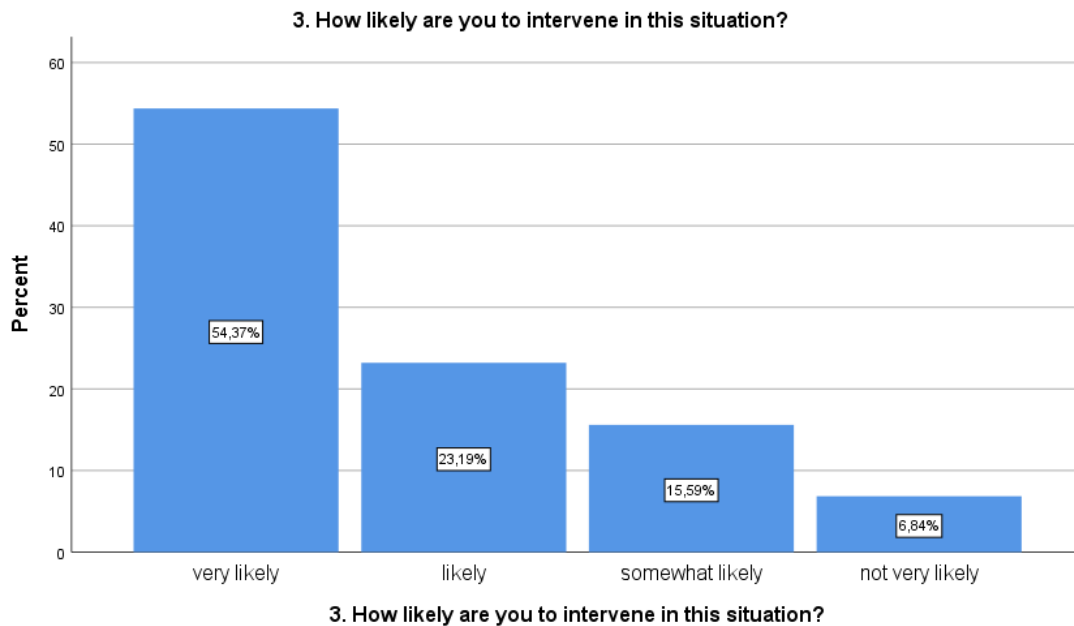


Figure 17. Visual representation of the results of question 3

In the observed situation, teachers demonstrate readiness for personal and professional intervention.

3.3.2 Results for a hypothetical situation 2. Answer the questions about it.

Situation 2. Cyberbullying. “Eleni and Maria were best friends. They had an intense argument. The next day Maria's inbox list was full and there were many posts on her Facebook page. The e-mails and posts were rude and offensive. 'When she looked at her account, she found that a group e-mail had been sent from her account with racist comments, as well as rude and offensive comments about all her friends and classmates. She had not written the e-mails. When they were still friends, Maria had told Eleni the passwords to her e-mail and Facebook accounts’”.

The first question investigates how severe do the participants think this conflict/confrontation is. According to the results of the survey, as presented in detail in the following table and diagram, 1.9% of the sample considers the incident not very severe or not severe at all and 86.3% of the sample considers it very severe or severe.

According to the results of the respondents, it can be concluded that the teachers define the situation of cyberbullying as very severe.

Table 17. Answers to the question „How severe do you think this conflict is“ (from the hypothetical situation No2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	129	49,0	49,0	49,0
	severe	98	37,3	37,3	86,3
	moderately severe	31	11,8	11,8	98,1
	not very severe	5	1,9	1,9	100,0
	Total	263	100,0	100,0	

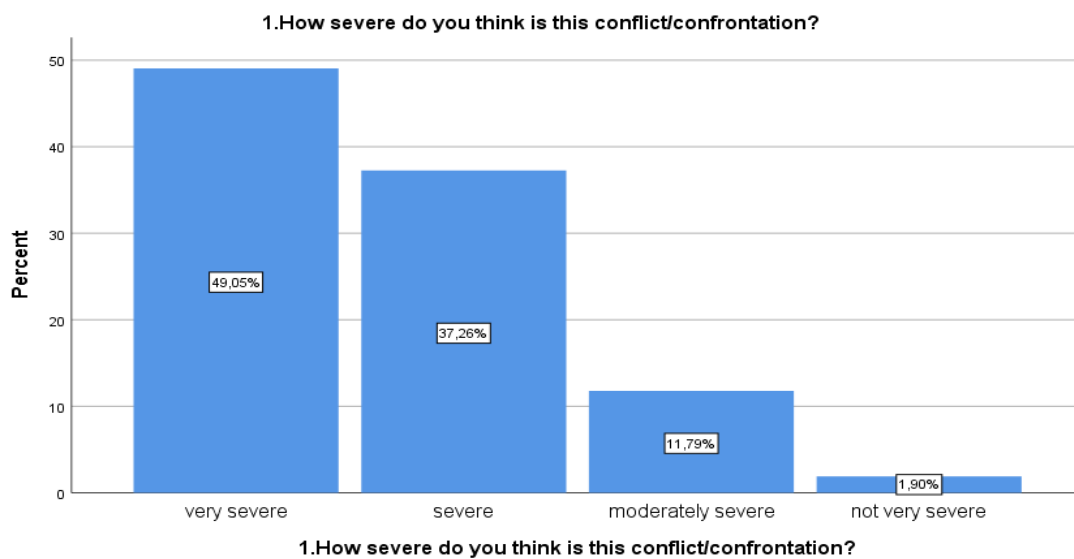


Figure 18. Visual representation of the results of question 1

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 3.8% of the sample disagree with this proposition when 75.3% of the people in the sample strongly agree or agree. *The subjects - teachers are embarrassed by the behavior of the cyber bully and express compassion for the victim*

Table 18. Answers to the question "I would be embarrassed by the behavior of the abuser and I would feel compassion for the victim (from hypothetical situation No. 2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	109	41,4	41,4	41,4
	agree	89	33,8	33,8	75,3
	neither agree nor disagree	55	20,9	20,9	96,2
	disagree	10	3,8	3,8	100,0
	Total	263	100,0	100,0	

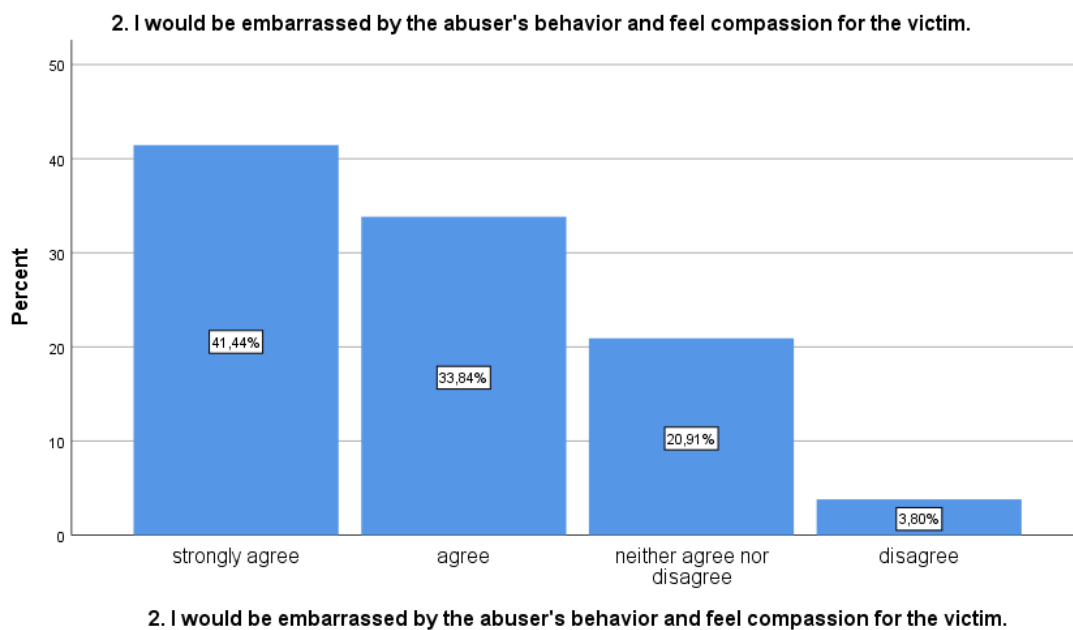


Figure 19. Visual representation of the results of question 2

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 12.9% of the sample considers it somewhat likely or not very likely to intervene when 87.1% of the sample considers it very likely or likely to intervene.

Table 19. Answers to the question "What is the probability that you will intervene in this situation?" (from hypothetical situation No. 2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	142	54,0	54,0	54,0
	likely	87	33,1	33,1	87,1
	somewhat likely	21	8,0	8,0	95,1
	not very likely	13	4,9	4,9	100,0
	Total	263	100,0	100,0	

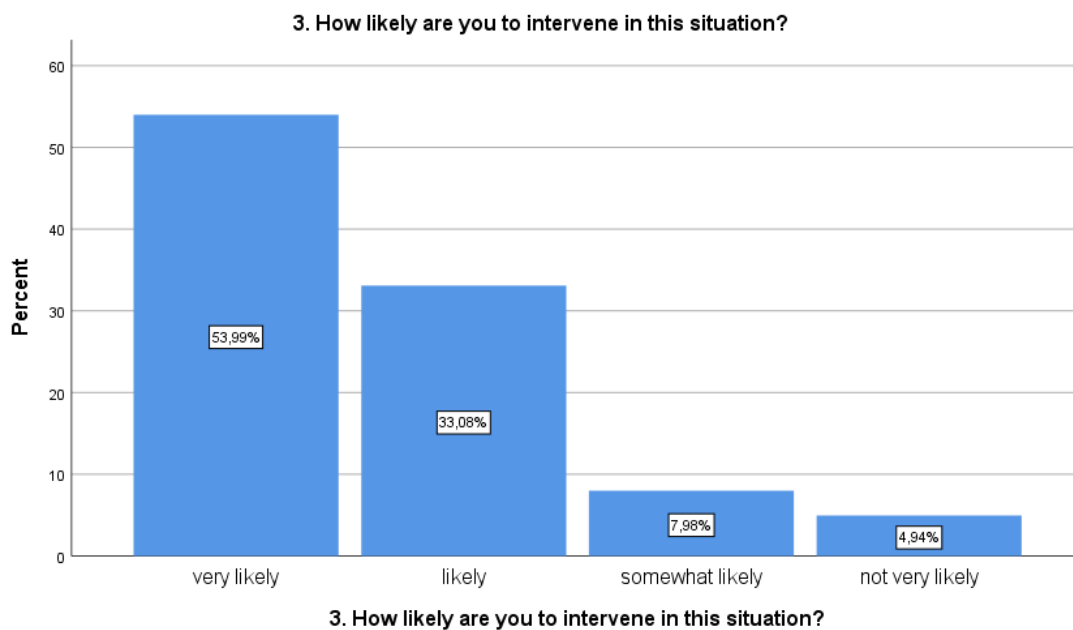


Figure 20. Visual representation of the results of question 2

The researched teachers demonstrate a strong willingness to intervene in a cyberbullying situation.

3.3.3. Results for a hypothetical situation 3 for Social exclusion. Answer the questions about it.

Situation 3. “You have allowed the children to take a short break in class because they worked very hard today. You hear one child say to another “No, no way! I already told you that you can't hang out with us!” The student spends the rest of the time alone with tears in her eyes. This is not the first time this kid has rejected other students from the group”.

The first question investigates how severe do the participants think this conflict/confrontation is. According to the results of the survey, as presented in detail in the following table and diagram, 3.0% of the sample considers the incident not very severe and 80.2% of the sample considers it very severe or severe.

According to the results of the researched persons, it can be concluded that teachers define the situation of social rejection of a student as very severe.

Table 20. Answers to the question "How severe do you think this conflict is?"(from hypothetical situation № 3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	92	35,0	35,0	35,0
	severe	119	45,2	45,2	80,2
	moderately severe	44	16,7	16,7	97,0
	not very severe	8	3,0	3,0	100,0
	Total	263	100,0	100,0	

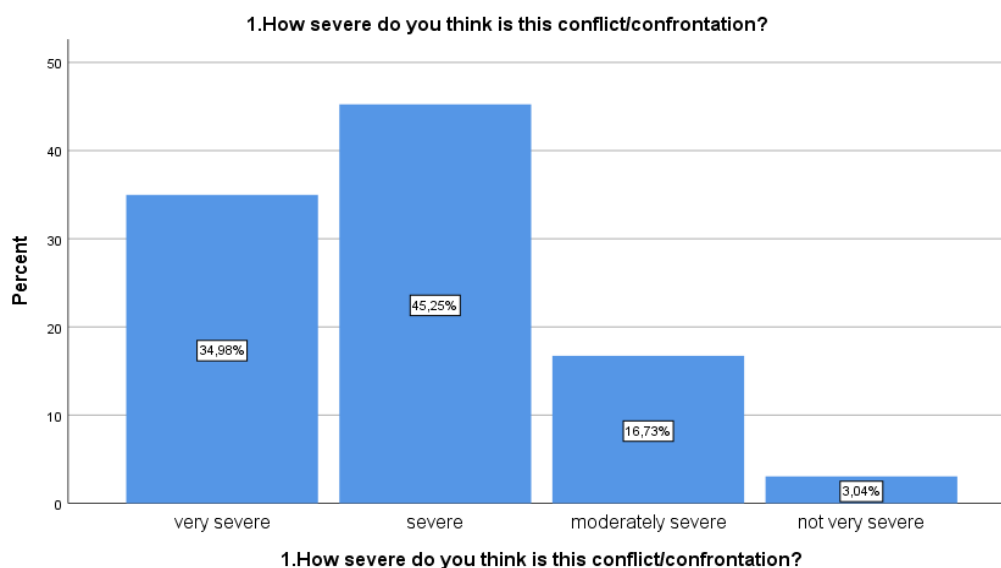


Figure 21. Visual representation of the results of question 1

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 4.6% of the sample disagree with this proposition when 73.8% of the people in the sample strongly agree or agree. The researched persons - teachers are embarrassed by the behavior of the students, realizing social rejection and express compassion towards his victim(s).

Table 21. Answers to the question "I would be embarrassed by the behavior of the abuser and I would feel compassion for the victim (from hypothetical situation No. 3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	85	32,3	32,3	32,3
	agree	109	41,4	41,4	73,8
	neither agree nor disagree	57	21,7	21,7	95,4
	disagree	12	4,6	4,6	100,0
	Total	263	100,0	100,0	

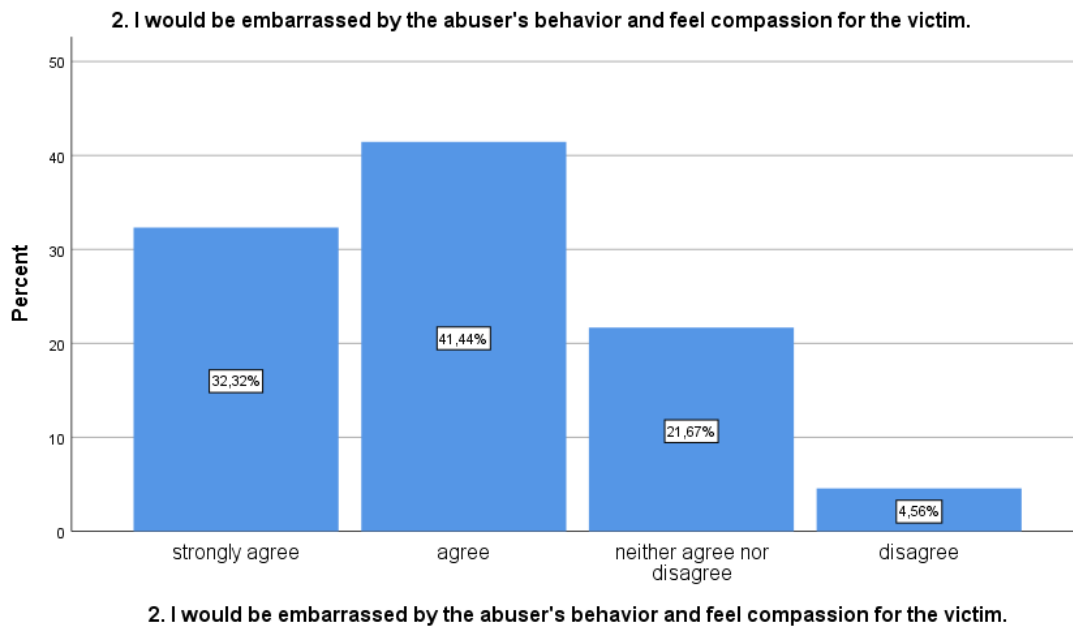


Figure 22. Visual representation of the results of question 2

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 19.3% of the sample considers it somewhat likely or not very likely to intervene when 80.6% of the sample considers it very likely or likely to intervene. The studied persons-teachers demonstrate a strong willingness to intervene in a situation of social rejection of a student at school.

Table 22. Answers to the question "What is the probability that you will intervene in this situation?" (from hypothetical situation No. 3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	140	53,2	53,2	53,2
	likely	72	27,4	27,4	80,6
	somewhat likely	38	14,4	14,4	95,1
	not very likely	13	4,9	4,9	100,0
	Total	263	100,0	100,0	

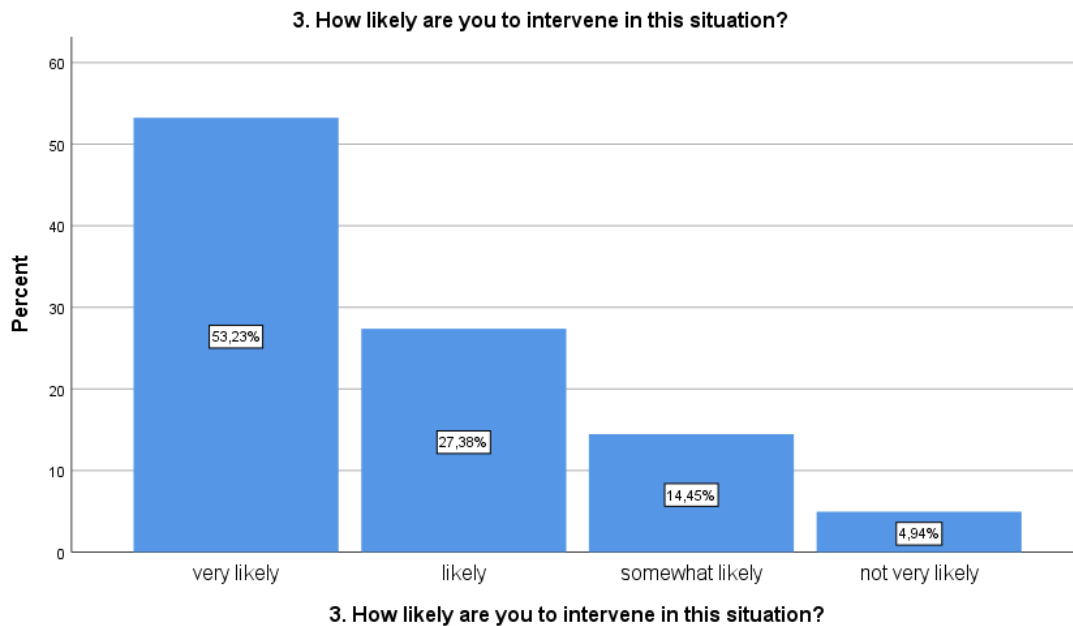


Figure 23. Visual representation of the results of question 3

3.3.4. Results for a hypothetical situation 4 for Physical aggression. Answer the questions about it.

Situation 4. “As your students return from elective class, you see one student kicking another without any provocation. The bruises are obvious. This student is known to have engaged in this type of behavior in the past”.

The first question investigates how severe do the participants think this conflict/confrontation is. According to the results of the survey, as presented in detail in the following table and diagram, 2,3% of the sample considers the incident not very severe and 92,4% of the sample considers it very severe or severe. According to the results of the researched persons, it can be concluded that the teachers define the situation of physical bullying as very difficult for the student.

Table 23. Answers to the question "How severe do you think this conflict is?"(from hypothetical situation № 4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	157	59,7	59,7	59,7
	severe	86	32,7	32,7	92,4

	moderately severe	14	5,3	5,3	97,7
	not very severe	6	2,3	2,3	100,0
	Total	263	100,0	100,0	

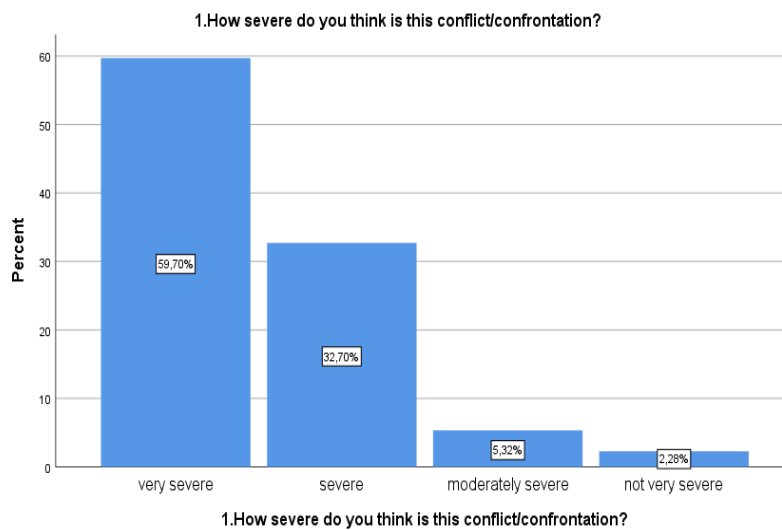


Figure 24. Visual representation of the results of question 1

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 1,9% of the sample disagree with this proposition when 84% of the people in the sample strongly agree or agree.

