TEACHERS' INTERVENTIONS TO IN-PERSON BULLYING AND CYBERBULLYING SITUATIONS

by

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DEDICATION

I dedicate this work to my rocks in my life, my ama, my aita, and my sister Aizea. I would not have been able to do any of this without them, without their unconditional support, love, and without the perseverance, hard work, and the “never give up” idea that they taught me since I was a child. ESKERRIK ASKO. My aita has always been there cheering me up when I need the most, taking a smile from me and from the three women in my house always, he is the happiness personified. My sister Aizea is my example to follow since I was born, and she is my confidant. We always had been and will be there for each other. And my ama is the strongest person I know, and she has been the best support and advisor I could have. She always knows how to help me to push my limits and take the best out of me. Without her love, hugs, and help, this dissertation would have been impossible to happen. Tengo mucha suerte, somos el mejor equipo y os quiero muchísimo. También te lo dedico a ti abuela Lola, te quiero mucho gracias por ponerme velas siempre para tener buena suerte.

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AUTOBIOGRAPHICAL SKETCH OF AUTHOR

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ABSTRACT

This dissertation comprises five chapters, and it is an article-based format that studies teachers' needs and characteristics regarding bullying intervention. It is divided into two phases that are explained through the different chapters. Chapter One explains the problem's overall background and provides an introduction to the three papers presented in the next chapters. Chapter Two presents the First Phase of the dissertation, which provided information about teachers' knowledge, concerns, and practice regarding bullying. Findings demonstrate that Idaho education professionals need training and resources to help them intervene appropriately, especially with cyberbullying. Chapter Three focuses on the following potential teachers' characteristics affecting their likelihood of intervention: Perceived seriousness of the bullying situation, empathy towards victim, and self-efficacy to influence misbehaviors. The findings regarding this last characteristic have been controversial since different studies found contrasting findings regarding its significance influencing teachers' likelihood of intervention. The current research found that seriousness and empathy were predictors for teachers' intervention in both in-person bullying and cyberbullying in Idaho and the Basque Country, but teachers' self-efficacy does not predict teachers' intervention. Chapter Four introduces a new characteristic: teachers' sexism, which appears to be a negative component for the bullying intervention. The higher the sexist attitude, the less bullying intervention. Finally, Chapter Five summarizes the three articles presented in this dissertation and provides overall conclusions.

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LIST OF ABBREVIATIONS

BP 101 Institute	Bullying Prevention 101 Institute
KIVA	Kiusaamista Vastaan, which in Finnish means, “Against bullying.”
SWPBIS	School-wide Positive Behavioral Interventions and Supports
CDCP	Centers for Disease Control and Prevention
IRB	Institutional Review Board
CEISH	Comité de Ética para las Investigaciones con Seres Humanos (Ethics Committee of Research Involving Human Beings)

CHAPTER ONE: RESEARCH ON TEACHERS' INTERVENTION IN BULLYING

1.1 Introduction

This dissertation is a three-articles-dissertation which are included in the following chapters. Although each article was presented separately, they are linked together. Concretely, the three articles intend to research teachers' needs and characteristics to enhance their likelihood of intervention in bullying (analyzing specifically in-person bullying and cyberbullying). Chapter Two presents the First Phase of this dissertation, which led to Chapters Three and Four explaining the Second Phase. The three articles were sent to different journals, and one has been accepted for its publication. This dissertation was reviewed and approved by the IRB and the CEISH committee (See Appendix B, C, and D).

The current chapter summarizes the background of the problem briefly, providing information about existing research. In addition to the brief review of the problem, the research questions and hypotheses are specified in this section. To understand the topic more deeply, this chapter included the theoretical framework in which the current research is based and the relevant definitions of this study's main concepts.

Chapter Two, *Education Professionals' Knowledge and Needs Regarding Bullying*, reports current thinking regarding bullying from Idaho school education professionals (N=53): their knowledge, what they want to know and are excited about learning regarding bullying, and their fear when it comes to intervening. This chapter, thus, is the first phase of this study and is setting up the basis for the next phase to be developed in chapters Three

and Four, in which the critical competencies for training teachers to encourage their likelihood of intervention in bullying or cyberbullying situations is researched.

