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# Risk factors in bullying – TABBY Hungary

EUROPEAN PROJECT N° JUST/2011-2012/DAP/AG/3259



ESC 2014 Prague, Parti-Schmidt-Néray-Virág



# TABBY in Internet, TABBY Trip in the EU

[www.tabby.eu](http://www.tabby.eu)

- Grant:

EU project "DAPHNE II" JLS/2009-2010/DAP/AG

EU project "DAPHNE III" JUST/ 2011-2012/DAP/AG

- Duration:

Dec, 2010 – Dec, 2012

Dec, 2012 – Dec, 2014

- Description: Complex program for surveying and managing **online bullying at schools**

- TABBY: intends to **Threat Assess the Bullying Behaviour of Youngsters**

- Countries: **Italy, Greece, Cyprus, Bulgaria, Hungary** – Eastern European and Mediterranean countries – no comparable data and complex program so far for preventing, handling and managing cyberbullying incidents. Additional countries in the 2nd round: **France, Spain, Poland.**

**Training for Teachers;**

**Monitoring**  
school activities of teachers and peer mentors

**SCHOOLS**  
(teachers, guidance counselors)

Negative effect of cyberbullying has a direct impact over students at school

Cyberbullying is highly correlated to school bullying (continuation or retaliation)

Olweus program showed that teachers and students together can be more effective in preventing and managing incidents at school

**PUPILS**  
(10-18 y.o.)

Most students do not tell about their cyberbullying victimization to others (35-50%, depending on the age)

If they tell about their negative feelings to anyone, it is their peers and friends

Students are not skilled enough to know how to react and when to quit the threatening situation

**Self-report questionnaire:**

-to assess the risk they Run

**Peer mentor training:**

-To get to know what to do against bullying  
-How to help others to stop the bully, etc.

# Who are we?

- ESZTER Foundation for the rehabilitation of those who suffered sexual violence: consultation, rehabilitation, research in criminology
- Partners from different institutions – the Tabby Team:



ESZTER Foundation  
/ National Institute  
of Criminology, Hun



Hungarian Academy  
of Sciences,  
Institute for  
Sociology



Hungarian Academy of Sciences,  
Institute for Sociology



ESZTER Foundation /  
National Institute  
of Criminology,  
Hungary

# Sample design 2013 December

- Sample: age 10-18; 4 counties and Budapest (capital)
  - Trainings for teachers
  - Sample selection: Snowball selection
  - Experimental group: 832 answerers
- 
- mostly 13-17 y.o. students (76,4%) (10-12 y.o.: 13,1%, 18+ y.o.: 10,3%)
  - 58 % female, 42% male
  - 48 % have profile in only 1 online social network (OSN) - mostly Facebook, Instagram, Twitter, MyVIP, Ask.fm, Google+, Tumblr
  - 46 % have more than 1 OSN profile

# Risk factors

## Independent variables:

- a) offline (school) bully
- b) offline (school) victim
- c) online bully
- d) online victim

We tested whether the risk factors are in significant relation with the independent variables.

## Tested risk factors:

- age
- gender
- grade
- school performance
- school popularity
- cyberspace popularity
- number of online friends
- time spent online
- parents talk netsecurity
- teachers talk netsecurity
- + independent variables together

# Offline victims

Coefficients:

	Estimate	Std. Error	z value	Pr(> z )	
(Intercept)	-2.0893633	1.3599150	-1.536	0.1244	
age	-0.0754236	0.0662587	-1.138	0.2550	
female	0.2904191	0.2394537	1.213	0.2252	
grade	0.0667164	0.0571645	1.167	0.2432	
performance	-0.0345942	0.1453898	-0.238	0.8119	
pop_sch	0.2663964	0.1248674	2.133	0.0329	*
pop_cb	-0.1428707	0.1311062	-1.090	0.2758	
online_friends	-0.0001418	0.0003828	-0.370	0.7111	
time_online	0.0864347	0.1369976	0.631	0.5281	
parent_netsec	0.0192681	0.1104672	0.174	0.8615	
teacher_netsec	-0.0581640	0.1197727	-0.486	0.6272	
victim_online	1.5977274	0.2290327	6.976	3.04e-12	***
bully_offline	1.5024402	0.2883006	5.211	1.87e-07	***
bully_online	-0.1982040	0.2442062	-0.812	0.4170	

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Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

- 1) school popularity (self-reported) + school victimization  $\Rightarrow$  popular kids might be more sensitive towards bullying?
- 2) online victimization + school victimization
- 3) being a school bully + being victimized at school  $\Rightarrow$  roles are interchangeable.