Table 24. Answers to the question "I would be embarrassed by the behavior of the abuser and I would feel compassion for the victim (from hypothetical situation No. 4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	129	49,0	49,0	49,0
	agree	92	35,0	35,0	84,0
	neither agree nor disagree	37	14,1	14,1	98,1
	disagree	5	1,9	1,9	100,0

	Total	263	100,0	100,0	
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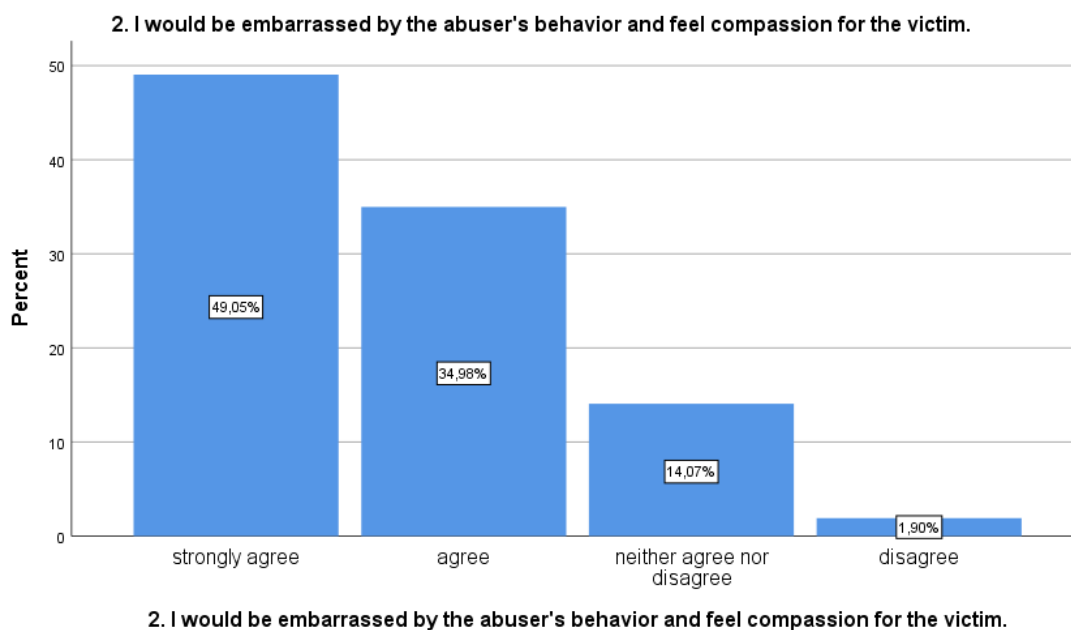


Figure 25. Visual representation of the results of question 2

The research subjects - teachers, are disturbed by the behavior of the students who commit physical violence and express compassion for the victim.

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 4,9% of the sample considers it somewhat likely or not very likely to intervene when 95,1% of the sample considers it very likely or likely to intervene.

Table 25. Table 27. Answers to the question "What is the probability that you will intervene in this situation?" (from hypothetical situation No. 4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	181	68,8	68,8	68,8
	likely	69	26,2	26,2	95,1
	somewhat likely	8	3,0	3,0	98,1
	not very likely	5	1,9	1,9	100,0

	Total	263	100,0	100,0	
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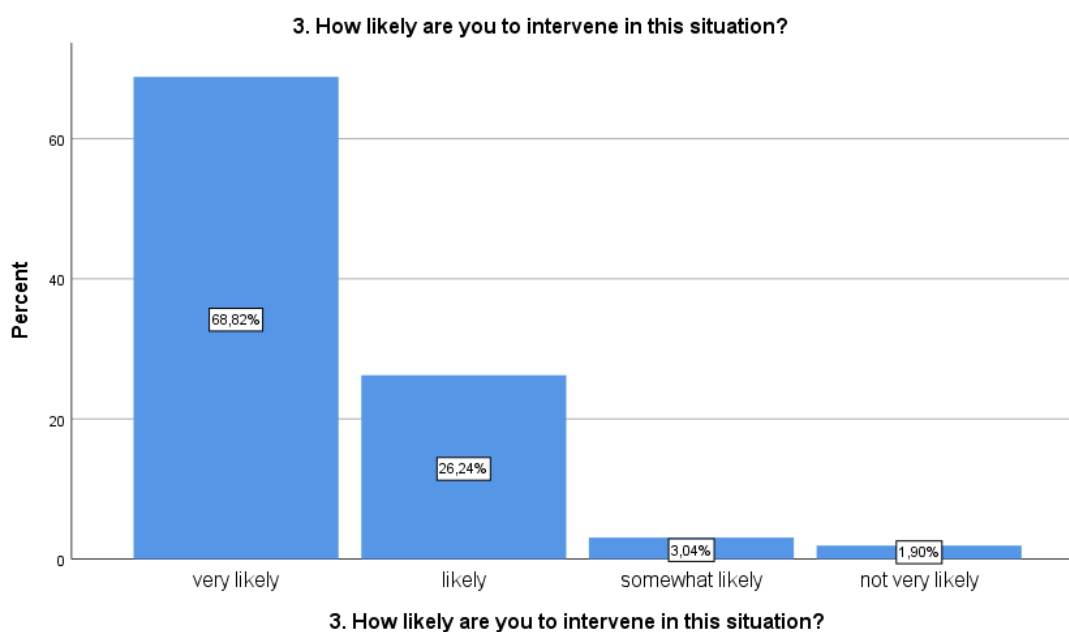


Figure 26. Visual representation of the results of question 3

The researched persons-teachers demonstrate a strong willingness to intervene in a situation of physical bullying in a school environment.

3.3.5 Results for a hypothetical situation 5 for Verbal bullying. Answer the questions about it.

Situation 5. “A schoolgirl is bullied and given a nickname she doesn't like. Her classmates tell her not to take everything so seriously and that they are just doing it for fun. Often, when this student roams the school floors, other students call her by her nickname”.

The first question investigates how severe do the participants think this conflict/confrontation is. According to the results of the survey, as presented in detail in the following table and diagram, 7.2% of the sample considers the incident not very severe or not severe at all and 75.3% of the sample considers it very severe or severe.

According to the results of the researched persons, it can be concluded that the teachers define the situation of verbal bullying as very difficult for the student.

Table 28. Answers to the question "How severe do you think this conflict is?" (from hypothetical situation № 5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	62	23,6	23,6	23,6
	severe	136	51,7	51,7	75,3
	moderately severe	46	17,5	17,5	92,8
	not very severe	19	7,2	7,2	100,0
	Total	263	100,0	100,0	

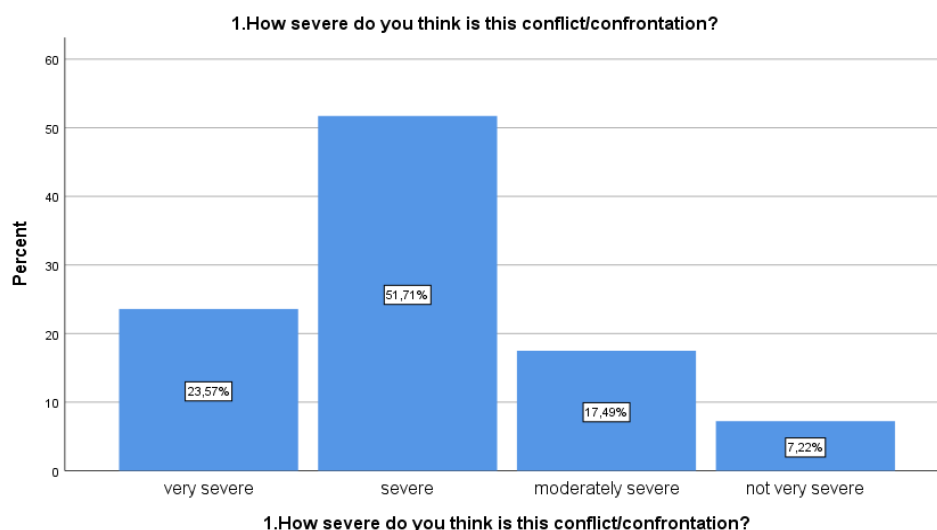


Figure 27. Visual representation of the results of question 1

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 5.3% of the sample disagree with this proposition when 71.1% of the people in the sample strongly agree or agree. The research subjects - teachers, are embarrassed by the behavior of the students who are verbally abusive and express compassion for the victim of the verbal attacks.

Table 26. Answers to the question "I would be embarrassed by the behavior of the abuser and I would feel compassion for the victim (from hypothetical situation No. 5)

	Frequency	Percent	Valid	Cumulative
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				Percent	Percent
Valid	strongly agree	74	28,1	28,1	28,1
	agree	113	43,0	43,0	71,1
	neither agree nor disagree	62	23,6	23,6	94,7
	disagree	14	5,3	5,3	100,0
	Total	263	100,0	100,0	

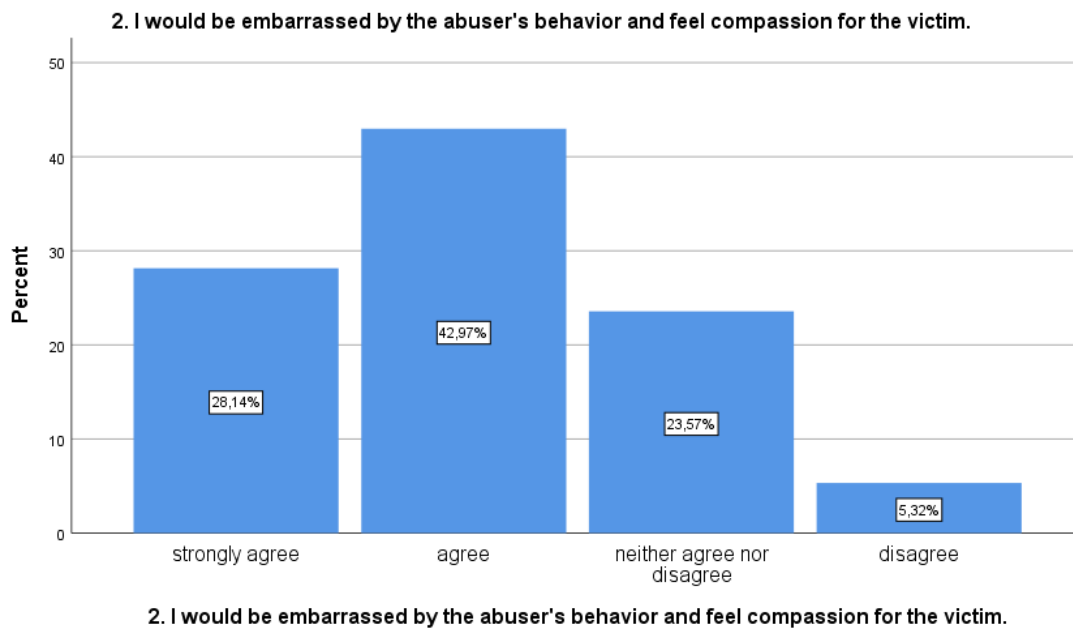


Figure 28. Visual representation of the results of question 2

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 17.1% of the sample considers it somewhat likely or not very likely to intervene when 82.9% of the sample considers it very likely or likely to intervene.

Table 27. Table 30. Answers to the question "What is the probability that you will intervene in this situation?" (from hypothetical situation No. 5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	119	45,2	45,2	45,2

	likely	99	37,6	37,6	82,9
	somewhat likely	24	9,1	9,1	92,0
	not very likely	21	8,0	8,0	100,0
	Total	263	100,0	100,0	

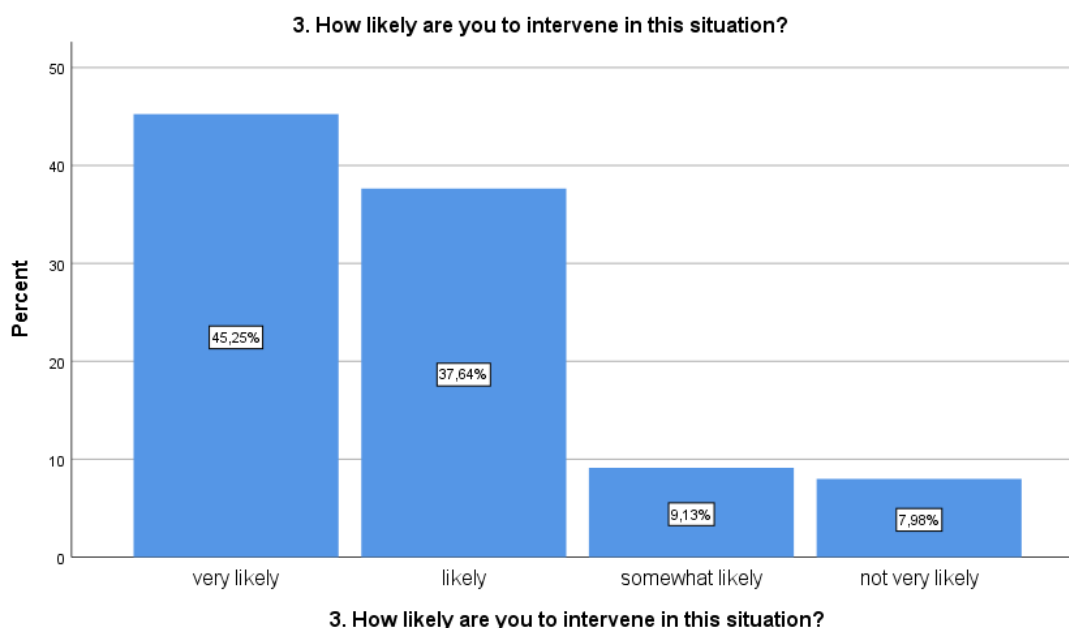


Figure 29. Visual representation of the results of question 3

The researched teachers demonstrate a strong willingness to intervene in a situation of verbal bullying in a school environment.

3.3.6 Results for Hypothetical Situation 6 for Social Bullying. Answer the questions about her.

Situation 6. “Sophia is captain of the volleyball team, good at tennis, popular with many students and liked by the teachers. Katerina told her teachers that Sofia was mean to her and turned her friends against her. Katerina was upset, saying that this has been happening for some years now and that she reports it to her teacher every year”.

The first question investigates how severe do the participants think this conflict/confrontation is. According to the results of the survey, as presented in detail in the following table and diagram, 4.2% of the sample considers the incident not very severe or not severe at all and 72.2% of the sample considers it very severe or severe. According to the results of the researched persons, it can be concluded that teachers

prioritize the situation of social bullying as severe (but not very severe) for the student.

Table 28. Answers to the question "How severe do you think this conflict is?" (from hypothetical situation No 6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very severe	65	24,7	24,7	24,7
	severe	125	47,5	47,5	72,2
	moderately severe	62	23,6	23,6	95,8
	not very severe	11	4,2	4,2	100,0
	Total	263	100,0	100,0	

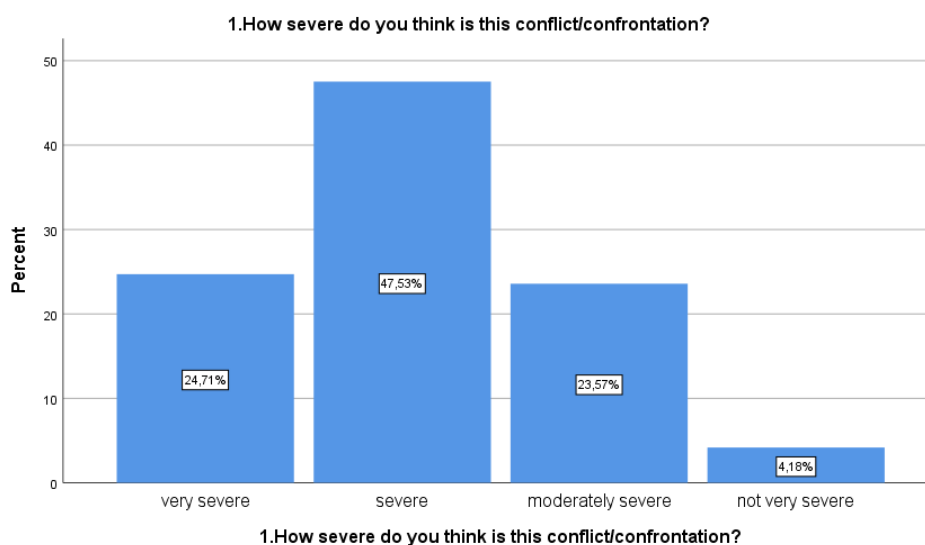


Figure 30. Visual representation of the results of question 1

The second question investigated the degree of agreement or disagreement of the people who participated in the research with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim". According to the results of the survey, as they are presented in detail in the following table and diagram, 1.9% of the sample disagree with this proposition when 67.7% of the people in the sample strongly agree or agree. The researched persons - teachers are embarrassed by the behavior of students who implement social violence and express compassion for the victim, but not completely.

Table 29. Answers to the question "I would be embarrassed by the behavior of the abuser and I would feel compassion for the victim (from hypothetical situation No. 6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	56	21,3	21,3	21,3
	agree	122	46,4	46,4	67,7
	neither agree nor disagree	80	30,4	30,4	98,1
	disagree	5	1,9	1,9	100,0
	Total	263	100,0	100,0	

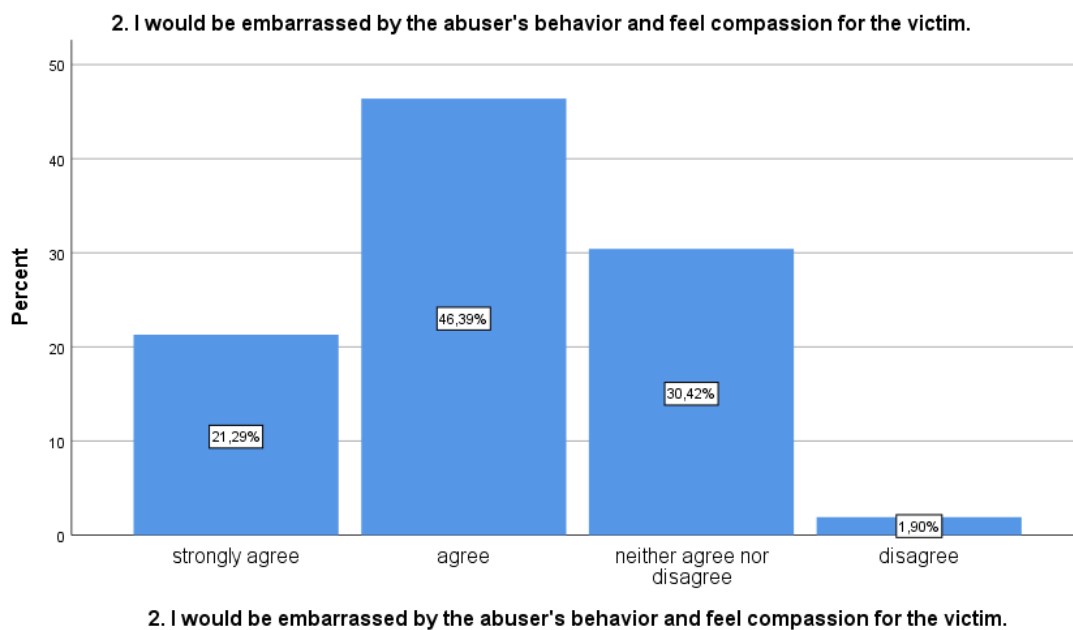


Figure 31. Visual representation of the results of question 2

The third and last question related to this hypothetical situation investigated how likely the participants would be to intervene in this situation. According to the results of the survey, as presented in detail in the following table and diagram, 24.7% of the sample considers it somewhat likely or not very likely to intervene when 75.3% of the sample considers it very likely or likely to intervene. The studied persons-teachers demonstrate a strong willingness to intervene in a situation of social bullying in a school environment.

Table 33. Answers to the question "What is the probability that you will intervene in this situation?" (from hypothetical situation No.6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very likely	104	39,5	39,5	39,5
	likely	94	35,7	35,7	75,3
	somewhat likely	45	17,1	17,1	92,4
	not very likely	20	7,6	7,6	100,0
	Total	263	100,0	100,0	

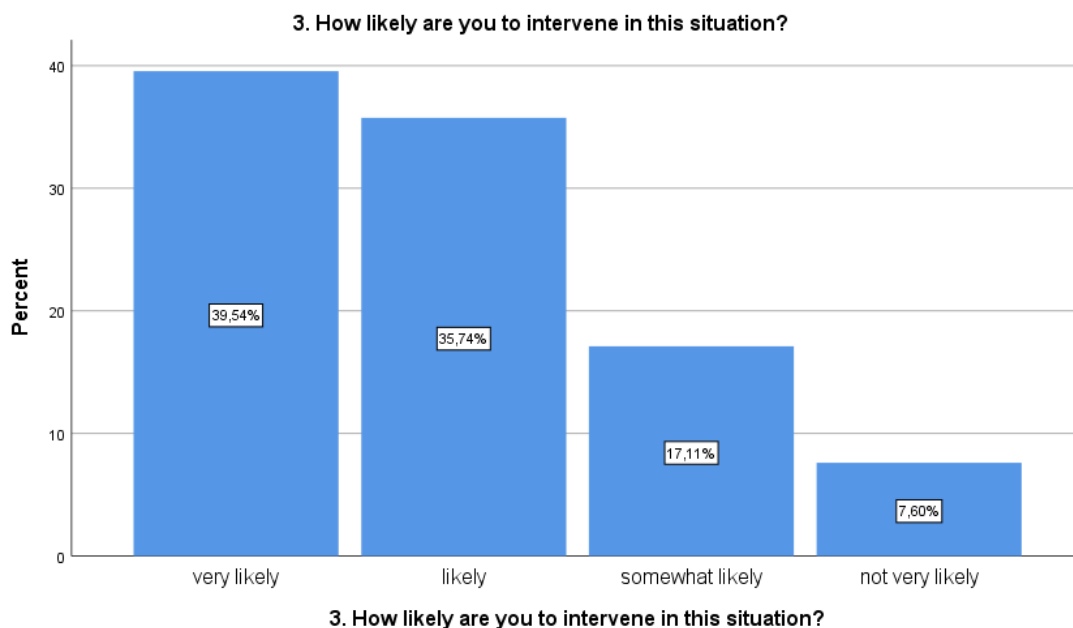


Figure 32. Visual representation of the results of question 3

The results obtained from the investigated persons-teachers, after reading the situations of bullying at school, show that regardless of the type of bullying, they define it as a serious conflicts. In a bullying situation, they reject the bully's behavior and support the victim's experiences, and are ready to intervene.

3.4. Coping outcomes for direct and indirect school bullying

Next and final questionnaire used was the Handling Bullying Questionnaire (Bauman, Rigby & Hoppa, 2008), which explores the strategies that teachers tend to use in order to deal with an incident of school bullying. The specific questionnaire includes a short imaginary hypothetical situation, in which a student repeatedly receives direct and indirect school bullying (verbal form and social exclusion):

Hypothetical situation: “A 12-year-old student is repeatedly teased and cursed by another stronger student, who has successfully convinced other students to avoid the victim as much as possible. As a result, the victim of this behavior feels angry, unhappy and often isolated.”

The hypothetical situation is followed by 22 sentences regarding possible ways to deal with the incident accompanied by a five-point Likert scale. The degree of expressiveness of each reaction on the part of the teachers is measured.