Chapter Three, *Teacher Bullying and Cyberbullying Intervention: Idaho and the Basque Country*, presents the results of a correlational analysis between teachers' likelihood of intervention and the following variables: the seriousness of the situation, empathy towards victims, and self-efficacy to influence misbehaviors. In Yoon (2004), these three observed variables appeared to be significant with the likelihood of intervention in a bullying situation; however, in Yoon et al. (2016), the self- efficacy to influence misbehaviors was not significant. This article analyzed the variables researched by Yoon (2004), adding a new condition: cyberbullying, and analyzing them in different territories, the Basque Country versus Idaho.

Chapter Four contains the last article, titled *Gender and Emotional Competencies of Elementary Education Teachers*, which further analyzes in-person bullying and cyberbullying. In this article, teachers' attitudes toward sexism are included together with the main three variables analyzed in article two. The analysis was divided into victims' genders, creating four regression models. These regression models intended to predict teachers' likelihoods of intervention 1) in an in-person bullying situation when the victim is a girl, 2) in an in-person bullying situation when the victim is a boy, 3) in a cyberbullying situation when the victim is a girl and 4), in a cyberbullying situation when the victim is a boy. The perceived seriousness and empathy continued to predict teachers' likelihood of intervention in all models, and sexism predicted teachers' likelihood of intervention negatively. That is, as sexism increases, the likelihood of intervention decreases. Teachers' age, experience, and current grade level teaching also predicted cyberbullying intervention.

Idaho teachers have a higher sexist attitude than teachers from the Basque Country, even though teachers' sexist attitude is low in both countries. Although the same characteristics would influence teachers' likelihood of intervention, teachers in both regions would intervene more in an in-person bullying situation when the victim is a girl versus a boy. However, they would intervene more when the victim is a boy versus a girl in a cyberbullying case.

Finally, Chapter Five summarizes all chapters and lists conclusions.

1.2 Bullying nuances

The results of bullying are detrimental to adolescents' development in terms of mental and physical health, which affects their progression in education and long-term contributions to society (Nixon, 2014). As an emerging platform from which adolescents interact with each other and the rest of society, cyberbullying is ushering in a new facet to the ongoing issues of bullying (Nixon, 2014).

Several students are impacted by bullying and cyberbullying per year. The Idaho Youth Risk Behavior Survey (2017) revealed that 20.2 percent of students were bullied on school property in the United States, and 25.8 percent were bullied in Idaho (See Figure 1.1).

A higher percentage of females were bullied in Idaho (30.3% of females vs. 21.6% of males between grades 9th and 12th) and, overall, in the U.S.A, they were also teased for their physical appearance more than male students (38% females versus 28% males).

In the Basque Country, the ISEI-IVEI (2017) estimated that 22.7 percent of primary school students and 19.2 percent of middle school students had been bullied. In comparison to the US data, bullying is more common in elementary school than in middle school.

Gender and gender roles based on culture and society have been suggested as influential factors for bullying intervention (Colás & Jiménez, 2014; Lahelma, 2002; Lunneblad & Johansson, 2019; Kollmayer, Schober, & Spiel, 2018). When students infringe the gender norms or gender stereotypes, they get the rest of the peer group's attention, which can lead to bullying victimization (Agnich et al., 2017). A study conducted with a sample size of 5570 female and 5450 male students, representative of a sample for the U.S., showed that the students that play female-dominated sports, in addition to the female students that play in male-dominated sports, are at a higher risk to be victimized (Agnich et al., 2017).

A specific factor affects 12.2% of bullying cases, as the Idaho Youth Risk Survey (2017) report asserts: being or being thought to be gay, lesbian, or bisexual. Thus, sexual orientation, as a component of gender stereotypes, becomes a "reason" to be made fun of.

Little by little, these stereotypes are changing. They are being questioned, and their deterioration is indubitable. However, in some cases, there is an issue since women often perceive the drop of sexism and stereotypes as a gain, but men often perceive it as unfortunate. Men believe that if they are seen with attitudes that are more traditionally related to women, they "lose" their masculinity (Díaz-Aguado & Martín Seoane, 2011). In contrast, girls show a more flexible gender stereotype perspective, appearing ready to overcome the stereotypes traditionally imposed on women, probably due to the more prominent and harder social pressure that male stereotypes have compared to female stereotypes (Golombock & Fivush,1994).