# Victim online

Coefficients:

	Estimate	Std. Error	z value	Pr(> z )	
(Intercept)	-0.8418563	1.1087590	-0.759	0.44769	
age	0.0065572	0.0553843	0.118	0.90575	
female	0.2065256	0.1897245	1.089	0.27635	
grade	0.0087325	0.0464238	0.188	0.85080	
performance	-0.0289492	0.1150030	-0.252	0.80125	
pop_sch	0.1563192	0.0965594	1.619	0.10547	
pop_cb	-0.2625698	0.1031412	-2.546	0.01090	*
online_friends	0.0007661	0.0002876	2.664	0.00772	**
time_online	-0.1797529	0.1078459	-1.667	0.09556	.
parent_netsec	-0.1744361	0.0906484	-1.924	0.05432	.
teacher_netsec	0.1550520	0.0948538	1.635	0.10212	
victim_offline	1.5885400	0.2270758	6.996	2.64e-12	***
bully_offline	0.2328205	0.2737122	0.851	0.39499	
bully_online	0.9640980	0.1862418	5.177	2.26e-07	***

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Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

- 1) negative correlation: online victimization + online popularity (we do not know which was first)
- 2) number of online “friends” + online victimization
- 3) victimization scenes
- 4) roles of victim and offender



# School (offline) bully

Coefficients:

	Estimate	Std. Error	z value	Pr(> z )	
(Intercept)	1.2505289	1.5717101	0.796	0.426236	
age	-0.1251470	0.0801982	-1.560	0.118648	
female	-0.9787922	0.2659107	-3.681	0.000232	***
grade	-0.0916082	0.0683725	-1.340	0.180298	
performance	-0.0269078	0.1613855	-0.167	0.867582	
pop_sch	-0.4079080	0.1371315	-2.975	0.002934	**
pop_cb	0.2164786	0.1494930	1.448	0.147593	
online_friends	-0.0003250	0.0004034	-0.806	0.420471	
time_online	-0.3780655	0.1411626	-2.678	0.007401	**
parent_netsec	0.2081218	0.1394835	1.492	0.135676	
teacher_netsec	-0.0536408	0.1358090	-0.395	0.692863	
bully_online	0.8898947	0.2700457	3.295	0.000983	***
victim_offline	1.5119847	0.2863544	5.280	1.29e-07	***
victim_online	0.2482282	0.2757745	0.900	0.368060	

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Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

- 1) negative significant relation: being a female + being a school bully
- 2) negative relation: school popularity + school bully
- 3) time online + bully offline. Explanation?
- 4) scenes of offending
- 5) strongest: roles offline!

# Online bully

Coefficients:

	Estimate	Std. Error	z value	Pr(> z )	
(Intercept)	-0.660180	1.108353	-0.596	0.551415	
age	0.049694	0.055448	0.896	0.370128	
female	-0.970712	0.180678	-5.373	7.76e-08	***
grade	-0.047858	0.046305	-1.034	0.301356	
performance	0.089280	0.116126	0.769	0.441999	
pop_sch	-0.053806	0.095853	-0.561	0.574568	
pop_cb	-0.128426	0.102116	-1.258	0.208518	
online_friends	0.000848	0.000284	2.985	0.002832	**
time_online	-0.387202	0.107967	-3.586	0.000335	***
parent_netsec	0.128946	0.092019	1.401	0.161126	
teacher_netsec	0.123082	0.094207	1.307	0.191380	
bully_offline	0.863906	0.265976	3.248	0.001162	**
victim_offline	0.175956	0.241299	-0.729	0.465876	
victim_online	0.963475	0.185976	5.181	2.21e-07	***

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Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1


- 1) negative relation: being a female + being an online bully
- 2) online friends + online bully
- 3) negative connection: time spent online + online bully  $\Rightarrow$  ???
- 4) scenes (online and school) of bullying
- 5) roles (offender and victim) are interchangeable

# Risk factors: Summary

- Roles of bully and victim (either online or offline) are interchangeable (very strong connection) – also proven by TABBY I
  - Scenes of bullying (online and offline) are connected (less strong, but significant connection) – also proven by TABBY I
  - Girls are less likely to become online and offline bullies
  - Time spent online increases the chance to fall *victim of online* bullying, but decreases to become a *bully online and offline as well*
  - School popularity increases the chance of *school victimization* ⇒ popular kids might be more sensitive towards bullying
  - **BUT:** online popularity decreases the chances of *online victimization*
  - Number of online “friends” (Friendsters) increases the chances of falling *victim of online* bullying ⇒ role of bystanders (silent witnesses, see the Kitty Genovese syndrome) AND increases the chances of *online offending* too:
- ⇒ **students must be educated about the effects of bullying, the responsibility for each other (how not to be a bystander).**

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*Threat Assessment of Bullying Behavior*



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 What have you been up to?

# THANK YOU | QUESTIONS

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