The first sentence is “would insist that the abuser to stop”. According to the results of the survey, as presented in detail in the following table and diagram, 89,7% of the sample responds “I would certainly or probably do it” when 0% of the sample responds “I would certainly not or probably not do it”.

Table 34. Evaluation of the strategy "I would urge the abuser to stop"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	166	63,1	63,1	63,1
	I would probably do it	70	26,6	26,6	89,7
	I'm not sure	27	10,3	10,3	100,0
	Total	263	100,0	100,0	

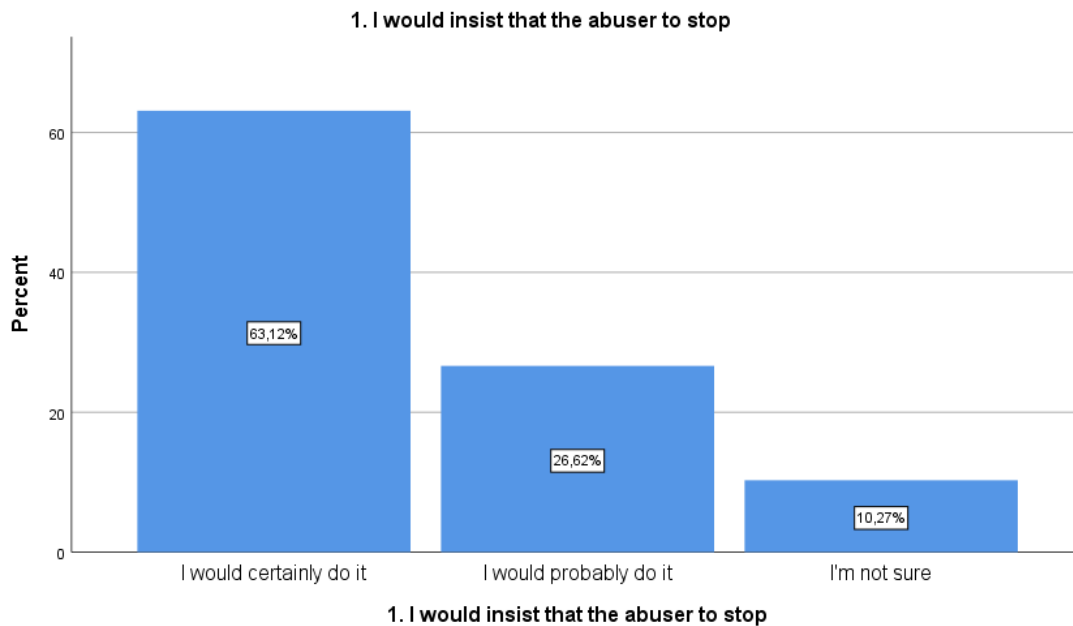


Figure 33. Visual representation of the results for using strategy 1.

The second sentence is “I would not pay attention to the matter”. According to the results of the survey, as presented in detail in the following table and diagram, 22.4% of the sample responds “I would certainly or probably do it” when 65.4% of the sample responds “I would certainly not or probably not do it”.

Table 30. Evaluation of the strategy „I would not pay attention to the matter“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	35	13,3	13,3	13,3
	I would probably do it	24	9,1	9,1	22,4
	I'm not sure	32	12,2	12,2	34,6
	I would probably not do it	63	24,0	24,0	58,6
	I would certainly not do it	109	41,4	41,4	100,0
	Total	263	100,0	100,0	

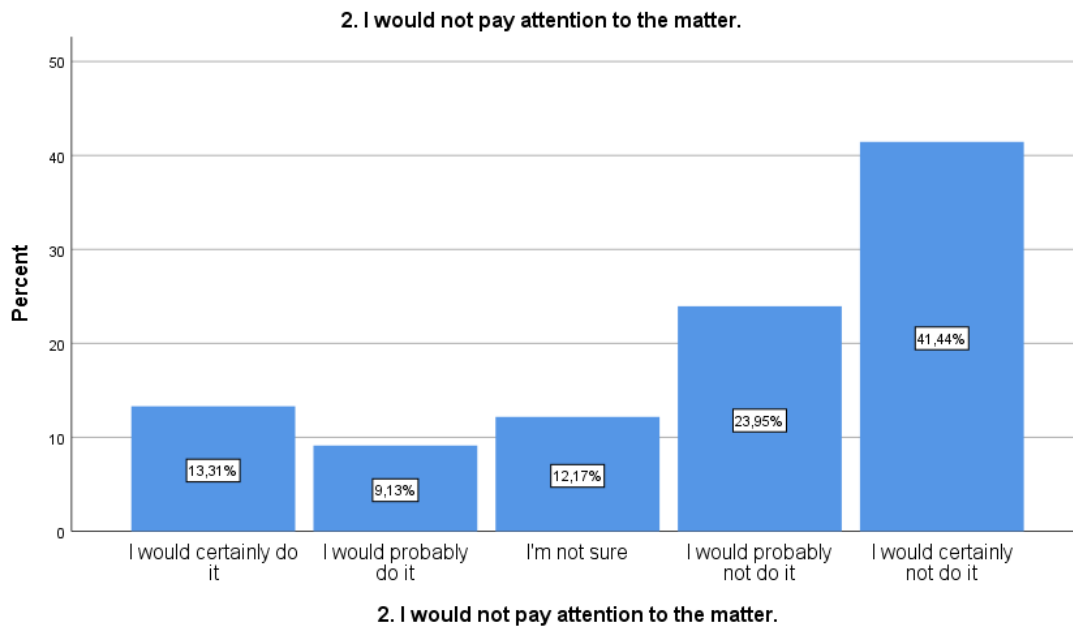


Figure 34. Visual representation of the results for using strategy 2.

The third sentence is “I would make sure that the abuser was punished appropriately”. According to the results of the survey, as presented in detail in the following table and diagram, 65.8% of the sample responds “I would certainly or probably do it” when 10.6% of the sample responds “I would certainly not or probably not do it”.

Table 31. Evaluation of the strategy „ I would make sure that the abuser was punished appropriately“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	76	28,9	28,9	28,9
	I would probably do it	97	36,9	36,9	65,8
	I'm not sure	62	23,6	23,6	89,4
	I would probably not do it	28	10,6	10,6	100,0
	Total	263	100,0	100,0	

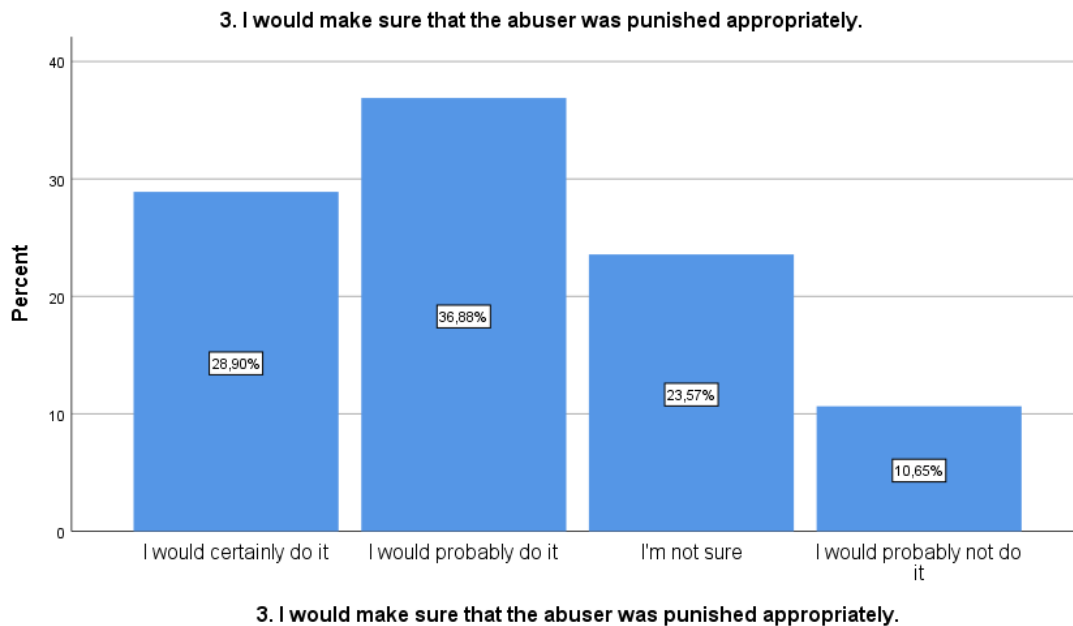


Figure 35. Visual representation of the results for using strategy 3.

The fourth sentence is “I would discuss the issue with my colleagues at school”. According to the results of the survey, as presented in detail in the following table and diagram, 91.3% of the sample responds “I would certainly or probably do it” when 0% of the sample responds “I would certainly not or probably not do it”.

Table 32. Evaluation of the strategy „I would discuss the issue with my colleagues at school“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	153	58,2	58,2	58,2
	I would probably do it	87	33,1	33,1	91,3
	I'm not sure	23	8,7	8,7	100,0
	Total	263	100,0	100,0	

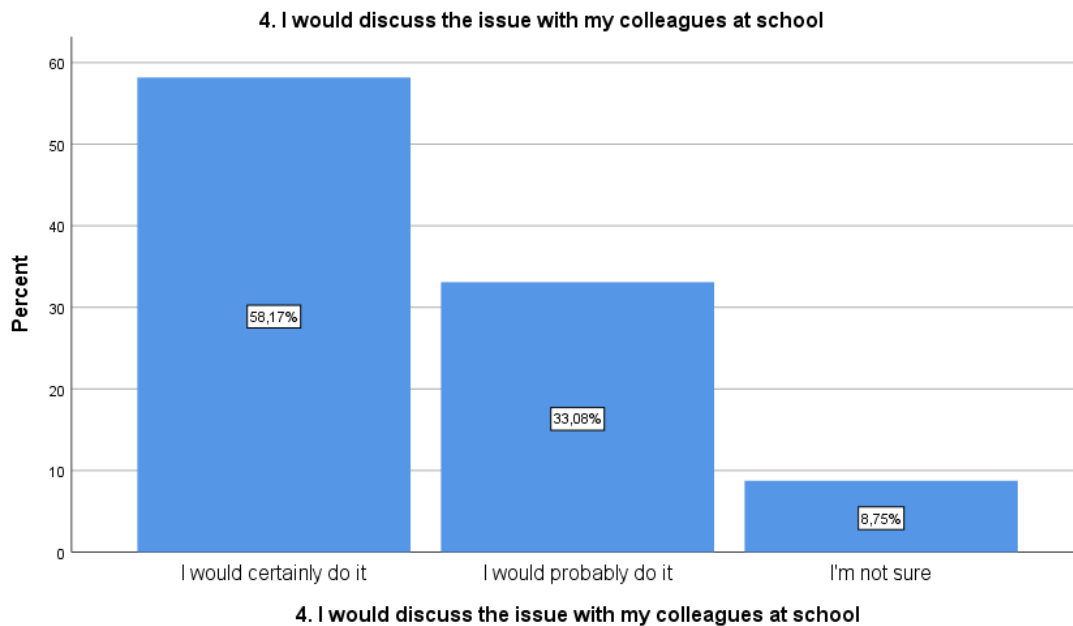


Figure 36. Visual representation of the results for using strategy 4.

The fifth sentence is “I would call a meeting of the students, including the bully or bullies, tell them what was going on and ask them to suggest ways that could help to improve the situation”. According to the results of the survey, as presented in detail in the following table and diagram, 79.5% of the sample responds “I would certainly or probably do it” when 3.4% of the sample responds “I would certainly not or probably not do it”.

Table 33. Evaluation of the strategy „I would call a meeting of the students, including the bully or bullies, tell them what was going on and ask them to suggest ways they could help improve the situation“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	109	41,4	41,4	41,4
	I would probably do it	100	38,0	38,0	79,5
	I'm not sure	45	17,1	17,1	96,6
	I would probably not do it	9	3,4	3,4	100,0
	Total	263	100,0	100,0	

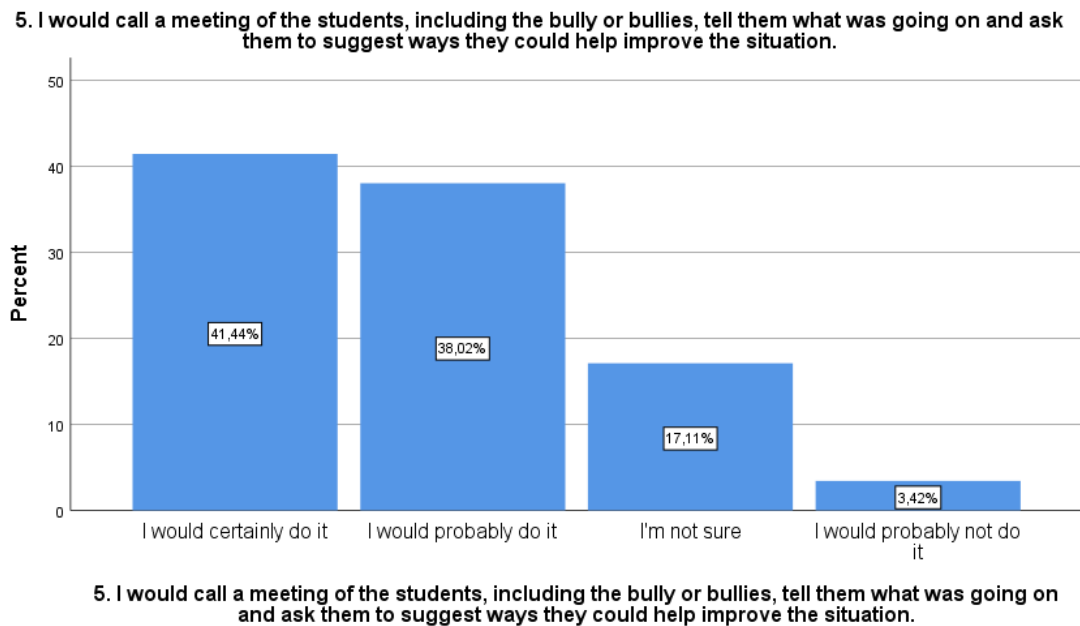


Figure 37. Visual representation of the results for using strategy 5

The sixth sentence is “I would tell the victim to "stand up" to the abuser”. According to the results of the survey, as presented in detail in the following table and diagram, 68.4% of the sample responds “I would certainly or probably do it” when 10.3% of the sample responds “I would certainly not or probably not do it”.

Table 34. Evaluation of the strategy „I would tell the victim to "stand up" to the abuser“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	83	31,6	31,6	31,6
	I would probably do it	97	36,9	36,9	68,4
	I'm not sure	56	21,3	21,3	89,7
	I would probably not do it	20	7,6	7,6	97,3
	I would certainly not do it	7	2,7	2,7	100,0
	Total	263	100,0	100,0	

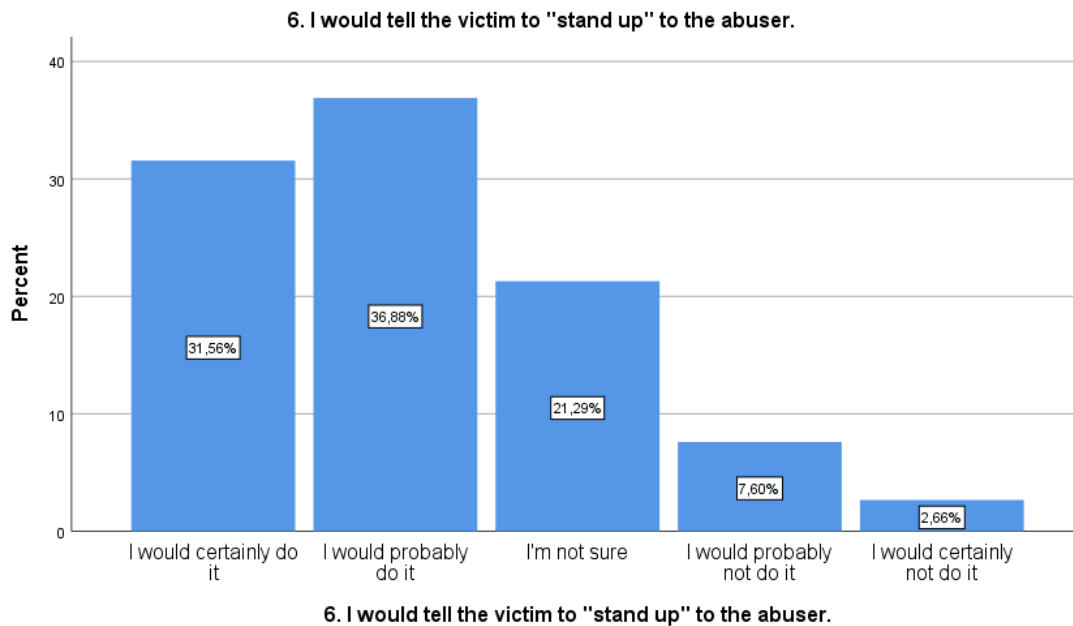


Figure 38. Visual representation of the results for using strategy 6.

The seventh sentence is “I would tell the victim to "stand up" to the abuser”. According to the results of the survey, as presented in detail in the following table and diagram, 89,7% of the sample responds “I would certainly or probably do it” when 2,7% of the sample responds “I would certainly not or probably not do it”.

Table 35. Evaluation of the strategy „I would make it clear to the abuser that his behavior would not be tolerated“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	173	65,8	65,8	65,8
	I would probably do it	63	24,0	24,0	89,7
	I'm not sure	20	7,6	7,6	97,3
	I would probably not do it	7	2,7	2,7	100,0
	Total	263	100,0	100,0	

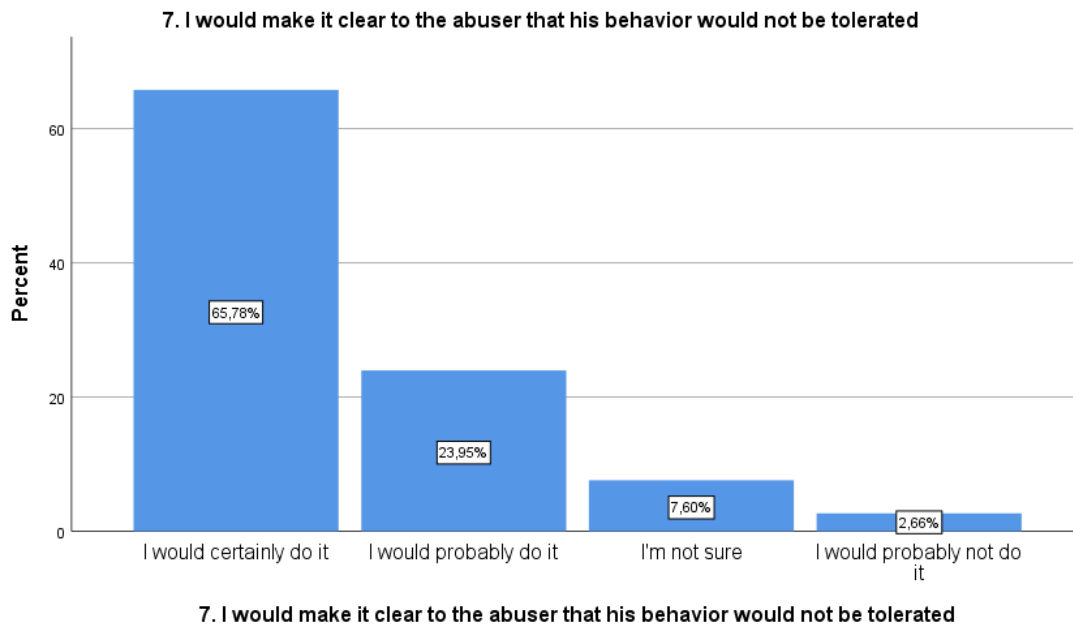


Figure 39. Visual representation of the results for using strategy 7.

The eighth sentence is “I would leave it to someone else to sort it out”. According to the results of the survey, as presented in detail in the following table and diagram, 20.9% of the sample responds “I would certainly or probably do it” when 49.1% of the sample responds “I would certainly not or probably not do it”.

Table 36. Evaluation of the strategy „I would leave it to someone else to sort it out“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	19	7,2	7,2	7,2
	I would probably do it	36	13,7	13,7	20,9
	I'm not sure	79	30,0	30,0	51,0
	I would probably not do it	66	25,1	25,1	76,0
	I would certainly not do it	63	24,0	24,0	100,0
	Total	263	100,0	100,0	

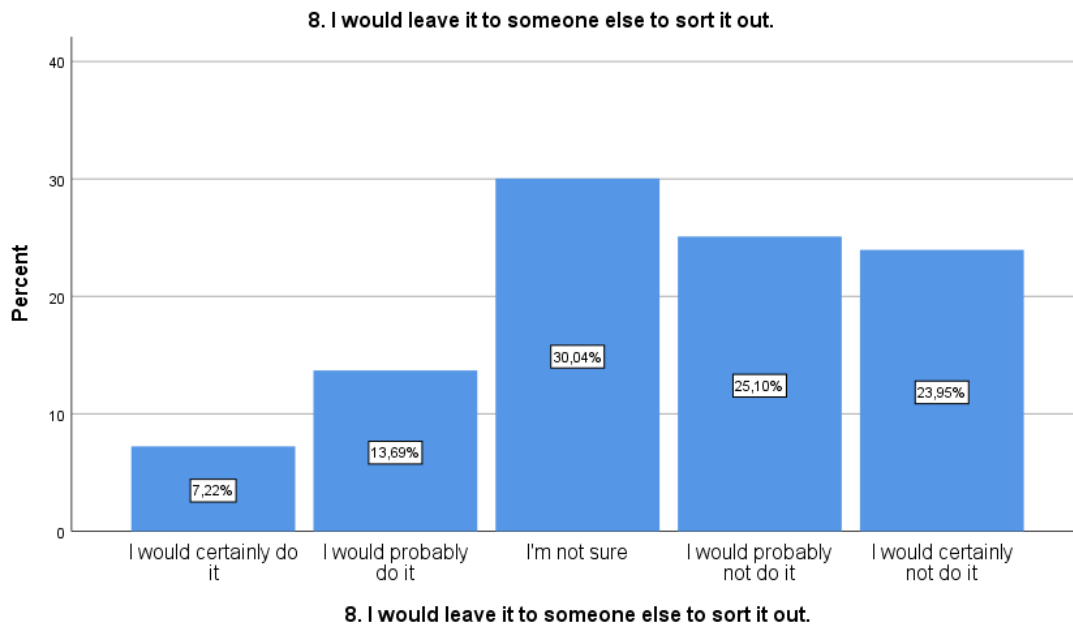


Figure 40. Visual representation of the results for using strategy 8.