To overcome the sexism issue, it is a necessary response from the educational system, supporting an inclusive and co-educative school to stop the sexist expressions,

ideas, and actions, in teachers, as they are the role model that students have in their classes (Azorín Abellán, 2014). Teachers' expectations of students due to gender stereotypes can be threatening as teachers' expectations influence students' behaviors (Muntoni & Retelsdorf, 2018). Students learn the behaviors, the way of relating and acting from the relationships they have at that age around them; they are learning how to relate to the social scope, and for that reason, it is extremely relevant that the educative community gives an excellent example of building positive relationships (Fernández, 2004). This relevance is multiplied when talking about bullying and gender awareness, and sexism, as adults' attitudes set an example (the authority) for the young people at school. The collaboration and implication of teachers in constructing the gender culture helps form an equitable society (Azorín Abellán, 2014).

1.3 Teachers Awareness and Education in Bullying Situations

Teachers' intervention is complicated due to the lack of information they receive (Cajigas de Segredo et al., 2004). Students not trusting teachers to talk about bullying contributes to keeping it in a hidden reality, making it impossible for adults to intervene as they should (Defensor del Pueblo, 2000). However, students would report bullying to teachers whom they feel trustable (Diaz-Aguado, 2006).

Anti-bullying programs, such as the KIVA program in Europe, try to substitute the "I did not do anything" with a "What would I be able to do?", centering the obligation of the circumstance on the attacker, as well as on the bystanders, as they can have either a passive or active attitude (Soler, 2017). The SWPBIS program (School-wide Positive Behavioral Interventions and Supports) in the USA helps students see the school more positively and enhances students' positive behaviors (Freeman et al, 2015).

These programs have positive results; however, they need teachers to be trained and have the skills to take the lead (Díaz-Aguado, 2006). It is essential to know which characteristics would be predictive for teachers to intervene and take those as needed competencies for an anti-bullying training program. Teachers do not feel prepared to deal with cyberbullying (Eden, Heiman, & Olenik-Shemesh, 2013), and pre-service teachers do not feel their coursework prepares them enough to deal with bullying (Rigby & Bagshaw, 2003; Lester, Waters, Pearce, Spears, and Falconer, 2018; Eden et al., 2013).

Attempts to create awareness and educational programs to combat and intervene with bullying issues have resulted in the primary recommendation to increase the likelihood of teachers' interventions (Craig, Henderson and Murphy, 2000; Yoon, 2004). Several factors (empathy towards victim, perceived seriousness of the situation, and teachers' self-efficacy) have been researched to increase the likelihood of teacher intervention in bullying situations. However, additional research to identify additional characteristics has been recommended (Yoon, 2004). Knowing what teachers' characteristics affect their likelihood of intervention, teacher preparation programs can give teachers the proper training they need, with specific contents that would make them more likely to intervene in any bullying situation. Based on these premises, this proposed research addresses if the sexist attitude is an essential factor to consider and how the aforementioned identified factors are significant in predicting the likelihood of teacher intervention in bullying situations.

1.4 Problem Statement

Bullying situations as a topic of research began several decades ago and has evolved to consider different bullying types, such as cyberbullying. The development of new

technologies leads to creating social networks and access to the internet, to other people's social life, and 24-hour access to communication with other people. Cyberbullying is a reality that happens both in and out of schools. However, even if the cyberbullying situation might have started outside the schools, there are often cases between students that are finally introduced in the school through students' communication and smartphones.

Teachers are the last group that students trust to discuss a bullying situation (Rigby & Barnes, 2002). There are many reasons why students do not talk to teachers in the first place, among which are the "uncertainty about the teacher/counselor's role in the matter" or "negative views about the help that would be offered" (Rigby & Johnson, 2016, p. 23). Rigby & Bagshaw (2003) conducted a study that concludes by giving some recommendations of how students could be helped to be more collaborative with the teachers in this topic: first, teachers need to realize that they have a credibility problem when it comes to a bullying situation. It is crucial that their intervention would not make the situation worse, and to achieve that goal, some of the teachers need to review and change their strategies. As explained previously, students would ask for help from teachers that transmit confidence to them (Díaz-Aguado, 2006). For that reason, it is noticeable that there is the necessity of working on this topic with teachers, so they have the necessary resources to focus and face these kinds of situations.

Teachers must know about these cases so that they can take action to intervene. However, are they prepared to intervene in these situations? Would all of the teachers be likely to intervene if they see or are told about an in-person bullying or cyberbullying case? What attitudes of teachers and what skills of teachers affect their likelihood of intervention?

Yoon (2004) conducted a study to analyze the likelihood of teachers' interventions in a bullying situation depending on their self-efficacy, empathy for the victim, and perceived seriousness of the bullying situation. The author found significance in the correlation between these variables and proposed future studies to incorporate new characteristics and variables related to the teachers' attitudes towards bullying situations.

As reviewed in the previous section, sexism awareness is very relevant in in-person bullying and cyberbullying nowadays. Also, sexism concerns what type of bullying is affecting boys and girls, and the teacher's response to these situations:

> There were some significant gender differences. (…) Girls reported that the teacher/counselor was more likely to show interest when told about the bullying. Finally, boys more commonly reported that the police and the out-of-school counseling service were more likely to have knowledge of the bullying the student reported. (Rigby and Johnson, 2016, p. 24).

Burger et al. (2015) found in their study that a teacher's gender modifies their strategies for use in a bullying situation. In this study, the aim is to observe whether a teacher's gender affects their different strategies and the likelihood of intervention, or whether it is gender stereotypes that affect it.

Taking into account several references in the literature review (Rigby and Johnson, 2016; Defensor del Pueblo, 2000; Borg, 1998; Rigby and Barnes, 2002), three situations can be summarized for an in-person bullying or a cyberbullying case:

- Situation A: The bullying situation remains hidden, and due to the lack of confidence students have towards teachers; it keeps happening.

- Situation B: A student does not tell the teacher about a bullying situation, or a bullying situation stays the same or worsens after telling a teacher. The situation stays the same or worsens after telling a teacher about it because the teacher does not have the training or resources to intervene appropriately. Therefore, students would feel helpless and hopeless, and the situation would continue.
- Situation C: After bullying occurs, and students feel confident enough to tell a teacher, the teacher intervenes appropriately, and the bullying situation stops or reduces.

Even though those three situations can happen, the desired situation is Situation C, so the student receiving the in-person bullying or cyberbullying can see the light at the end of the tunnel, not just an endless cycle of bullying. To complete practical training, it is essential to know what attitudes or characteristics teachers should have so that they are likely to intervene.

The current study builds on Yoon's (2004) work, updating it to include additional bullying situations (introducing bullying and cyberbullying) and introducing additional characteristics that would affect their overall intervention: gender stereotypes and sexist attitude.

Therefore, taking into account how technology and social networks have changed in the last 15 years since Yoon (2004) conducted her study, the current research introduces, together with the three variables provided by Yoon (2004), the cyberbullying and teachers' sexist attitude variables for analysis of their relationship to the likelihood of teachers' interventions.

1.5 Purpose of the Study

This study has two primary purposes, divided into two phases.

In the first phase, the purpose is to develop a teacher needs and knowledge assessment within Idaho schools. This work helps create a framework for the participants' concerns and knowledge concerning bullying to provide a foundation for further study and eventually increase teachers' likelihood of intervention.

In the second phase, the purpose is to examine elementary school teachers' characteristics influencing their intervention in an in-person bullying and a cyberbullying situation. The information retrieved from this study can be incorporated into a future teacher training curriculum for bullying prevention. This phase has sub-purposes:

1. To discover how the following variables affect the likelihood of intervention of teachers in an in-person bullying or a cyberbullying situation: self-efficacy to influence misbehaviors, empathy towards a bullying victim, perceived seriousness of the situation, and teachers' sexist attitude. The first three variables were based on Yoon's (2004) study, which found that the correlation between the likelihood of intervention and these variables was significant. Now, 15 years later, and after the evolution of cyberbullying, the purpose is to add to the body of work created by Yoon's (2004) study and add one more variable, sexist attitude, and one more condition, cyberbullying.
2. To determine if there is a difference between teachers' likelihoods to intervene in an in-person bullying situation or a cyberbullying situation.

3. To provide recommendations for future teacher training concerning bullying and cyberbullying.
4. To analyze discrepancies and concordances of teachers' characteristics in the Basque Country and Idaho that affect their likelihood of intervention in bullying and cyberbullying situations.

1.6 Theoretical Framework Overview

This dissertation is based on the following theories: *Theory of Planned Behavior* (Ajzen, 1991), *Self-Efficacy Theory* (Bandura, 1977), *Organizational Model of Empathy* (Davis, 1996), the *Ambivalent Sexism* (Glick & Fiske, 1996), and Hofstede's (1980) *Cultural Dimensions Theory*.