The ninth sentence is “I would share my concern with the abuser about what happened to the victim and try to get him to behave in a more kind and responsible way”. According to the results of the survey, as presented in detail in the following table and diagram, 80.6% of the sample responds “I would certainly or probably do it” when 3.8% of the sample responds “I would certainly not or probably not do it”.

Table 37. Evaluation of the strategy „ I would share my concern with the abuser about what happened to the victim and try to get him to behave in a more kind and responsible way“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	103	39,2	39,2	39,2
	I would probably do it	109	41,4	41,4	80,6
	I'm not sure	41	15,6	15,6	96,2
	I would probably not do it	10	3,8	3,8	100,0
	Total	263	100,0	100,0	

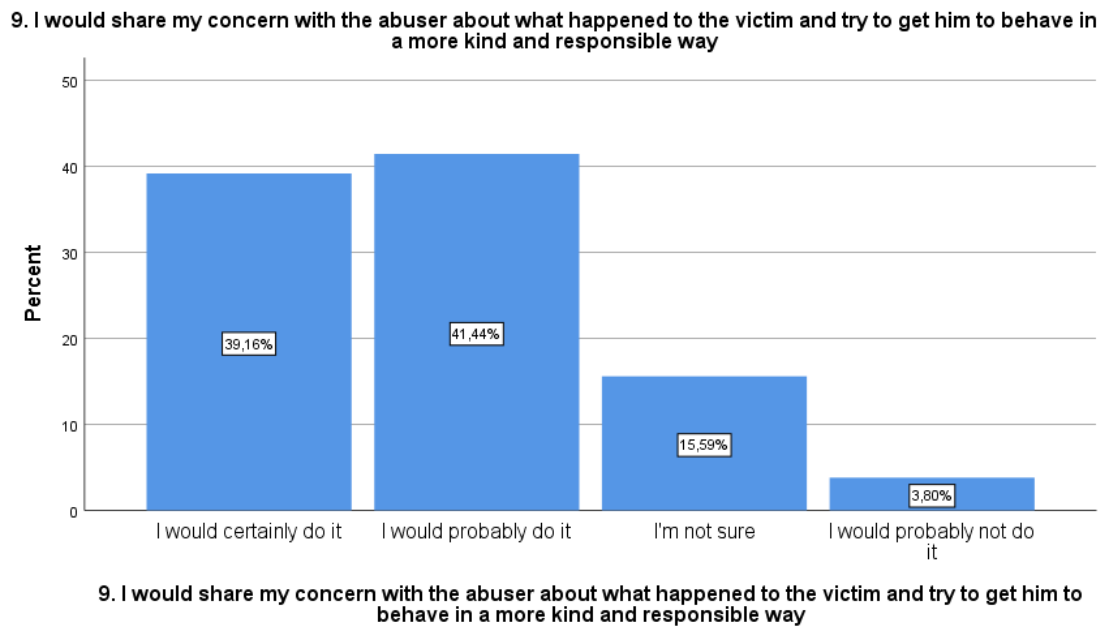


Figure 41. Visual representation of the results for using strategy 9.

The tenth sentence is “I would let the students sort it out themselves”. According to the results of the survey, as presented in detail in the following table and diagram, 25.5% of the sample responds “I would certainly or probably do it” when 49.9% of the sample responds “I would certainly not or probably not do it”.

Table 38. Evaluation of the strategy „I would let the students sort it out themselves“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	11	4,2	4,2	4,2
	I would probably do it	56	21,3	21,3	25,5
	I'm not sure	65	24,7	24,7	50,2
	I would probably not do it	63	24,0	24,0	74,1
	I would certainly not do it	68	25,9	25,9	100,0
	Total	263	100,0	100,0	

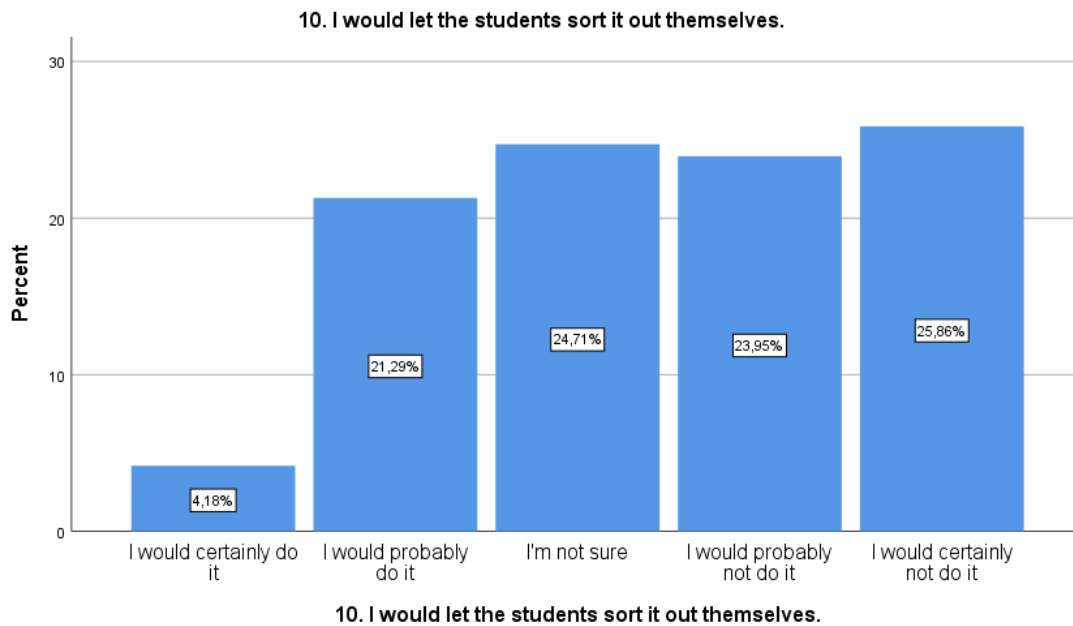


Figure 42. Visual representation of the results for using strategy 10.

The eleventh sentence is “I would suggest that the victim behave more forcefully”. According to the results of the survey, as presented in detail in the following table and diagram, 64.6% of the sample responds “I would certainly or probably do it” when 13% of the sample responds “I would certainly not or probably not do it”.

Table 39. Evaluation of the strategy „ I would suggest that the victim behave more forcefully“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	81	30,8	30,8	30,8
	I would probably do it	89	33,8	33,8	64,6
	I'm not sure	59	22,4	22,4	87,1
	I would probably not do it	22	8,4	8,4	95,4
	I would certainly not do it	12	4,6	4,6	100,0
	Total	263	100,0	100,0	

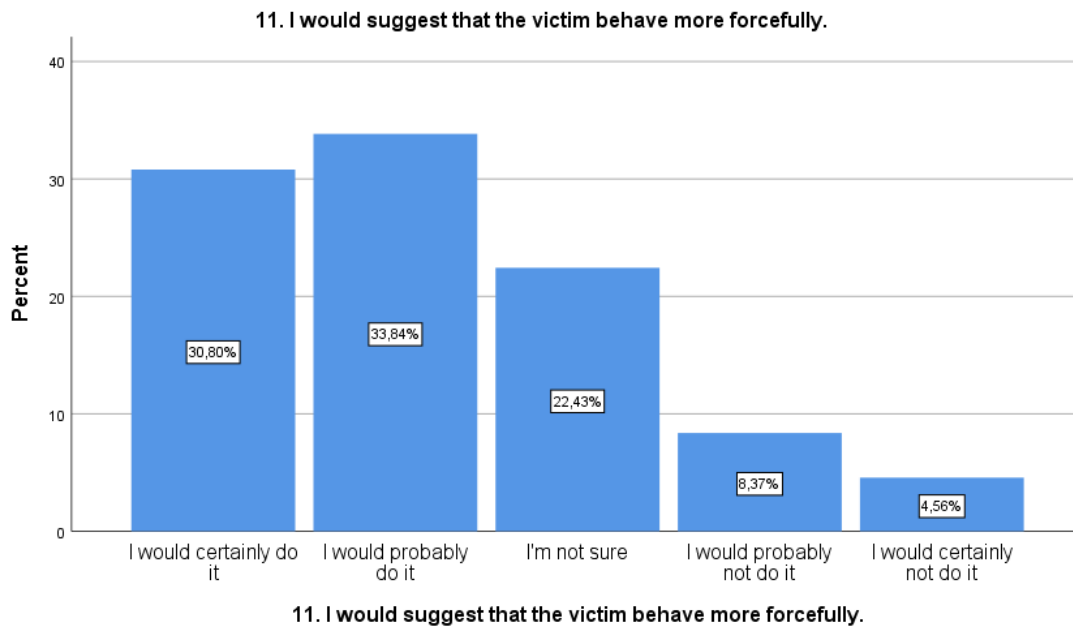


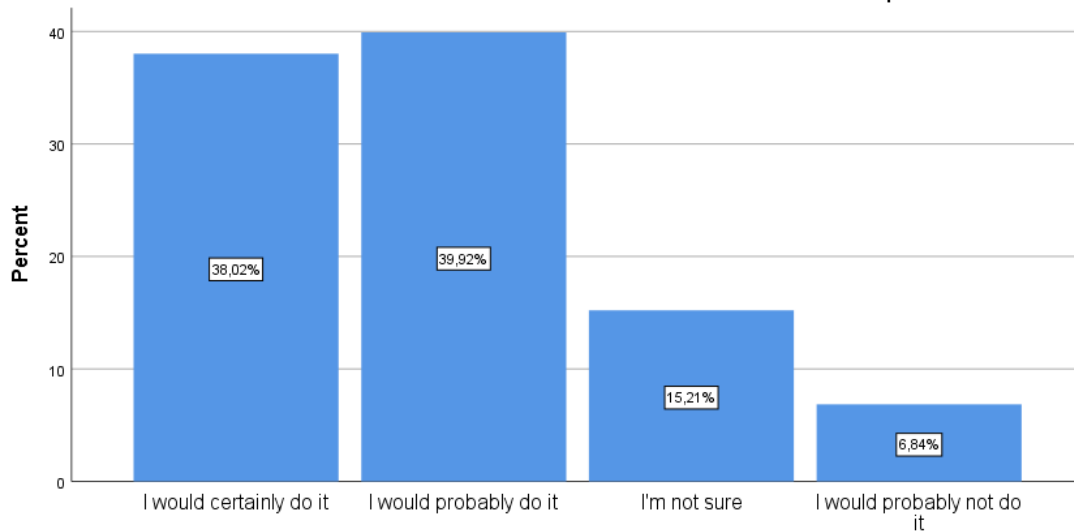
Figure 43. Visual representation of the results for using strategy 11.

The twelfth sentence is “I would discuss with the abuser alternatives from which he could make a choice to improve the situation”. According to the results of the survey, as presented in detail in the following table and diagram, 77.9% of the sample responds “I would certainly or probably do it” when 6.8% of the sample responds “I would certainly not or probably not do it”.

Table 40. Evaluation of the strategy „ I would discuss with the abuser alternatives from which he could make a choice to improve the situation“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	100	38,0	38,0	38,0
	I would probably do it	105	39,9	39,9	77,9
	I'm not sure	40	15,2	15,2	93,2
	I would probably not do it	18	6,8	6,8	100,0
	Total	263	100,0	100,0	

12. I would discuss with the abuser alternatives from which he could make a choice to improve the situation.



12. I would discuss with the abuser alternatives from which he could make a choice to improve the situation.

Figure 44. Visual representation of the results for using strategy 12.

The thirteenth sentence is “I would ask the school counselor to intervene”. According to the results of the survey, as presented in detail in the following table and diagram, 74.5% of the sample responds “I would certainly or probably do it” when 6.9% of the sample responds “I would certainly not or probably not do it”.

Table 41. Evaluation of the strategy „I would ask the school counselor to intervene“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	81	30,8	30,8	30,8
	I would probably do it	115	43,7	43,7	74,5
	I'm not sure	49	18,6	18,6	93,2
	I would probably not do it	12	4,6	4,6	97,7
	I would certainly not do it	6	2,3	2,3	100,0
	Total	263	100,0	100,0	

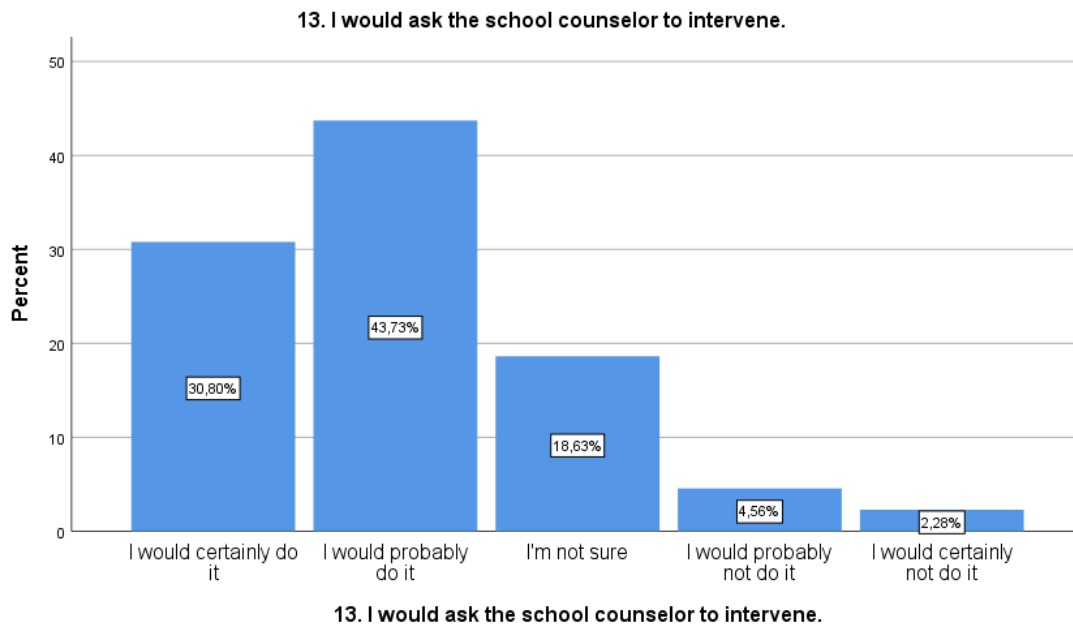


Figure 45. Visual representation of the results for using strategy 13.

The fourteenth sentence is “I will refer the matter to a superior (manager, deputy manager)”. According to the results of the survey, as presented in detail in the following table and diagram, 74.5% of the sample responds “I would certainly or probably do it” when 4,6% of the sample responds “I would certainly not or probably not do it”.

Table 42. Evaluation of the strategy „I will refer the matter to a superior (manager, deputy manager)“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	71	27,0	27,0	27,0
	I would probably do it	125	47,5	47,5	74,5
	I'm not sure	47	17,9	17,9	92,4
	I would probably not do it	15	5,7	5,7	98,1
	I would certainly not do it	5	1,9	1,9	100,0
	Total	263	100,0	100,0	

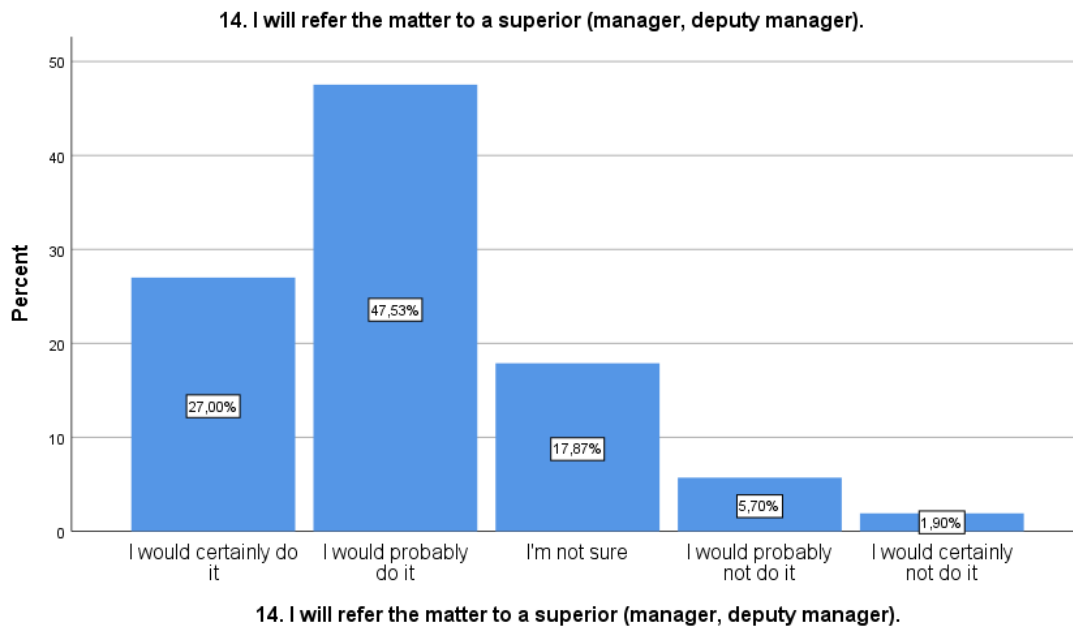


Figure 46. Visual representation of the results for using strategy 14.

The fifteenth sentence is “I would contact the victim's parents to express my concern about the child's psychological well-being”. According to the results of the survey, as presented in detail in the following table and diagram, 76% of the sample responds “I would certainly or probably do it” when 3.8% of the sample responds “I would certainly not or probably not do it”.

Table 43. Evaluation of the strategy „I would contact the victim's parents to express my concern about the child's psychological well-being“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	98	37,3	37,3	37,3
	I would probably do it	102	38,8	38,8	76,0
	I'm not sure	53	20,2	20,2	96,2
	I would probably not do it	10	3,8	3,8	100,0
	Total	263	100,0	100,0	

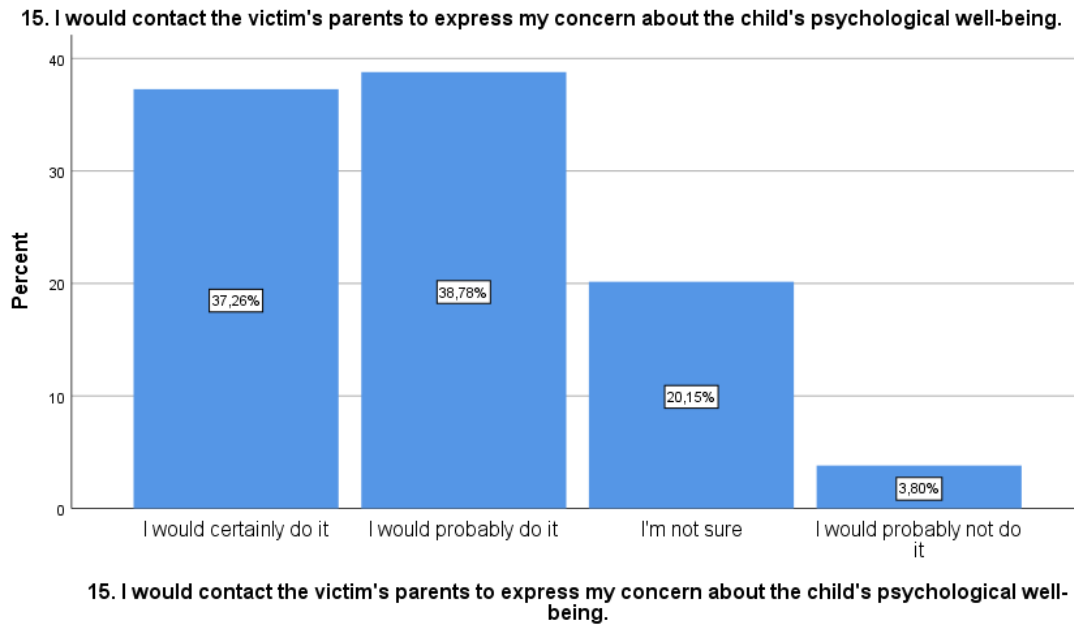


Figure 47. Visual representation of the results for using strategy 15.

The sixteenth sentence is “I would just tell the kids to “grow up””. According to the results of the survey, as presented in detail in the following table and diagram, 43% of the sample responds “I would certainly or probably do it” when 33.5% of the sample responds “I would certainly not or probably not do it”.

Table 44. Evaluation of the strategy „I would just tell the kids to “grow up”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	24	9,1	9,1	9,1
	I would probably do it	89	33,8	33,8	43,0
	I'm not sure	62	23,6	23,6	66,5
	I would probably not do it	27	10,3	10,3	76,8
	I would certainly not do it	61	23,2	23,2	100,0
	Total	263	100,0	100,0	

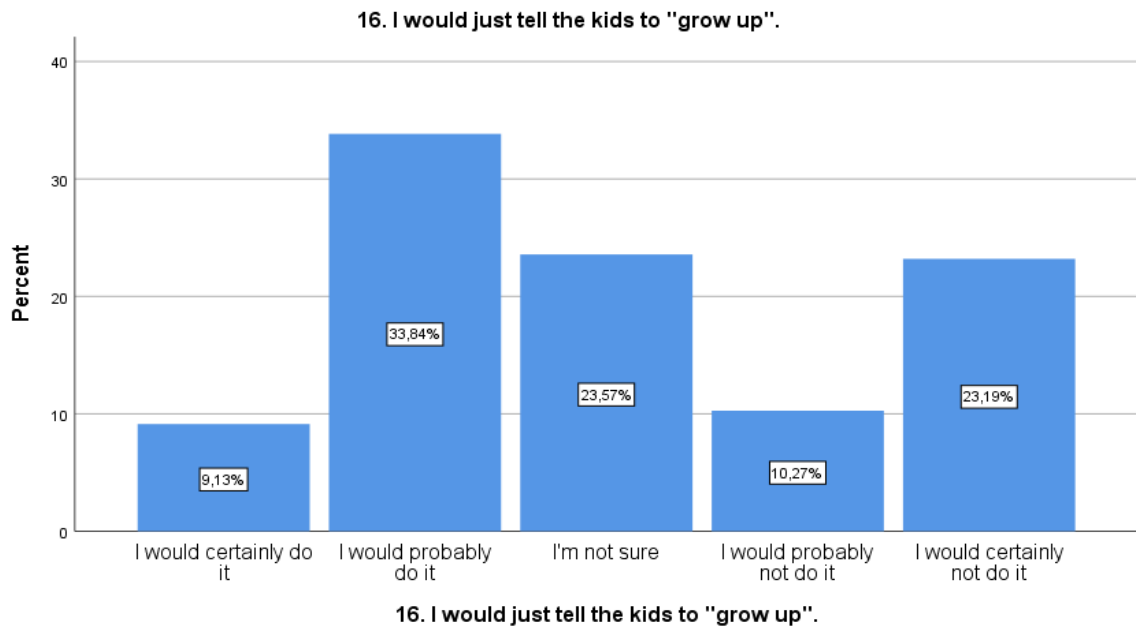


Figure 48. Visual representation of the results for using strategy 16.

The seventeenth sentence is “I would encourage the victim to show that they will not tolerate bullying”. According to the results of the survey, as presented in detail in the following table and diagram, 77.9% of the sample responds “I would certainly or probably do it” when 8.3% of the sample responds “I would certainly not or probably not do it”.

Table 45. Evaluation of the strategy „I would encourage the victim to show that they will not tolerate bullying“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	94	35,7	35,7	35,7
	I would probably do it	111	42,2	42,2	77,9
	I'm not sure	36	13,7	13,7	91,6
	I would probably not do it	14	5,3	5,3	97,0
	I would certainly not do it	8	3,0	3,0	100,0
	Total	263	100,0	100,0	

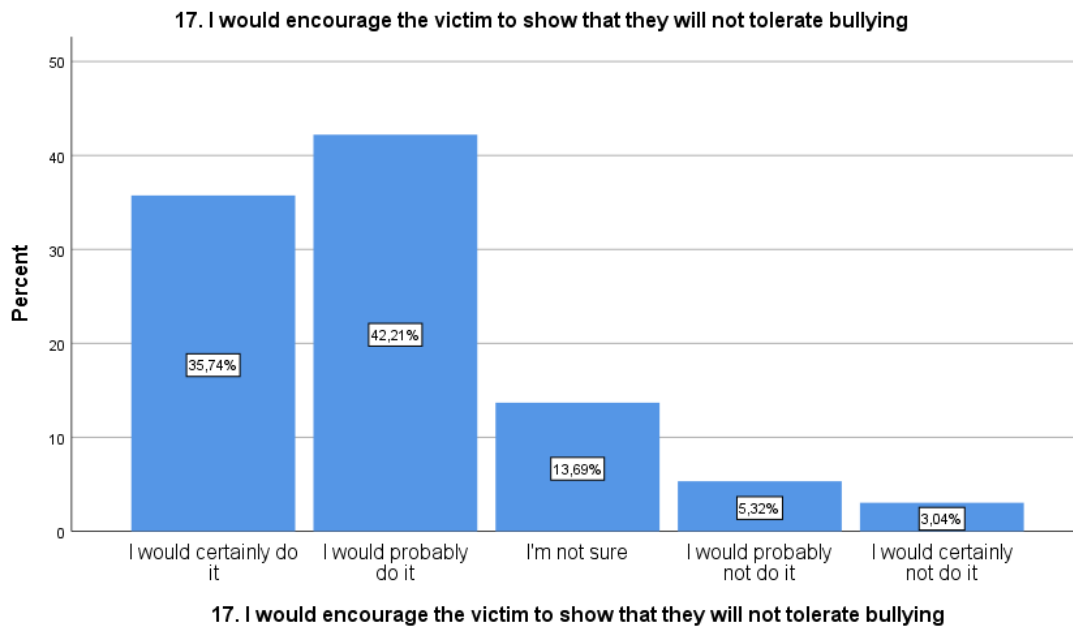


Figure 49. Visual representation of the results for using strategy 17.

The eighteenth sentence is “I would ignore it”. According to the results of the survey, as presented in detail in the following table and diagram, 10.6% of the sample responds “I would certainly or probably do it” when 78.7% of the sample responds “I would certainly not or probably not do it”.

Table 46. Evaluation of the strategy „I would ignore it“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	10	3,8	3,8	3,8
	I would probably do it	18	6,8	6,8	10,6
	I'm not sure	28	10,6	10,6	21,3
	I would probably not do it	49	18,6	18,6	39,9
	I would certainly not do it	158	60,1	60,1	100,0
	Total	263	100,0	100,0	

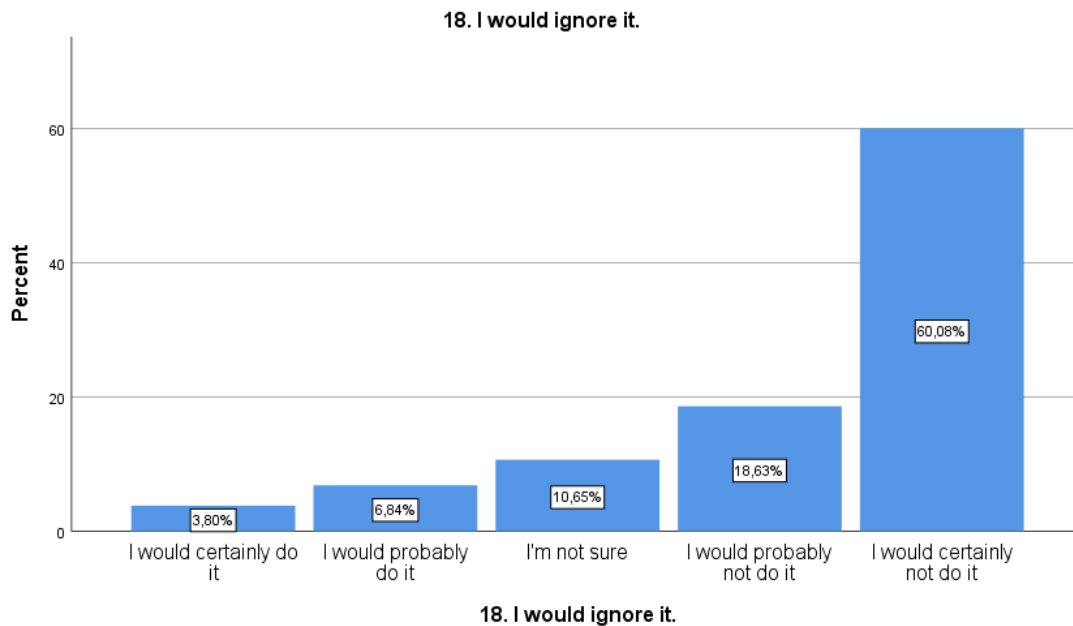


Figure 50. Visual representation of the results for using strategy 18.

The nineteenth sentence is “I would help the bully to gain more self-confidence so that he doesn't want to bully anyone anymore”. According to the results of the survey, as presented in detail in the following table and diagram, 72.2% of the sample responds “I would certainly or probably do it” when 8.4% of the sample responds “I would certainly not or probably not do it”.

Table 47. Evaluation of the strategy „I would help the bully to gain more self-confidence so that he doesn't want to bully anyone anymore“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	76	28,9	28,9	28,9
	I would probably do it	114	43,3	43,3	72,2
	I'm not sure	51	19,4	19,4	91,6
	I would probably not do it	10	3,8	3,8	95,4
	I would certainly not do it	12	4,6	4,6	100,0
	Total	263	100,0	100,0	

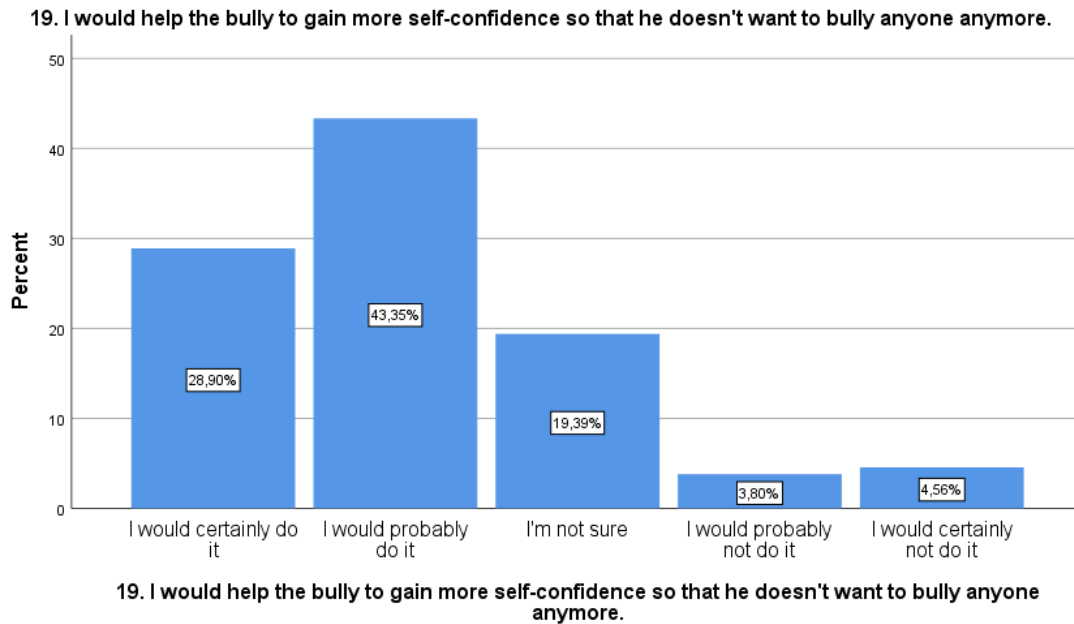


Figure 51. Visual representation of the results for using strategy 19.

The twentieth sentence is “I would insist to the parents or guardians of the abuser that the behavior must stop”. According to the results of the survey, as presented in detail in the following table and diagram, 79.8% of the sample responds “I would certainly or probably do it” when 8% of the sample responds “I would certainly not or probably not do it”.

Table 48. Evaluation of the strategy „I would insist to the parents or guardians of the abuser that the behavior must stop“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	102	38,8	38,8	38,8
	I would probably do it	108	41,1	41,1	79,8
	I'm not sure	32	12,2	12,2	92,0
	I would probably not do it	21	8,0	8,0	100,0
	Total	263	100,0	100,0	

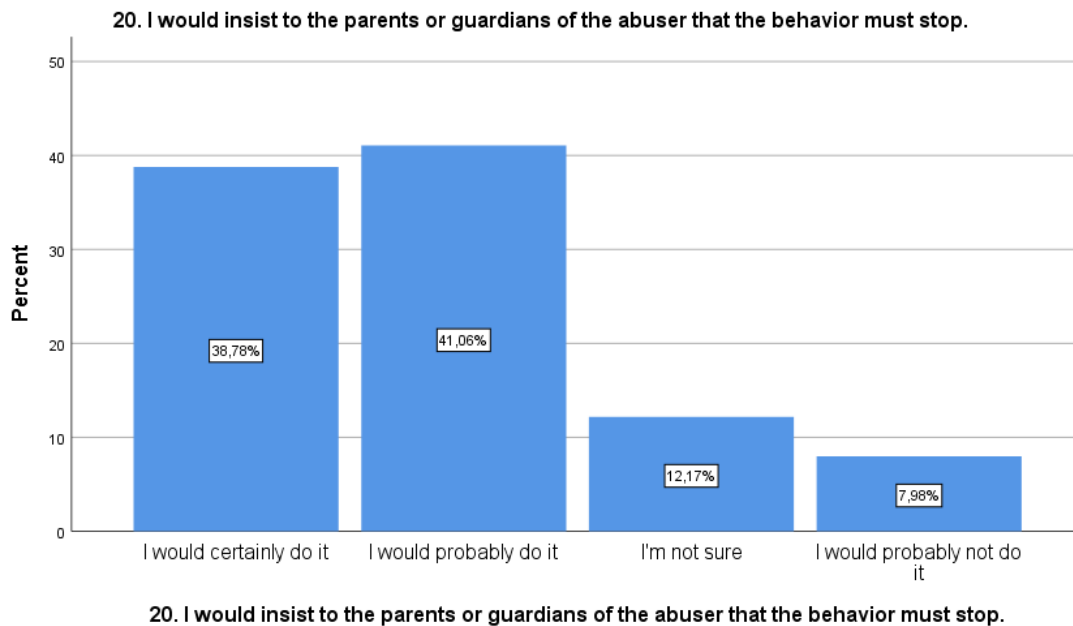


Figure 52. Visual representation of the results for using strategy 20.

The twenty first sentence is “I would find something more interesting for the abuser to do”. According to the results of the survey, as presented in detail in the following table and diagram, 63.5% of the sample responds “I would certainly or probably do it” when 12.5% of the sample responds “I would certainly not or probably not do it”.

Table 49. Evaluation of the strategy „I would find something more interesting for the abuser to do“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	62	23,6	23,6	23,6
	I would probably do it	105	39,9	39,9	63,5
	I'm not sure	63	24,0	24,0	87,5
	I would probably not do it	25	9,5	9,5	97,0
	I would certainly not do it	8	3,0	3,0	100,0
	Total	263	100,0	100,0	

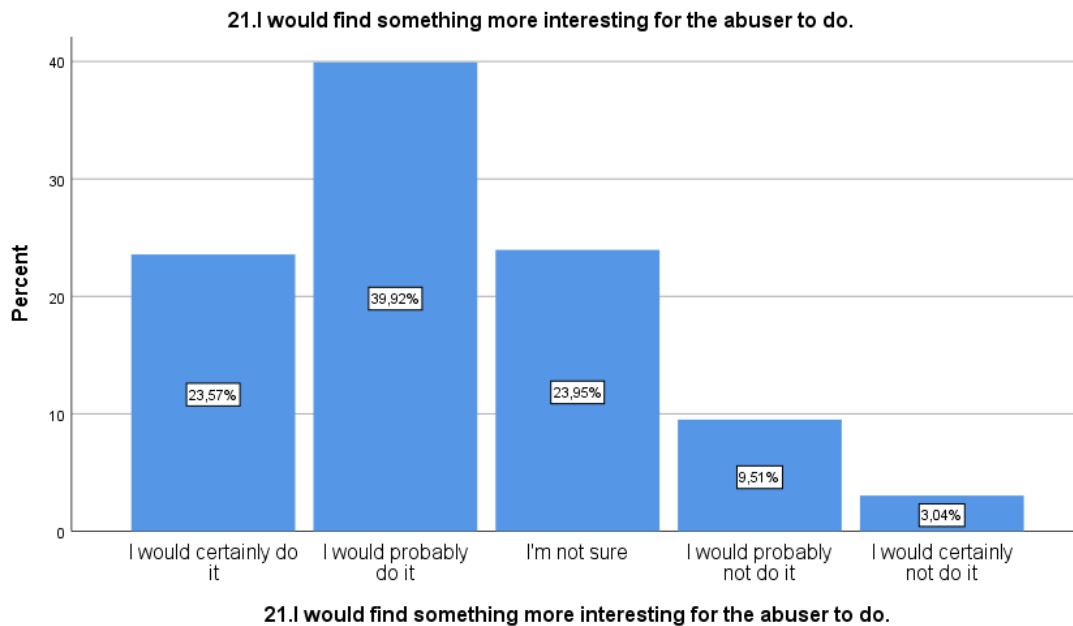


Figure 53. Visual representation of the results for using strategy 21.

The twenty second and final sentence is “I would advise the victim to tell the abuser to “back off””. According to the results of the survey, as presented in detail in the following table and diagram, 60.8% of the sample responds “I would certainly or probably do it” when 16.7% of the sample responds “I would certainly not or probably not do it”. The results show the subjective readiness of teachers to be able to influence the development of bullying at school, their attitude towards dealing with it is positive.

Table 50. Evaluation of the strategy „I would advise the victim to tell the abuser to “back off”“

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I would certainly do it	73	27,8	27,8	27,8
	I would probably do it	87	33,1	33,1	60,8
	I'm not sure	59	22,4	22,4	83,3
	I would probably not do it	25	9,5	9,5	92,8
	I would certainly not do it	19	7,2	7,2	100,0
	Total	263	100,0	100,0	

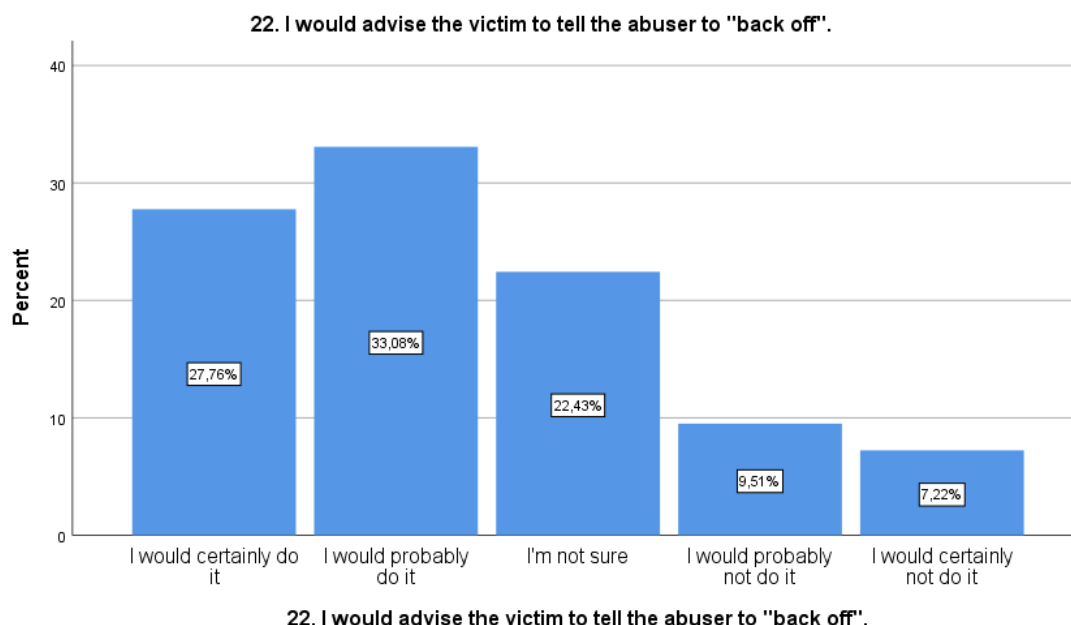


Figure 54. Visual representation of the results for using strategy 22.

The general analysis of the obtained results shows that when informed about a situation of bullying at school, the investigated persons - teachers use strategies that are directly related to their professional commitments and responsibilities. They are aimed at working with students and especially with the bully and the victim.

They discuss the problem with their colleagues (strategy 4, positive response rate of 91.3%) and direct their attention to the bully (strategy 1, positive response rate of 89.7%) by sharing their concern about his behavior and trying influence him (to behave more kindly) – strategy 9 with a positive response range of 80.6%. The Strategies themselves involves activity that is role-customized.

1. Working independently with the bully, discussing alternatives to improve the bullying situation (strategy 12 with a range of 77.9), supporting the process of increasing his self-esteem so that he does not want to bully (strategy 19 with a range of 72.2)

2. Working alone with the victim of bullying by encouraging sharing about what is happening (strategy 17 with a coverage of 77.9%), openly "confronting the bully (strategy 6 with a positive coverage of 65.8%) and meeting with the parents to express concern for their child's psychological well-being (strategy 15 with expression 76.1%)

3. *Meeting with the bully's parents (strategy 20, coverage 79.9%) and students with those involved in the bullying situation (bully and victim) to suggest ways to improve the situation (strategy 5, coverage 79.4), because the problem should not be ignored (strategy 18 with a negative range of 78.7%).*

4. *Seeking help from the school community (Pedagogical council, strategy 13 with a positive range of 74.5%) and management (strategy 14 with a positive range of assessment 74.5%)*

5. *Less selective than teachers is applying punishment to the bully (strategy 3 with a positive range of 65.8%) and letting the students deal with the bullying situation themselves (strategy 10 with a range of positive evaluation of 49.1%)*

3.5 Strategies used to deal with bullying

Before the presentation of the effect of the demographic characteristics on the respondents' way of answering, it is considered appropriate to present the Bullying coping strategies, which come from the 22 proposals presented in the previous paragraph in the manner presented in the previous chapter of the methodology. According to the results of the research, it emerged that the most frequently used strategy is the one that concerns the punishment of the abuser, followed by those that refer to the inclusion of other adults in the treatment process and the one that concerns strategies focused on the abuser and the victim, while the last option is this which includes strategies to ignore the phenomenon.

Table 51. Bullying coping strategies

Coping strategy	N	Minimum	Maximum	Mean	Std. Deviation
victim	263	1,00	5,00	2,1702	,90761
abuser	263	1,00	4,00	1,9954	,63868
ignore	263	1,00	5,00	3,5817	,93022
adults	263	1,00	4,20	1,8844	,57295
punishment	263	1,00	3,67	1,7009	,63146

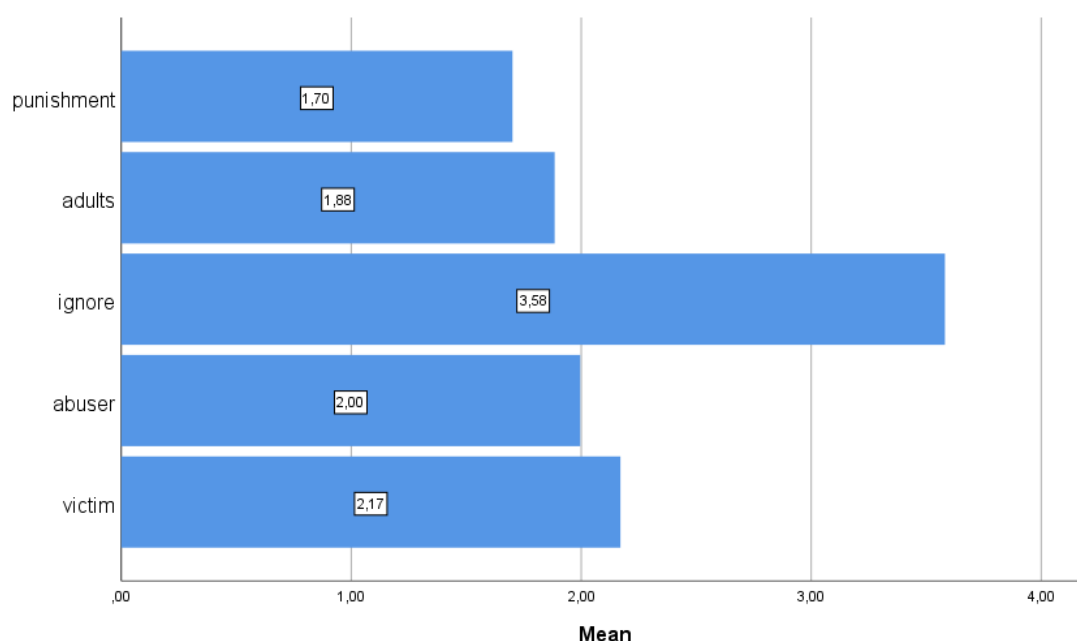


Figure 55. Bullying coping strategies

The summarized results, after a variance analysis procedure, give reason to conclude that the teacher in a school environment approaches responsibly in the presence of bullying. High ignore values are in responses associated with a negative attitude towards it. With the highest expression are the strategies related to the victim and the abuser and then working with adults and punishments.

These results confirm hypothesis 1, namely, we assume that upon information about the presence of bullying at school, teachers will show personal activity, by choosing strategies that are primarily directed at the bully and the victim, since they are the real participants in it.

3.6 Influence of teacher gender on coping with bullying.

In this paragraph, the results of the t-test for independent samples are presented, so that there are statistically significant differences in the way people of different genders are treated in the 5 different strategies for dealing with bullying. According to the results of the research, as they are presented in detail in the following tables, 4 statistically significant differences are found between the strategies between the two sexes. More specifically, the men of the sample more often choose the strategies that refer to the victim ($p=0.004$) and those that include ignoring the phenomenon ($p=0.000$), while on the other hand the women of the sample more often choose the

strategies that include involvement of adults ($p=0.000$) and those involving the punishment of the abuser ($p=0.000$).

Table 52. Results of t-test.

	Gender	N	Mean	Std. Deviation	t	p-value
victim	Male	119	1,9916	,87390		
	Female	144	2,3177	,91138	-2,942	0.004
abuser	Male	119	2,0420	,67240		
	Female	144	1,9569	,60910	1,075	0.283
ignore	Male	119	3,2303	,92155		
	Female	144	3,8722	,83477	-5,922	0.000
adults	Male	119	2,0235	,56339		
	Female	144	1,7694	,55687	3,664	0.000
punishment	Male	119	1,8627	,70566		
	Female	144	1,5671	,52900	3,776	0.000

The results of the applied t-test procedure show that the gender of the subjects has an influence on the choice of a strategy for dealing with bullying in a school environment.

These results confirm hypothesis 2, namely, we hypothesize that the gender of the research subjects - teachers is a predictor of the choice of a strategy to deal with bullying at school. Men prefer working with the victim of bullying, while women involve the involvement of other adults.

3.7. Influence of teacher age on coping with school bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different age are treated in the 6 bullying hypothetical situations presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people aged 35- 50 years old are more likely to intervene in this situation than people under 35 years old ($p=0.003$).

Table 53. The effect of age on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 35 years old	80	2,30	1,024	1,430	0.241
	35- 50 years old	139	2,11	,938		
	Over 50 years old	44	2,32	,857		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	2,25	,948	1,099	0.335
	35- 50 years old	139	2,07	,822		
	Over 50 years old	44	2,11	,813		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	up to 35 years old	80	2,05	1,018	6,053	0.003
	35- 50 years old	139	1,60	,874		
	Over 50 years old	44	1,68	,983		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people over 50 years old are more likely to intervene in this situation than people under 35 years old ($p=0.014$).

Table 54. The effect of age on coping with bullying in Hypothetical situation 2

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this	up to 35 years old	80	1,74	,838	2,253	0.107

conflict/confrontation?	35- 50 years old	139	1,58	,712		
	Over 50 years old	44	1,82	,724		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	1,99	,864	1,103	0.333
	35- 50 years old	139	1,81	,884		
	Over 50 years old	44	1,86	,852		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	up to 35 years old	80	1,86	,910	4,351	0.014
	35- 50 years old	139	1,55	,763		
	Over 50 years old	44	1,50	,821		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation, people of different ages do not react in a statistically significant different way.

Table 55. The effect of age on coping with bullying in Hypothetical situation 3

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 35 years old	80	1,89	,763	0.014	0.986
	35- 50 years old	139	1,87	,824		
	Over 50	44	1,89	,754		

	years old					
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	2,13	,905	1.622	0.200
	35- 50 years old	139	1,94	,836		
	Over 50 years old	44	1,89	,784		
	Total	263	1,98	,851		
3. How likely are you to intervene in this situation?	up to 35 years old	80	1,76	,958	0.938	0.393
	35- 50 years old	139	1,73	,881		
	Over 50 years old	44	1,55	,791		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people of different ages do not react in a statistically significant different way.

Table 56. The effect of age on coping with bullying in Hypothetical situation 4

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 35 years old	80	1,55	,692	0.568	0.567
	35- 50	13	1,50	,755		

	years old	9				
	Over 50 years old	44	1,41	,542		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	1,83	,839	1.812	0.165
	35- 50 years old	139	1,62	,756		
	Over 50 years old	44	1,66	,745		
	Total	263	1,69	,783		
3. How likely are you to intervene in this situation?	up to 35 years old	80	1,53	,763	3.001	0.051
	35- 50 years old	139	1,32	,555		
	Over 50 years old	44	1,30	,632		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation , people over the age of 50 are more likely to intervene in this situation than people under the age of 35 ($p=0.002$). In addition, people aged 35-50 agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people under 35 years old ($p=0.003$).

Table 57. The effect of age on coping with bullying in Hypothetical situation 5

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 35 years old	80	2,26	,896	2.748	0.066
	35- 50 years old	139	1,99	,785		
	Over 50 years old	44	2,05	,834		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	2,33	,897	5.957	0.003
	35- 50 years old	139	1,92	,817		
	Over 50 years old	44	2,02	,792		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	up to 35 years old	80	2,10	1,026	6.609	0.002
	35- 50 years old	139	1,66	,804		
	Over 50 years old	44	1,68	,883		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people aged 35-50 are more likely to intervene in this situation than people under the age of

35 ($p=0.020$). In addition, people aged 35-50 agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people under 35 years old ($p=0.039$).

Table 58. The effect of age on coping with bullying in Hypothetical situation 6

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 35 years old	80	2,13	,905	0.262	0.770
	35- 50 years old	139	2,04	,779		
	Over 50 years old	44	2,07	,695		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 35 years old	80	2,30	,833	3.286	0.039
	35- 50 years old	139	2,03	,742		
	Over 50 years old	44	2,14	,632		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	up to 35 years old	80	2,16	,987	3.969	0.020
	35- 50 years old	139	1,80	,894		
	Over 50 years old	44	1,91	,884		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 4 statistically significant differences are found between the strategies between people of different age. More specifically, people over 50 of the sample more often choose the strategies that refer to the victim ($p=0.004$) and the strategies that

refer to the abuser ($p=0.004$) than people aged less than 35 and people aged 35- 50 of the sample more often choose the strategies that include involvement of adults ($p=0.034$) and those involving the punishment of the abuser ($p=0.010$) than people aged less than 35.

Table 59. The effect of age on coping strategies with bullying

		N	Mean	Std. Deviation	f	p-value
victim	up to 35 years old	80	2,2875	,98091	4,242	,015
	35- 50 years old	139	2,2140	,89004		
	Over 50 years old	44	1,8182	,74194		
	Total	263	2,1702	,90761		
abuser	up to 35 years old	80	2,1275	,64060	3,539	,030
	35- 50 years old	139	1,9755	,58803		
	Over 50 years old	44	1,8182	,74561		
	Total	263	1,9954	,63868		
ignore	up to 35 years old	80	3,4350	1,07622	1,447	,237
	35- 50 years old	139	3,6518	,87388		
	Over 50 years old	44	3,6273	,79719		
	Total	263	3,5817	,93022		
adults	up to 35 years old	80	2,0200	,65881	3,412	,034
	35- 50 years old	139	1,8129	,49590		
	Over 50 years old	44	1,8636	,60197		
	Total	263	1,8844	,57295		
punishment	up to 35 years	80	1,8792	,60760	4,726	,010

	old					
	35- 50 years old	139	1,6187	,63139		
	Over 50 years old	44	1,6364	,62182		
	Total	263	1,7009	,63146		

Thus, the obtained results give reason to draw conclusions about the influence of age on the choice of a strategy for dealing with bullying in a school environment. Long-term pedagogical experience gives reason for older teachers to prefer strategies that relate to the process of educating students. They tend to work directly with the abuser and the victim, unlike their younger colleagues. They prefer navigation, cooperation with other adults, and the application of punishments to the abuser.

Thus, the obtained results give reason to draw conclusions about the influence of age on the choice of a strategy for dealing with bullying in a school environment. Long-term pedagogical experience gives reason for older teachers to prefer strategies that relate to the process of educating students. They tend to work directly with the abuser and the victim, unlike their younger colleagues. They prefer navigation, cooperation with other adults, and the application of punishments to the abuser.

These results confirm Hypothesis 3, which states that teacher age is a predictor of bullying coping strategy selection. Older adults are oriented toward choosing strategies related to working directly with the victim and the abuser, while younger adults choose collaboration with other adults.

3.8 Influence of years of teaching experience of teachers on dealing with bullying among students

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different Years of teaching experience are treated in the 6 bullying hypothetical situations presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people with 11-20 years of experience believe that this hypothetical situation is more severe in relation to people with 31 years or more experience ($p=0.006$).

Table 60. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	1- 10 years	133	2,26	1,029	4,254	,006
	11- 20 years	90	1,97	,814		
	21- 30 years	31	2,42	,765		
	31 years or more	9	2,89	1,167		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	2,19	,914	,527	,664
	11- 20 years	90	2,04	,792		
	21- 30 years	31	2,13	,846		
	31 years or more	9	2,22	,833		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	1- 10 years	133	1,81	1,024	1,769	,153
	11- 20 years	90	1,58	,764		
	21- 30 years	31	1,87	1,118		
	31 years or more	9	2,11	,928		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people with 31 years or more experience are less likely to intervene in this situation than people with 11-20years of experience ($p=0.030$).

Table 61. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 2

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	1- 10 years	133	1,68	,829	,836	,475
	11- 20 years	90	1,60	,684		
	21- 30 years	31	1,68	,541		
	31 years or more	9	2,00	1,000		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	1,89	,881	,089	,966
	11- 20 years	90	1,83	,838		
	21- 30 years	31	1,87	,922		
	31 years or more	9	1,89	1,054		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	1- 10 years	133	1,77	,910	3,029	,030
	11- 20 years	90	1,44	,620		
	21- 30 years	31	1,58	,886		
	31 years or more	9	1,78	,972		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation, people of different Years of teaching experience do not react in a statistically significant different way.

Table 62. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 3

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	1- 10 years	133	1,88	,769	1,106	,347
	11- 20 years	90	1,80	,753		
	21- 30 years	31	2,00	,931		
	31 years or more	9	2,22	,972		
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	2,05	,903	,710	,547
	11- 20 years	90	1,96	,778		
	21- 30 years	31	1,81	,833		
	31 years or more	9	2,00	,866		
	Total	263	1,98	,851	1,205	,308
3. How likely are you to intervene in this situation?	1- 10 years	133	1,77	,968		
	11- 20 years	90	1,62	,787		
	21- 30 years	31	1,61	,761		
	31 years or more	9	2,11	1,054		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people with 31 years or more experience are less likely to intervene in this situation than people with 11-20 years of experience ($p=0.022$).

Table 63. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 4

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	1- 10 years	133	1,48	,670	,084	,969
	11- 20 years	90	1,52	,722		
	21- 30 years	31	1,52	,811		
	31 years or more	9	1,56	,726		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	1,69	,790	,752	,522
	11- 20 years	90	1,72	,765		
	21- 30 years	31	1,52	,769		
	31 years or more	9	1,89	,928		
	Total	263	1,69	,783		
3. How likely are you to intervene in this situation?	1- 10 years	133	1,46	,702	3,256	,022
	11- 20 years	90	1,28	,520		
	21- 30 years	31	1,23	,425		
	31 years or more	9	1,78	1,093		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation, people of different Years of teaching experience do not react in a statistically significant different way.

Table 64. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 5

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	1- 10 years	133	2,17	,875	1,279	,282
	11- 20 years	90	1,98	,719		
	21- 30 years	31	1,97	,836		
	31 years or more	9	2,22	1,202		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	2,17	,863	2,286	,079
	11- 20 years	90	1,97	,827		
	21- 30 years	31	1,81	,792		
	31 years or more	9	2,33	1,000		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	1- 10 years	133	1,91	1,011	2,092	,102
	11- 20 years	90	1,64	,708		
	21- 30 years	31	1,68	,909		
	31 years or more	9	2,11	,928		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people of different Years of teaching experience do not react in a statistically significant different way.

Table 65. The effect of Years of teaching experience on coping with bullying in Hypothetical situation 6

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	1- 10 years	133	2,17	,866	1,581	,194
	11- 20 years	90	1,98	,703		
	21- 30 years	31	1,90	,790		
	31 years or more	9	2,11	,782		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	1- 10 years	133	2,25	,811	2,517	,059
	11- 20 years	90	2,03	,726		
	21- 30 years	31	1,90	,539		
	31 years or more	9	2,11	,782		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	1- 10 years	133	2,08	1,045	3,338	,020
	11- 20 years	90	1,74	,743		
	21- 30 years	31	1,71	,783		
	31 years or more	9	2,22	,972		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 1 statistically significant difference is found between the strategies between people of different Years of teaching experience. More specifically, people with 21-30 years of teaching experience of the sample more often choose the

strategies that refer to the abuser ($p=0.015$) than people with 1-10- years of teaching experience.

Table 66. The effect of Years of teaching experience on coping strategies with bullying

		N	Mean	Std. Deviation	F	p-value
victim	1- 10 years	133	2,2820	,91722	1,924	,126
	11- 20 years	90	2,0889	,93189		
	21- 30 years	31	1,8952	,76315		
	31 years or more	9	2,2778	,81437		
	Total	263	2,1702	,90761		
abuser	1- 10 years	133	2,0917	,60378	3,566	,015
	11- 20 years	90	1,9489	,63921		
	21- 30 years	31	1,6968	,54619		
	31 years or more	9	2,0667	1,07238		
	Total	263	1,9954	,63868		
ignore	1- 10 years	133	3,6496	,93303	,934	,425
	11- 20 years	90	3,5756	,90483		
	21- 30 years	31	3,3806	,96934		
	31 years or more	9	3,3333	1,01980		
	Total	263	3,5817	,93022		
adults	1- 10 years	133	1,8586	,58246	,716	,543
	11- 20 years	90	1,9400	,53920		
	21- 30 years	31	1,8000	,44721		
	31 years or more	9	2,0000	1,03923		
	Total	263	1,8844	,57295		
punishment	1- 10 years	133	1,7043	,64439	,420	,739
	11- 20 years	90	1,7037	,62500		
	21- 30 years	31	1,6237	,49248		

	31 years or more	9	1,8889	,94281		
	Total	263	1,7009	,63146		

According to the results, teachers with more pedagogical experience are more sensitive to the assessment of verbal bullying (Table 65), but are less likely to intervene compared to younger teachers. There was no statistically significant difference in strategy choice for information about the presence of cyberbullying or social exclusion. No statistically significant differences were found in incidents of social bullying. These results prove that Hypothesis 4 is partially confirmed. Only in the case of physical bullying, did teachers with experience between 11-20 years choose different strategies to deal with it.

3.9. Influence of Years of teaching at the school on coping with bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different Years of teaching at the present school are treated in the 6 bullying hypothetical situation s presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people of different Years of teaching at the present school do not react in a statistically significant different way.

Table 67. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 2 years	139	2,16	,987	,942	,391
	2-5 years	60	2,35	,988		
	6 years or more	64	2,16	,840		

	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 2 years	139	2,02	,855	2,958	,054
	2-5 years	60	2,33	,896		
	6 years or more	64	2,19	,814		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	up to 2 years	139	1,74	,973	,759	,469
	2-5 years	60	1,87	,965		
	6 years or more	64	1,66	,912		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people with up to 2 years of teaching at the present school believe that this hypothetical situation is more severe in relation to people with 6 or more years of teaching at the present school ($p=0.026$).

Table 68. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 2

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 2 years	139	1,55	,754	3,685	,026
	2-5 years	60	1,80	,798		
	6 years or more	64	1,81	,694		
	Total	263	1,67	,758		
2. I would be embarrassed by the	up to 2 years	139	1,78	,852	1,839	,161

abuser's behavior and feel compassion for the victim.	2-5 years	60	2,02	,948		
	6 years or more	64	1,94	,833		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	up to 2 years	139	1,66	,864	2,125	,122
	2-5 years	60	1,77	,871		
	6 years or more	64	1,47	,689		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation , people with up to 2 years of teaching at the present school believe that this hypothetical situation is more severe in relation to people with 2-5 years of teaching at the present school ($p=0.017$).

Table 69. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 3

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 2 years	139	1,77	,764	4,132	,017
	2-5 years	60	2,12	,865		
	6 years or more	64	1,89	,737		
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 2 years	139	1,91	,833	1,737	,178
	2-5 years	60	2,15	,954		
	6 years or more	64	2,00	,777		
	Total	263	1,98	,851		
3. How likely are you	up to 2	139	1,70	,914	1,861	,158

to intervene in this situation?	years					
	2-5 years	60	1,88	,976		
	6 years or more	64	1,58	,730		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people of different Years of teaching at the present school do not react in a statistically significant different way.

Table 70. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 4

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 2 years	139	1,42	,691	2,035	,133
	2-5 years	60	1,63	,637		
	6 years or more	64	1,55	,775		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 2 years	139	1,61	,766	2,249	,108
	2-5 years	60	1,87	,853		
	6 years or more	64	1,69	,732		
	Total	263	1,69	,783		
3. How likely are you to intervene in this situation?	up to 2 years	139	1,39	,676	,317	,728
	2-5 years	60	1,42	,619		
	6 years or more	64	1,33	,592		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation , people with up to 2 years of teaching at the present school believe that this hypothetical situation is more severe in relation to people with 2-5 years of teaching at the present school ($p=0.011$).

Table 71. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 5

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 2 years	139	1,99	,821	4,618	,011
	2-5 years	60	2,37	,920		
	6 years or more	64	2,02	,724		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 2 years	139	2,00	,851	1,364	,257
	2-5 years	60	2,22	,904		
	6 years or more	64	2,05	,805		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	up to 2 years	139	1,81	,929	2,458	,088
	2-5 years	60	1,97	,974		
	6 years or more	64	1,61	,769		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people with up to 2 years of teaching at the present school believe that this hypothetical situation is more severe in relation to people with 2-5 years of teaching at the present school ($p=0.044$). Furthermore, people with up to 2 years of teaching at the present

school are more likely to intervene in this situation than people with 6 or more years of teaching at the present school ($p=0.017$).

Table 72. The effect of Years of teaching at the present school on coping with bullying in Hypothetical situation 6

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 2 years	139	2,01	,821	3,167	,044
	2-5 years	60	2,30	,908		
	6 years or more	64	2,00	,617		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 2 years	139	2,09	,775	1,604	,203
	2-5 years	60	2,28	,804		
	6 years or more	64	2,08	,674		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	up to 2 years	139	2,11	1,007	4,118	,017
	2-5 years	60	2,03	,863		
	6 years or more	64	1,64	,764		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 3 statistically significant differences are found between the strategies of people with different years of teaching at the present school. More specifically,

people with 6 or more years of teaching at the present school of the sample more often choose the strategies that refer to the victim ($p=0.000$) and the strategies that refer to the abuser ($p=0.010$) than people with up to 2 years of teaching at the present school. Furthermore, people with 6 or more years of teaching at the present school of the sample less often choose the strategies for ignoring the incident than people with up to 2 years of teaching at the present school.

Table 73. The effect of Years of teaching at the present school on coping strategies with bullying

		N	Mean	Std. Deviation	F	p-value
victim	up to 2 years	139	2,3597	,89337	8,115	,000
	2-5 years	60	2,0917	,94215		
	6 years or more	64	1,8320	,80309		
	Total	263	2,1702	,90761		
abuser	up to 2 years	139	2,0806	,60228	4,687	,010
	2-5 years	60	2,0167	,60427		
	6 years or more	64	1,7906	,70772		
	Total	263	1,9954	,63868		
ignore	up to 2 years	139	3,7007	,98669	3,066	,048
	2-5 years	60	3,3533	,87710		
	6 years or more	64	3,5375	,81406		
	Total	263	3,5817	,93022		
adults	up to 2 years	139	1,9007	,61873	,120	,887
	2-5 years	60	1,8633	,46504		
	6 years or more	64	1,8688	,56817		
	Total	263	1,8844	,57295		
punishment	up to 2 years	139	1,6307	,57831	2,038	,132
	2-5 years	60	1,8167	,70624		

	6 years or more	64	1,7448	,65799		
	Total	263	1,7009	,63146		

Years spent in the same school environment influence the choice of strategy for dealing with bullying. With increasing years, attachment to the environment of the school community intensifies. Teachers with a longer presence in it (more than 6 years) choose victim- and bully-oriented strategies and are less likely to ignore what is happening compared to teachers with a presence of up to 2 years. This proves Hypothesis 5 that the duration of working in a school affects the choice of strategy to deal with bullying in it.

3.10 Influence of Number of students in a school unit on coping with bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different Number of students in a school unit are treated in the 6 bullying hypothetical situation s presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation , people in schools with up to 100 kids agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more in schools with up to 300 kids ($p=0.003$). Furthermore, people in schools with up to 100 kids are more likely to intervene in this situation than people in schools with up to 300 kids ($p=0.038$).

Table 74. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 100	95	2,05	,880	2,951	,054
	up to 200	81	2,17	,997		

	up to 300	87	2,39	,969		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	1,81	,641	11,484	,000
	up to 200	81	2,27	,881		
	up to 300	87	2,36	,952		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	up to 100	95	1,56	,896	3,303	,038
	up to 200	81	1,81	,938		
	up to 300	87	1,90	1,010		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people in schools with up to 100 kids believe that this hypothetical situation is more severe in relation to people in schools with up to 300 kids ($p=0.000$). Moreover, people in schools with up to 100 kids agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more in schools with up to 300 kids ($p=0.000$). Furthermore, people in schools with up to 100 kids are more likely to intervene in this situation than people in schools with up to 300 kids ($p=0.009$).

Table 75. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 2

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this	up to 100	95	1,36	,600	13,496	,000

conflict/confrontation?	up to 200	81	1,76	,818		
	up to 300	87	1,82	,755		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	1,53	,697	13,016	,000
	up to 200	81	2,12	,914		
	up to 300	87	2,21	,896		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	up to 100	95	1,44	,754	4,781	,009
	up to 200	81	1,81	,823		
	up to 300	87	1,89	,880		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation , people in schools with up to 100 kids believe that this hypothetical situation is more severe in relation to people in schools with up to 300 kids ($p=0.002$). Moreover, people in schools with up to 100 kids agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more in schools with up to 300 kids ($p=0.000$).

Table 76. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 3

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this	up to 100	95	1,66	,662	6,210	,002

conflict/confrontation?	up to 200	81	1,94	,913		
	up to 300	87	2,06	,753		
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	1,72	,647	7,875	,000
	up to 200	81	2,16	,901		
	up to 300	87	2,21	,933		
	Total	263	1,98	,851		
3. How likely are you to intervene in this situation?	up to 100	95	1,54	,810	2,885	,058
	up to 200	81	1,81	,937		
	up to 300	87	1,80	,913		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people in schools with up to 100 kids believe that this hypothetical situation is more severe in relation to people in schools with up to 300 kids ($p=0.001$). Moreover, people in schools with up to 100 kids agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more in schools with up to 300 kids ($p=0.000$).

Table 77. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 4

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this	up to 100	95	1,28	,498	7,618	,001

conflict/confrontation?	up to 200	81	1,65	,897		
	up to 300	87	1,70	,637		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	1,42	,557	9,298	,000
	up to 200	81	1,81	,882		
	up to 300	87	1,86	,824		
	Total	263	1,69	,783		
3. How likely are you to intervene in this situation?	up to 100	95	1,27	,515	2,068	,129
	up to 200	81	1,44	,689		
	up to 300	87	1,44	,710		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation , people in schools with up to 100 kids believe that this hypothetical situation is more severe in relation to people in schools with up to 300 kids ($p=0.003$). Moreover, people in schools with up to 100 kids agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more in schools with up to 300 kids ($p=0.000$).

Table 78. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 5

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this	up to 100	95	1,86	,662	6,013	,003

conflict/confrontation?	up to 200	81	2,14	,932		
	up to 300	87	2,28	,858		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	1,76	,680	10,276	,000
	up to 200	81	2,19	,896		
	up to 300	87	2,28	,898		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	up to 100	95	1,62	,814	2,948	,054
	up to 200	81	1,93	,919		
	up to 300	87	1,87	,974		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people of different number of kids in their schools do not react in a statistically significant different way.

Table 79. The effect of Number of students in a school unit on coping with bullying in Hypothetical situation 6

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 100	95	2,11	,831	,714	,491
	up to 200	81	2,12	,886		
	up to 300	87	1,99	,690		

	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 100	95	2,00	,684	2,288	,104
	up to 200	81	2,17	,848		
	up to 300	87	2,23	,742		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	up to 100	95	1,94	,920	1,759	,174
	up to 200	81	2,06	1,029		
	up to 300	87	1,79	,837		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 2 statistically significant differences are found between the strategies between people of different number of kids in their schools. More specifically, people in schools with up to 300 kids of the sample more often choose the strategies that refer to the victim ($p=0.001$) than people in schools with up to 100 kids. From the other hand, people in schools with up to 100 kids more often choose the strategies involving the punishment of the abuser ($p=0.015$) than people in schools with up to 300 kids.

Table 80. The effect of Number of students in a school unit on coping strategies with bullying

		N	Mean	Std. Deviation	F	p-value
victim	up to 100	95	2,4053	,90373	7,227	,001
	up to 200	81	2,1790	,95707		
	up to 300	87	1,9052	,79537		
	Total	263	2,1702	,90761		
abuser	up to 100	95	1,9368	,60583	1,511	,223
	up to 200	81	2,0963	,63412		

	up to 300	87	1,9655	,67321		
	Total	263	1,9954	,63868		
ignore	up to 100	95	3,5874	1,15990	,003	,997
	up to 200	81	3,5802	,85241		
	up to 300	87	3,5770	,69978		
	Total	263	3,5817	,93022		
adults	up to 100	95	1,8421	,63104	,409	,665
	up to 200	81	1,9037	,55237		
	up to 300	87	1,9126	,52713		
	Total	263	1,8844	,57295		
punishment	up to 100	95	1,5544	,53176	4,243	,015
	up to 200	81	1,7572	,67497		
	up to 300	87	1,8084	,66595		
	Total	263	1,7009	,63146		

The general analysis of the obtained results of the statistical processing makes it possible to conclude that the number of students in a school influences the choice of strategy by teachers to deal with bullying among students. In smaller school communities, sensitivity to bullying is higher, so teachers choose strategies that address both the victim and the bully, including punishment for their actions. In the larger school community, the preferred strategies are targeted primarily at the victim of bullying. This confirms the hypothesized assumption 6.

3.11 Influence of annual family income on coping with bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different Annual family income are treated in the 6 bullying hypothetical situations presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people of different income do not react in a statistically significant different way.

Table 81. The effect of Annual family income on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 15.000€	126	2,21	,999	,778	,460
	15.000-30.000€	85	2,12	,905		
	more than 30.000€	52	2,33	,923		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 15.000€	126	2,17	,895	2,424	,091
	15.000-30.000€	85	1,98	,786		
	more than 30.000€	52	2,29	,871		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	up to 15.000€	126	1,82	,967	,665	,515
	15.000-30.000€	85	1,71	,974		
	more than 30.000€	52	1,65	,905		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people with 15.000- 30.000€ income believe that this hypothetical situation is more severe in relation to people with more than 30.000€ income ($p=0.038$).

Table 82. The effect of Annual family income on coping with bullying in Hypothetical situation 2.

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 15.000€	126	1,62	,818	3,306	,038
	15.000- 30.000€	85	1,59	,695		

	more than 30.000€	52	1,90	,664		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 15.000€	126	1,87	,876	1,251	,288
	15.000- 30.000€	85	1,78	,905		
	more than 30.000€	52	2,02	,804		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	up to 15.000€	126	1,71	,857	1,008	,366
	15.000- 30.000€	85	1,58	,792		
	more than 30.000€	52	1,56	,826		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation , people with 15.000- 30.000€ income believe that this hypothetical situation is more severe in relation to people with more than 30.000€ income ($p=0.010$).

Table 83. The effect of Annual family income on coping with bullying in Hypothetical situation 3

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1.How severe do you think is this conflict/confrontation?	up to 15.000€	126	1,83	,760	4,722	,010
	15.000- 30.000€	85	1,78	,822		
	more than 30.000€	52	2,17	,760		
	Total	263	1,88	,791		
2. I would be	up to 15.000€	126	2,03	,857	1,431	,241

embarrassed by the abuser's behavior and feel compassion for the victim.	15.000-30.000€	85	1,86	,847		
	more than 30.000€	52	2,08	,837		
	Total	263	1,98	,851		
3. How likely are you to intervene in this situation?	up to 15.000€	126	1,74	,931	,120	,887
	15.000-30.000€	85	1,69	,873		
	more than 30.000€	52	1,67	,834		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people of different income do not react in a statistically significant different way.

Table 84. The effect of Annual family income on coping with bullying in Hypothetical situation 4.

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 15.000€	126	1,44	,652	1,060	,348
	15.000-30.000€	85	1,59	,835		
	more than 30.000€	52	1,50	,577		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 15.000€	126	1,70	,793	,578	,562
	15.000-30.000€	85	1,62	,756		
	more than 30.000€	52	1,77	,807		
	Total	263	1,69	,783	,651	,522
3. How likely are you to intervene in this	up to 15.000€	126	1,37	,629		
	15.000-	85	1,44	,680		

situation?	30.000€					
	more than 30.000€	52	1,31	,612		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation , people with 15.000- 30.000€ income believe that this hypothetical situation is more severe in relation to people with more than 30.000€ income ($p=0.028$). Moreover, people with 15.000- 30.000€ income agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people with more than 30.000€ income ($p=0.007$). Furthermore, people with 15.000- 30.000€ income are more likely to intervene in this situation than people more than 30.000€ income ($p=0.019$).

Table 85. The effect of Annual family income on coping with bullying in Hypothetical situation 5

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	up to 15.000€	126	2,14	,846	3,619	,028
	15.000- 30.000€	85	1,89	,756		
	more than 30.000€	52	2,25	,883		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 15.000€	126	2,16	,895	4,998	,007
	15.000- 30.000€	85	1,82	,759		
	more than 30.000€	52	2,17	,834		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	up to 15.000€	126	1,96	,983	4,020	,019
	15.000- 30.000€	85	1,62	,740		

	more than 30.000€	52	1,99	,919		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people with more than 30.000€ income are more likely to intervene in this situation than people less than 10.000€ income ($p=0.016$).

Table 86. The effect of Annual family income on coping with bullying in Hypothetical situation 6.

Hypothetical situation 6		N	Mean	Std. Deviation	F	p- value
1. How severe do you think is this conflict/confrontation?	up to 15.000€	126	2,13	,876	,576	,563
	15.000-30.000€	85	2,01	,794		
	more than 30.000€	52	2,04	,625		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	up to 15.000€	126	2,19	,817	,912	,403
	15.000-30.000€	85	2,05	,738		
	more than 30.000€	52	2,12	,646		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	up to 15.000€	126	2,07	,973	4,225	,016
	15.000-30.000€	85	1,89	,939		
	more than 30.000€	52	1,63	,742		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 2 statistically significant differences are found between the strategies between people of different income. More specifically, people with more than

30.000€ income of the sample more often choose the strategies that refer to the victim ($p=0.000$) and the strategies that refer to the abuser ($p=0.010$) than people with less than 10.000€ income.

This supports the hypothesis that family income influences attitudes toward bullying and the choice of coping strategies.

Table 87. The effect of Annual family income on strategies coping with bullying

		N	Mean	Std. Deviation	F	p-value
victim	up to 15.000€	126	2,3837	,94040	11,354	,000
	15.000-30.000€	85	2,3176	,88084		
	more than 30.000€	52	1,6538	,66817		
	Total	263	2,1702	,90761		
abuser	up to 15.000€	126	2,0873	,60266	4,694	,010
	15.000-30.000€	85	1,9976	,65283		
	more than 30.000€	52	1,7692	,65605		
	Total	263	1,9954	,63868		
ignore	up to 15.000€	126	3,4508	1,02822	2,986	,052
	15.000-30.000€	85	3,7671	,89275		
	more than 30.000€	52	3,5962	,66449		
	Total	263	3,5817	,93022		
adults	up to 15.000€	126	1,9000	,58992	,132	,877
	15.000-30.000€	85	1,8588	,57390		
	more than 30.000€	52	1,8885	,53784		
	Total	263	1,8844	,57295		

punishment	up to 15.000€	126	1,7249	,65602	,179	,837
	15.000-30.000€	85	1,6745	,60417		
	more than 30.000€	52	1,6859	,62418		
	Total	263	1,7009	,63146		

3.12 Influence of Position people holds on coping with bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different positions in school are treated in the 6 bullying hypothetical situations presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people of different positions in school do not react in a statistically significant different way.

Table 88. The effect of Position people holds on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	teacher	231	2,21	,942	5,876	,059
	Deputy director	26	1,88	,864		
	Director	6	3,33	1,033		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	2,11	,857	4,562	,051
	Deputy director	26	2,08	,796		
	Director	6	3,17	,753		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	teacher	231	1,73	,945	2,889	,057
	Deputy director	26	1,69	,970		

	Director	6	2,67	1,033		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people of different positions in school do not react in a statistically significant different way.

Table 89. The effect of Position people holds on coping with bullying in Hypothetical situation 2.

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	teacher	231	1,66	,757	,641	,527
	Deputy director	26	1,62	,637		
	Director	6	2,00	1,265		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	1,84	,856	,898	,409
	Deputy director	26	2,08	,977		
	Director	6	2,00	1,095		
	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	teacher	231	1,64	,822	1,407	,247
	Deputy director	26	1,54	,811		
	Director	6	2,17	1,169		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation , people of different positions in school do not react in a statistically significant different way.

Table 90. The effect of Position people holds on coping with bullying in Hypothetical situation 3

Hypothetical situation 3	N	Mean	Std. Deviation	F	p-value
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1. How severe do you think is this conflict/confrontation?	teacher	231	1,84	,743	3,865	,062
	Deputy director	26	2,04	,999		
	Director	6	2,67	1,211		
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	1,98	,852	,517	,597
	Deputy director	26	1,96	,824		
	Director	6	2,33	1,033		
	Total	263	1,98	,851		
3. How likely are you to intervene in this situation?	teacher	231	1,71	,880	4,033	,089
	Deputy director	26	1,54	,761		
	Director	6	2,67	1,366		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people of different positions in school do not react in a statistically significant different way.

Table 91. The effect of Position people holds on coping with bullying in Hypothetical situation 4.

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	teacher	231	1,45	,594	6,809	,061
	Deputy director	26	1,85	1,156		
	Director	6	2,17	1,329		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	1,65	,743	3,634	,058
	Deputy director	26	1,92	,935		
	Director	6	2,33	1,211		
	Total	263	1,69	,783		
3. How likely are you	teacher	231	1,37	,618	1,544	,216

to intervene in this situation?	Deputy director	26	1,38	,697		
	Director	6	1,83	1,169		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation, people of different positions in school do not react in a statistically significant different way.

Table 92. The effect of Position people holds on coping with bullying in Hypothetical situation 5.

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	teacher	231	2,10	,817	3,446	,093
	Deputy director	26	1,77	,815		
	Director	6	2,67	1,211		
	Total	263	2,08	,834		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	2,07	,833	4,092	,068
	Deputy director	26	1,77	,863		
	Director	6	2,83	1,169		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	teacher	231	1,81	,911	2,156	,118
	Deputy director	26	1,54	,811		
	Director	6	2,33	1,033		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation, people of different positions in school do not react in a statistically significant different way.

Table 93. The effect of Position people holds on coping with bullying in Hypothetical situation 6.

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	teacher	231	2,11	,800	4,222	,066
	Deputy director	26	1,65	,745		
	Director	6	2,33	,816		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	teacher	231	2,16	,755	3,900	,051
	Deputy director	26	1,77	,710		
	Director	6	2,50	,837		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	teacher	231	1,97	,922	3,562	,060
	Deputy director	26	1,50	,860		
	Director	6	2,33	1,211		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, there are no statistically significant differences are found between the strategies between people of different positions in school.

This is evidence that the position of the teacher at school does not influence the assessment of bullying and the choice of coping strategy, which confirms Hypothesis 8.

Table 94. The effect of Position people holds on strategies coping with bullying

		N	Mean	Std. Deviation	F	p-value
victim	teacher	231	2,1807	,89081	2,907	,056
	Deputy director	26	1,9135	,91636		
	Director	6	2,8750	1,23238		

	Total	263	2,1702	,90761		
abuser	teacher	231	2,0069	,61258	,891	,411
	Deputy director	26	1,8538	,69411		
	Director	6	2,1667	1,24847		
	Total	263	1,9954	,63868		
ignore	teacher	231	3,6061	,89295	,893	,411
	Deputy director	26	3,4615	1,15207		
	Director	6	3,1667	1,31098		
	Total	263	3,5817	,93022		
adults	teacher	231	1,8823	,55512	,026	,975
	Deputy director	26	1,8923	,57475		
	Director	6	1,9333	1,17075		
	Total	263	1,8844	,57295		
punishment	teacher	231	1,7027	,60843	,382	,683
	Deputy director	26	1,6410	,70505		
	Director	6	1,8889	1,14827		
	Total	263	1,7009	,63146		

3.13. Influence of education level on coping with bullying

In this paragraph, the results of ANOVA are presented, so that there are statistically significant differences in the way people of different education level are treated in the 6 bullying hypothetical situations presented earlier and in the 5 different strategies for dealing with bullying. According to the results of the research in the first hypothetical situation, people of different education level do not react in a statistically significant different way.

Table 95. The effect of education level on coping with bullying in Hypothetical situation 1

Hypothetical situation 1		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	2,20	,920	,141	,869
	master	186	2,21	,972		
	phd	6	2,00	,894		
	Total	263	2,20	,954		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	bachelor	71	2,01	,902	1,030	,358
	master	186	2,17	,853		
	phd	6	2,33	,516		
	Total	263	2,13	,861		
3. How likely are you to intervene in this situation?	bachelor	71	1,73	,985	2,870	,058
	master	186	1,73	,944		
	phd	6	2,67	,516		
	Total	263	1,75	,956		

According to the results of the research in the second hypothetical situation , people with bachelor agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people with phd ($p=0.014$). Moreover, people with bachelor are more likely to intervene in this situation than people with phd ($p=0.019$).

Table 96. The effect of education level on coping with bullying in Hypothetical situation 2.

Hypothetical situation 2		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	1,63	,702	,084	,919
	master	186	1,68	,787		
	phd	6	1,67	,516		
	Total	263	1,67	,758		
2. I would be embarrassed by the abuser's behavior and	bachelor	71	1,69	,838	4,351	,014
	master	186	1,91	,853		
	phd	6	2,67	1,366		

feel compassion for the victim.	Total	263	1,87	,873		
3. How likely are you to intervene in this situation?	bachelor	71	1,46	,734	4,008	,019
	master	186	1,68	,858		
	phd	6	2,33	,516		
	Total	263	1,64	,830		

According to the results of the research in the third hypothetical situation , people with bachelor believe that this hypothetical situation is less severe in relation to people with phd ($p=0.002$).

Table 97. The effect of education level on coping with bullying in Hypothetical situation 3.

Hypothetical situation 3		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	1,82	,833	6,528	,002
	master	186	1,87	,748		
	phd	6	3,00	,894		
	Total	263	1,88	,791		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	bachelor	71	1,85	,920	1,695	,186
	master	186	2,03	,828		
	phd	6	2,33	,516		
	Total	263	1,98	,851		
3. How likely are you to intervene in this situation?	bachelor	71	1,61	,853	2,023	,134
	master	186	1,73	,908		
	phd	6	2,33	,516		
	Total	263	1,71	,891		

According to the results of the research in the fourth hypothetical situation , people with bachelor agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people with phd ($p=0.000$).

Moreover, people with bachelor believe that this hypothetical situation is less severe in relation to people with phd ($p=0.000$).

Table 98. The effect of education level on coping with bullying in Hypothetical situation 4.

Hypothetical situation 4		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	1,41	,599	24,885	,000
	master	186	1,48	,651		
	phd	6	3,33	1,033		
	Total	263	1,50	,704		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	bachelor	71	1,54	,771	4,884	,008
	master	186	1,72	,769		
	phd	6	2,50	,837		
	Total	263	1,69	,783		
3. How likely are you to intervene in this situation?	bachelor	71	1,39	,727	,661	,517
	master	186	1,37	,611		
	phd	6	1,67	,516		
	Total	263	1,38	,642		

According to the results of the research in the fifth hypothetical situation , people with phd agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people with master ($p=0.003$).

Table 99. The effect of education level on coping with bullying in Hypothetical situation 5.

Hypothetical situation 5		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	2,08	,858	,772	,463
	master	186	2,10	,833		
	phd	6	1,67	,516		
	Total	263	2,08	,834		
2. I would be	bachelor	71	1,96	,836	6,064	,003

embarrassed by the abuser's behavior and feel compassion for the victim.	master	186	2,13	,850		
	phd	6	1,00	,000		
	Total	263	2,06	,854		
3. How likely are you to intervene in this situation?	bachelor	71	1,73	,894	,373	,689
	master	186	1,82	,929		
	phd	6	2,00	,000		
	Total	263	1,80	,909		

According to the results of the research in the sixth hypothetical situation , people with phd agree with the sentence "I would be embarrassed by the abuser's behavior and feel compassion for the victim" more than people with master ($p=0.003$).

Table 100. The effect of education level on coping with bullying in Hypothetical situation 6

Hypothetical situation 6		N	Mean	Std. Deviation	F	p-value
1. How severe do you think is this conflict/confrontation?	bachelor	71	1,92	,806	2,915	,056
	master	186	2,15	,802		
	phd	6	1,67	,516		
	Total	263	2,07	,805		
2. I would be embarrassed by the abuser's behavior and feel compassion for the victim.	bachelor	71	1,99	,746	5,789	,003
	master	186	2,21	,753		
	phd	6	1,33	,516		
	Total	263	2,13	,761		
3. How likely are you to intervene in this situation?	bachelor	71	1,83	,926	1,954	,144
	master	186	1,98	,939		
	phd	6	1,33	,516		
	Total	263	1,93	,932		

According to the results of the research, as they are presented in detail in the following tables, 3 statistically significant differences are found between the strategies between people of different age. More specifically, people with bachelor of the sample

more often choose the strategies that refer to the victim ($p=0.001$) and those involving the punishment of the abuser ($p=0.010$) than people with phd. Finally, people more often choose strategies of ignoring the incident than people with bachelor ($p=0.000$).

These results prove that educational qualification is a significant factor in choosing a strategy to deal with bullying at school. Teachers with the highest educational degree prefer not to intervene in a bullying situation. They are also more tolerant of punishment and working with the victim. Education is proven to be a factor in strategy choice, as hypothesized in Hypothesis 7.

Table 101. The effect of education level on strategies coping with bullying

		N	Mean	Std. Deviation	F	p-value
victim	bachelor	71	1,8944	,80917	6,767	,001
	master	186	2,2487	,92506		
	phd	6	3,0000	,44721		
	Total	263	2,1702	,90761		
abuser	bachelor	71	1,8704	,72985	2,538	,081
	master	186	2,0323	,59822		
	phd	6	2,3333	,51640		
	Total	263	1,9954	,63868		
ignore	bachelor	71	3,4169	1,03854	8,798	,000
	master	186	3,6871	,85787		
	phd	6	2,2667	,37238		
	Total	263	3,5817	,93022		
adults	bachelor	71	1,8761	,63369	,931	,395
	master	186	1,8774	,54942		
	phd	6	2,2000	,53666		
	Total	263	1,8844	,57295		
punishment	bachelor	71	1,7324	,61365	4,678	,010
	master	186	1,7649	,62433		
	phd	6	2,4444	,68853		
	Total	263	1,7009	,63146		

So, from all the statistical analysis above, of the 6 hypothetical situations given to the participants, three referred to incidents of indirect bullying and the other three to incidents of direct bullying. As might be expected, the seriousness of the situation, but also the feelings that these incidents caused in the research participants, along with the possibility of intervention in the incident, were evaluated more strongly in the cases of direct bullying. More specifically, of the 6 hypothetical situations, the one that was evaluated by most of the sample as very serious or serious was that of physical aggression

Additionally, most of the demographic factors seem to affect to a greater or lesser extent the attitude of individuals. More specifically, it appears that women in the sample choose more often than men the strategies of punishing the bully, which, combined with the tendency of men to choose to ignore incidents of school bullying more often, may lead to the conclusion that women are less tolerant of school bullying issues. Also, younger individuals were more reluctant to engage in a school bullying situation than older individuals.

DISCUSSION OF THE RESULTS

As it emerged from the results of the present research, the participating teachers believe that school bullying is a serious issue and show a high level of empathy for the victims of school bullying and state that they are willing to intervene to deal with an incident of school bullying. The specific findings are very promising for dealing with school bullying, as the attitudes of teachers on this issue greatly influence their response to the various cases of school bullying.

It is very positive that the teachers in the sample treat school bullying as a serious issue. Teachers' views of the seriousness of an issue influence their intention to intervene, as the more value and seriousness they place on an issue the more likely they are to take action to combat it. This is confirmed by a number of studies, according to the findings of which the more serious the teachers considered an incident of school bullying, the more likely they were to intervene in it (Ellis & Shute, 2007; Bauman & del Rio, 2006; Craig et al., 2000). As it turns out, the high attributed seriousness to the issue of school bullying indicates a greater willingness to combat it. Previous research has also shown that when teachers do not consider a bullying behavior as serious, they show a passive attitude and either do not intervene at all to deal with it, or intervene in ineffective and superficial ways. Therefore, teachers' belief that school bullying is a serious issue is a positive sample for dealing with it, as this belief predicts a greater likelihood of an active attitude, mobilization and action to deal with cases of school bullying.

Taking into account the theory of planned behavior (Ajzen, 1991) according to which a person's behavior is determined by his intention to perform that behavior, we understand that teachers who express a willingness to intervene in an incident of school bullying are more likely to do so . As it emerges from the international literature, teachers consider incidents of overt school bullying more seriously, feel more empathy for the victims of overt bullying behaviors and are more willing to intervene in them as opposed to incidents of covert school bullying (Yoon & Kerber, 2003; Bauman & Del Rio, 2005; Bauman & Del Rio 2006; Byers, Caltabiano & Caltabiano, 2011; Craig, Bell & Leschied, 2011).

In previous research, teachers do not consider incidents of covert bullying as serious as incidents of overt school bullying. In these surveys, teachers rated incidents of physical and verbal violence as more serious, while not giving the same seriousness to incidents such as social exclusion and cyberbullying (Boulton et al, 2001; Byers, Caltabiano & Caltabiano, 2011; Bauman & Del Rio, 2006; Craig, Henderson & Murphy, 2000). They also believed that covert forms of school bullying are a normal part of maturation and do not cause students anxiety and other harmful consequences.

Finally, as has emerged from the study of the literature, teachers are more willing to intervene in incidents of overt school bullying than in incidents of covert school bullying (Byers, Caltabiano & Caltabiano, 2011). More specifically, teachers state that they are more likely to intervene in incidents of physical school bullying, while the same is not the case for incidents of relational school bullying (Boulton, Down, Fowles & Simmonds, 2013), even when they themselves witnessed the incident (Craig, Henderson & Murphy, 2000). Teachers seem to give special weight to physical conflicts even when they do not constitute school bullying, while at the same time they do not intend to intervene in situations with social and emotional costs such as covert forms of bullying (Batsche, 1997).

And the present study found that there was a difference in the choice of coping strategy for bullying. Teachers in the present sample said they were more likely to intervene to stop a physical or verbal attack than an act of social exclusion. This finding may be related to the fact that incidents of overt school bullying are easier to detect, while the covert form is not easy to notice and take action on (Bauman & Del Rio, 2006; Yoon & Kerber 2003; Craig & Pepler, 1997). In addition, not intervening in an incident of obvious school bullying, such as for an example beating a student, is considered more reprehensible and unacceptable than an incident of social exclusion. However, the specific treatment of incidents of covert bullying is wrong and even dangerous for the victims of school bullying. The covert type of school bullying has equally and even more serious long-term consequences for the physical and mental health of its victims, its socialization and its academic performance (Nishina & Junnoven, 2005), therefore it should not be underestimated and ignored thus contributing to its perpetuation. Based on the above findings, we could say that by informing teachers about the seriousness of the phenomenon of school bullying, as well as by increasing their level of empathy with the implementation of appropriate

programs, we could increase the chances of intervention to achieve the treatment if not the elimination of the phenomenon. According to the teachers' reports about the strategies they would use in order to deal with an incident of school bullying, the most popular tactic is the punitive method. As it appears from the results of the research, the majority of teachers would take action to deal with an incident of school bullying as "ignoring the phenomenon" does not seem to be a widespread strategy. This is consistent with their statement that they are willing to intervene in incidents of school bullying. Correspondingly, and in previous similar research it emerged that teachers would not ignore such an event (Bauman, Rigby & Hoppa, 2008; Sairanen & Pfeffer, 2011). Conversely, in an earlier survey, a fairly large percentage of teachers (25%) considered ignoring an incident of school bullying to be a helpful practice (Perren et al., 2010; Stephenson & Smith, 1989).

Presumably, over time teachers are more informed and aware of the issue of school bullying and how damaging the lack of intervention can be. The fact that teachers no longer consider ignoring the phenomenon as an appropriate attitude to deal with it is very hopeful. When a problem with such serious consequences for its victims is ignored it tends to perpetuate itself causing even greater harm to the individuals involved.

As mentioned above, the most popular strategy for the present sample was to work within the victim and the perpetrator. Previous research findings confirm that teachers prefer the imposition of punishments on bullies more than other practices in dealing with school bullying (Harris & Willoughby 2003; Bauman, Rigby & Hoppa, 2008). Although the majority of teachers automatically support the application of the punitive method, its effectiveness is questionable (Skiba, 2000). This particular method does not seem to contribute to increasing the obedience of the abuser and does not entail automatic compliance (American Psychologist, 2008). In many cases it is even possible that the imposition of punishment leads to the opposite of the desired results by intensifying disobedience and unwanted behavior (Gottredson, 1989; Shores, Gunter & Jack, 1993). Furthermore, we should not overlook the negative consequences of this method for the recipients of the punishment. Harsh punishments can cause severe stress and lead to dropping out or failing to graduate on time (Hyman & Perone, 1998; Bowditch, 1993). Therefore, in the attempt to deal with the problem of school bullying, additional problems are likely to be caused. It would therefore be

helpful for teachers to be informed about the lack of effectiveness of the punitive method and its negative consequences and to suggest other more effective strategies. On the other hand, talking with the abuser, informing him about the victim's situation and looking for possible solutions are some examples of non-punitive dealing with the abuser.

This particular method is an effective method for dealing with school bullying (Smith, 2001; Griffiths, 2001; Smith & Sharp, 1994; Maines & Robinson, 1994; Duncan, 1996). However, the positive results of this method have come from the implementation of specific and targeted programs such as the Shared Concern method and the No Blame method, which require careful planning, training of individuals and implementation over a long period of time. It is very positive that a number of teachers report that they would use non-punitive tactics, however patchy implementation of this strategy without pre-planning and training is unlikely to produce the same results.

Finally, according to the results of the research, women attribute greater seriousness to statistics of school bullying and are more willing to intervene. And previous research has shown that women are more negative than men about incidents of school bullying. This may have something to do with the characteristics of each sex, as men accept to a greater extent than women, the expression of aggression (Smith, 1984). Also, men are less supportive towards the victim, while women are more understanding and supportive (Rigby & Slee, 1991). Furthermore, the female role is more directly linked to empathy (Spence & Helmreich, 1978 as cited in Craig et al, 2000).

CONCLUSIONS

Regarding the first research question, which explored the potential reactions of the respondents to six different bullying hypothetical situations, the following should be noted. Of the 6 hypothetical situations given to the participants, three referred to incidents of indirect bullying and the remaining three to incidents of direct bullying. As might be expected, the seriousness of the situation, but also the feelings that these incidents caused in the research participants, along with the possibility of intervention in the incident, were evaluated more strongly in the cases of direct bullying. More specifically, of the 6 hypothetical situations, the one that was evaluated by most of the sample as very serious or serious was that of physical aggression (92% of the sample evaluated it as such). In addition, more than 80% of the sample evaluated the incidents of cyberbullying and social exclusion in the same way. However, it should be noted that in the remaining three cases the percentages of people in the sample who evaluated them as serious or very serious incidents exceeded 70%

In relation to the second research question, which investigated the strategies most often chosen by the people who participated in the research, to deal with incidents of bullying at school, it should be noted that the most frequently chosen strategy is the one aimed at punishing the bully, while they follow with very little difference from the first, the strategy that includes the inclusion of other adults in dealing with the issue and the one that is targeted at actions concerning the abuser. The fourth most frequently chosen strategy is the one that includes actions aimed at the victim and lastly, and indeed with a big difference from the previous one, is the one that includes the view of ignoring the phenomenon.

Finally, in relation to the third research question, which concerned the effect of demographic factors both on the respondents' reactions to the six hypothetical situations and on the preferred strategies for dealing with the problem, it should first be noted that most of the demographic factors seem to affect to a greater or lesser extent the attitude of individuals. More specifically, it appears that women in the sample choose more often than men the strategies of punishing the bully, which, combined with the tendency of men to choose to ignore incidents of school bullying

more often, may lead to the conclusion that women are less tolerant of school bullying issues.

Regarding the effect of age, it should be noted that in more than half of the hypothetical situations in which statistically significant differences were found between individuals of different ages, younger individuals were more reluctant to engage in a school bullying situation than older individuals. This fact shows the need to prioritize the proper training of new teachers in dealing with these incidents of bullying, so that they become more effective in dealing with it. Besides, similar conclusions are also obtained from the study of the statistically significant effects of individuals with different levels of school experience, while it is critical to note that individuals with less previous experience in the specific school unit generally perceive bullying incidents as more serious than people who have been in the same school for more years. This fact possibly shows a tendency for the people in the second category to get used to these incidents over time and for this reason it is again considered appropriate to underline the importance of continuous training of teachers around issues related to the school curriculum bullying.

Another important theme found in the results of the preceding inductive analysis is related to the significant difference between the characterization as "serious" of the bullying situation among the teachers in the sample employed in small and large schools. According to the results of the survey, in four of the six hypothetical situations, teachers in the sample serving in schools of up to 100 students consider incidents of bullying more serious than their colleagues serving in large schools. This possibly shows the importance of smaller school units and the role they have in maintaining their orderly functioning and the ability of teachers to supervise student behavior in a satisfactory manner.

Finally, it should be noted that the results that showed statistically significant differences between people with different income and educational levels should be analyzed with great caution and not to be led to hasty conclusions that may have a racist or classist connotation towards people with different economic and social backgrounds. For this reason, it is proposed to further analyze the study of the psychographic characteristics of individuals who, for example, seem to be more accepting of the strategy of ignoring school bullying phenomena, perhaps through a

semi-structured interview, where details that are not they can be assessed within the context of completing a questionnaire.

In any case, the present research studied in depth the views and strategies of the teachers of the sample regarding school bullying and found, on the one hand, the importance that teachers show in these incidents and on the other hand, the selected strategies them for dealing with them. The goal of future research is the further analysis of these elements, in order to design an appropriate process of educational intervention for teachers, with the ultimate goal of radically and effectively dealing with the phenomenon of school bullying on their part.

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Appendix – Data Collection Instruments

1. Ερωτηματολόγιο στάσεων απέναντι στον σχολικό εκφοβισμό (Bullying)

Μετάφραση και προσαρμογή: Σίμος Γρηγόρης, Στέφου Μαρία. Το παρόν ερωτηματολόγιο είναι αναθεώρηση του αρχικού των Craig et al. (2000) μετά τις τροποποιήσεις των Byers et al. (2011)

Παρακάτω θα βρείτε μερικά παραδείγματα-περιστατικά σχολικού εκφοβισμού. Υποθέστε πως γίνεστε μάρτυρας ενός τέτοιου περιστατικού ή γενικώς πέφτει στην αντίληψή σας. Θα παρακαλούσαμε να απαντήσετε τις τρεις ερωτήσεις που ακολουθούν κάθε τέτοιο

παράδειγμα.

Σενάριο 1

Στο αναγνωστήριο ακούτε έναν μαθητή να φωνάζει σε ένα άλλο παιδί «Μαμόθρεφτο, μυξιάρικο, γλυφτράκι». Το παιδί προσπαθεί να αγνοήσει τα σχόλια και παραμένει αμίλητο δυσανασχετώντας στο θρανίο του.

1. Πόσο σοβαρή αξιολογείτε αυτή τη σύγκρουση/αντιπαράθεση;

A. Πολύ σοβαρή

B. Σοβαρή

Γ. Μέτρια σοβαρή

Δ. Όχι πολύ σοβαρή

E. Καθόλου σοβαρή

2. Θα συγχυζόμουν από τη συμπεριφορά του θύτη και θα ένιωθα συμπόνια για το θύμα.

A. Συμφωνώ απόλυτα

B. Συμφωνώ

Γ. Ούτε συμφωνώ, ούτε διαφωνώ

Δ. Διαφωνώ

E. Διαφωνώ απόλυτα

3. Πόσο πιθανό είναι να παρέμβετε σε αυτήν την περίπτωση;

- A. Πολύ πιθανό
- B. Πιθανό
- Γ. Κάπως πιθανό
- Δ. Όχι πολύ πιθανό
- Ε. Καθόλου πιθανό

Σενάριο 2

Η Ελένη και η Μαρία ήταν οι καλύτερες φίλες. Είχαν μια έντονη λογομαχία. Την επόμενη μέρα η λίστα των εισερχόμενων e-mail της Μαρίας ήταν γεμάτη και υπήρχαν πολλές δημοσιεύσεις στη σελίδα της στο Facebook. Τα e-mail και οι δημοσιεύσεις ήταν αγενή και προσβλητικά. Όταν κοίταξε τον λογαριασμό της διαπίστωσε ότι είχε σταλεί ένα ομαδικό e-mail από τον λογαριασμό της με ρατσιστικά σχόλια, καθώς επίσης και αγενή και

προσβλητικά σχόλια για όλους τους φίλους και συμμαθητές της. Η ίδια δεν είχε γράψει τα e-mail. Όταν ήταν ακόμα φίλες, η Μαρία είχε πει στην Ελένη τους κωδικούς πρόσβασης στους λογαριασμούς της στο e-mail και το Facebook.

1. Πόσο σοβαρή αξιολογείτε αυτή τη σύγκρουση/αντιπαράθεση;

- A. Πολύ σοβαρή
- B. Σοβαρή
- Γ. Μέτρια σοβαρή
- Δ. Όχι πολύ σοβαρή
- Ε. Καθόλου σοβαρή

2. Θα συγχυζόμουν από τη συμπεριφορά του θύτη και θα ένιωθα συμπόνια για το θύμα.

- A. Συμφωνώ απόλυτα
- B. Συμφωνώ
- Γ. Ούτε συμφωνώ, ούτε διαφωνώ

Δ. Διαφωνώ

Ε. Διαφωνώ απόλυτα

3. Πόσο πιθανό είναι να παρέμβετε σε αυτήν την περίπτωση;

Α. Πολύ πιθανό

Β. Πιθανό

Γ. Κάπως πιθανό

Δ. Όχι πολύ πιθανό

Ε. Καθόλου πιθανό

Σενάριο 3

Έχετε επιτρέψει στα παιδιά να κάνουν ένα μικρό διάλειμμα στην τάξη επειδή εργάστηκαν πολύ σκληρά σήμερα. Ακούτε ένα παιδί να λέει σε κάποιο άλλο «Όχι, αποκλείεται! Σου είπα ήδη ότι δεν μπορείς να κάνεις παρέα μαζί μας!» Η μαθήτριά περνάει μόνη της την υπόλοιπη ώρα με δάκρυα στα μάτια. Αυτή δεν είναι η πρώτη φορά που αυτό το παιδί απορρίπτει άλλους μαθητές από την παρέα.

1. Πόσο σοβαρή αξιολογείτε αυτή τη σύγκρουση/αντιπαράθεση;

Α. Πολύ σοβαρή

Β. Σοβαρή

Γ. Μέτρια σοβαρή

Δ. Όχι πολύ σοβαρή

Ε. Καθόλου σοβαρή

2. Θα συγχυζόμουν από τη συμπεριφορά του θύτη και θα ένιωθα συμπόνια για το θύμα.

Α. Συμφωνώ απόλυτα

Β. Συμφωνώ

Γ. Ούτε συμφωνώ, ούτε διαφωνώ

Δ. Διαφωνώ

Ε. Διαφωνώ απόλυτα

3. Πόσο πιθανό είναι να παρέμβετε σε αυτήν την περίπτωση;

Α. Πολύ πιθανό

Β. Πιθανό

Γ. Κάπως πιθανό

Δ. Όχι πολύ πιθανό

Ε. Καθόλου πιθανό

Σενάριο 6

Η Σοφία είναι αρχηγός της ομάδας βόλεϊ, είναι καλή στο τένις, δημοφιλής σε πολλούς μαθητές και συμπαθής στους καθηγητές. Η Κατερίνα είπε στους καθηγητές της πως η Σοφία ήταν κακιά μαζί της και έστρεφε τους φίλους της εναντίον της. Η Κατερίνα ήταν αναστατωμένη, λέγοντας πως αυτό συμβαίνει εδώ και κάποια χρόνια τώρα και πως κάθε χρόνο το αναφέρει στην καθηγήτριά της.

1. Πόσο σοβαρή αξιολογείτε αυτή τη σύγκρουση/αντιπαράθεση;

Α. Πολύ σοβαρή

Β. Σοβαρή

Γ. Μέτρια σοβαρή

Δ. Όχι πολύ σοβαρή

Ε. Καθόλου σοβαρή

2. Θα συγχυζόμουν από τη συμπεριφορά του θύτη και θα ένιωθα συμπόνια για το θύμα.

Α. Συμφωνώ απόλυτα

Β. Συμφωνώ

Γ. Ούτε συμφωνώ, ούτε διαφωνώ

Δ. Διαφωνώ

Ε. Διαφωνώ απόλυτα

3. Πόσο πιθανό είναι να παρέμβετε σε αυτήν την περίπτωση;

Α. Πολύ πιθανό

Β. Πιθανό

Γ. Κάπως πιθανό

Δ. Όχι πολύ πιθανό

Ε. Καθόλου πιθανό

2. Ερωτηματολόγιο χειρισμού του σχολικού εκφοβισμού (Bullying)

(Μετάφραση και προσαρμογή: Σίμος Γρηγόρης, Στέφου Μαρία με την άδεια της Sheri A. Bauman, Ph.D., University of Arizona)

Οι εκπαιδευτικοί έχουν ποικίλους τρόπους αντιμετώπισης περιστατικών σχολικού εκφοβισμού στο σχολείο.

Ως ένα βαθμό το τι γίνεται εξαρτάται από τις περιστάσεις στις οποίες λαμβάνει χώρα και τη σοβαρότητα του περιστατικού του σχολικού εκφοβισμού. Με το ερωτηματολόγιο αυτό θα θέλαμε να πάρουμε μια αίσθηση για το πώς περίπου οι εκπαιδευτικοί αντιμετωπίζουν τέτοιες καταστάσεις.

Ακολουθεί ένα παράδειγμα-σενάριο και οι πιθανοί τρόποι αντιμετώπισης:

	Σίγουρα θα το έκανα	Πιθανόν να το έκανα	Δεν είμαι σίγουρος	Πιθανόν δεν θα το έκανα	Σίγουρα δεν θα το έκανα
1.Θα επέμενα ο θύτης να «το κόψει»	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.Δεν θα έδινα βαρύτητα στο θέμα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.Θα σιγουρευόμουν ότι ο θύτης τιμωρήθηκε κατάλληλα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.Θα συζητούσα το θέμα με τους συναδέλφους μου στο σχολείο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Θα συγκαλούσα μια σύσκεψη των μαθητών, συμπεριλαμβανομένου του θύτη ή των θυτών, θα τους έλεγα τι συνέβαινε και θα τους ζητούσα να προτείνουν τρόπους που θα μπορούσαν να βοηθήσουν στη βελτίωση της κατάστασης.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.Θα έλεγα στο θύμα να «υψώσει το ανάστημά του» στον θύτη.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.Θα έκανα ξεκάθαρο στον θύτη ότι η συμπεριφορά του δεν θα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

γινόταν ανεκτή.					
8.Θα το άφηνα σε κάποιον άλλο να το διευθετήσει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.Θα μοιραζόμουν την ανησυχία μου με τον θύτη σχετικά με το τι συνέβη στο θύμα και θα προσπαθούσα να τον πείσω να φερθεί με έναν πιο καλόβολο και υπεύθυνο τρόπο.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ένας 13-χρονος μαθητής δέχεται επαναλαμβανόμενα πειράγματα και βρισιές από έναν άλλο πιο δυνατό μαθητή, ο οποίος έχει πείσει με επιτυχία άλλους μαθητές να αποφεύγουν το θύμα όσο το δυνατόν περισσότερο. Ως αποτέλεσμα το θύμα αυτής της συμπεριφοράς νιώθει θυμωμένο, δυστυχισμένο και συχνά απομονωμένο.

10.Θα άφηνα τους μαθητές να το διευθετήσουν μόνοι τους.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.Θα πρότεινα στο θύμα να φέρεται πιο δυναμικά.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Θα συζητούσα με τον θύτη εναλλακτικές λύσεις από τις οποίες θα μπορούσε να κάνει μια επιλογή για να βελτιώσει την κατάσταση.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.Θα ζητούσα από τον σχολικό σύμβουλο να παρέμβει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.Θα παρέπεμπα το ζήτημα σε έναν ανώτερο (διευθυντή, υποδιευθυντή).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.Θα ερχόμουν σε επαφή με τους γονείς ή τους κηδεμόνες του θύματος για να εκφράσω την ανησυχία μου σχετικά με την ψυχολογική ισορροπία του παιδιού.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.Θα έλεγα απλά στα παιδιά να «ωριμάσουν».	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17.Θα ενθάρρυνα το θύμα να δείξει ότι δεν θα ανεχθεί εκφοβισμούς.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.Θα το αγνοούσα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.Θα βοηθούσα τον θύτη να αποκτήσει περισσότερη αυτοπεποίθηση ώστε να μη θέλει πια να εκφοβίζει κανέναν.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.Θα επέμενα στους γονείς ή κηδεμόνες του θύτη ότι η συμπεριφορά πρέπει να σταματήσει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.Θα έβρισκα στον θύτη κάτι πιο ενδιαφέρον να κάνει.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.Θα συμβούλευα το θύμα να πει στον θύτη να «κάνει πίσω».	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>