1.6.1. Theory of Planned Behavior

Ajzen's theory explains how a person's attitude towards a situation will drive that person to intend to take action in a situation. An individual's attitude, together with the social norm about the topic and the level of difficulty to control the topic or situation, would influence the intention to intervene, and the intention would influence the actual intervention. Hence, if teachers have a contrary attitude against bullying and believe that bullying is a serious situation in which they would need to intervene, they would be more likely to intervene with the negative social view of bullying and tools to overcome it.

1.6.2. Self-Efficacy Theory

According to Bandura's Self-efficacy theory (1977), when an individual expects to be efficient and has positive outcomes, it would affect their likelihood of intervening in the situation. Therefore, teachers would need to feel secure, confident, or self-efficient to cope with the situation. Training would help increase that self-confidence and motivate them to make an effort to deal with the situation (Bandura, 1977).

1.6.3. Organizational Model of Empathy

According to Davis' (1996) theory, an individual's previous experiences, antecedents, and the given situation affect their empathy. The empathy process can result in intrapersonal outcomes (such as feeling concerned about the situation or feeling angry about what is happening) and /or interpersonal outcomes (such as helping others or other behaviors). According to this theory, working with individuals (teachers in this case) about the seriousness or "strength" of the situation would help to start the empathy process and increase the likelihood of helping others (or students in this case).

1.6.4. Ambivalent Sexism

Glick and Fiske (1996) explained that sexism is composed of two factors, benevolent sexism and hostile sexism. It is relevant to analyze teachers' sexist attitude considering these two factors, as often benevolent sexism is hidden and more accepted in our society, and it is not considered part of the sexist ideas as hostile sexism.

1.6.5. Cultural Dimensions Theory

Hofstede divided the cultures into four different dimensions: individualist/collectivist cultures, high power distance/low power distance, masculinity/femininity, and weak uncertainty avoidance/strong uncertainty avoidance.

According to this author's theory, the U.S. is more individualistic and closer to masculinity than Spain, which is closer to a collectivist country and closer to femininity.

The current dissertation is conducted in a cotutelle program between the University of the Basque Country and Boise State University. Due to the possibilities of gathering data in both cultures, this study is intended to analyze the differences and concordances that these two different cultures can have regarding bullying intervention. This information would be significant to conclude if the competencies that need to be addressed in a future anti-bullying training program for teachers are cross-cultural and applicable in different countries.

1.7 Data Collection and Analysis

The present study has two phases: The first one, a qualitative exploratory study, and the second one, a quantitative exploratory multiple regression study design. The codebook of these analyses is presented in Appendix E.

1.7.1 First Phase

In the first phase, 53 Idaho education professionals participated. The data was retrieved from an activity performed at the Bullying Prevention 101 Institute held by Boise State University. The activity had these questions that the participants had to answer by groups in big poster papers: "Regarding bullying prevention...what do you know? What do you want to know? What are you excited about? What are your fears?" Data were collected in two sessions of this institute. The data were categorized by grouping the comments in common themes.

1.7.2 Second Phase

The second phase is a quantitative study with a sample of elementary school teachers from Idaho and the Basque Country, in which a four part survey was used to predict the following variables. The variables are analyzed with a multiple linear regression analysis:

Model

Predictor variables:

- Demographic data
- Self-efficacy to influence misbehaviors
- Empathy towards bullied student
- Perceived seriousness of the bullying situation
- Sexist attitude

Response variable:

- Likelihood of intervention in an in-person bullying/cyberbullying situation

The survey of Yoon's (2004) study is the base of the current study. This survey consists of three different parts: The first part is the demographics part where data of age, gender, teaching grade, and years of teaching are collected; the second part is the personal self-efficacy in behavioral management part, where the author selected five items from the Teaching Efficacy Scale written by Gibson & Dembo (1984); and the third part, gathers data about teacher attitudes towards bullying, where the author selected and modified six of the vignettes created by Craig, Henderson & Murphy (2000).

With the second part, Yoon (2004) analyzed teachers' self-efficacy to "influence misbehaviors." With the third part, the author analyzed the empathy with the bullied students, the perceived seriousness of the bullying situation, and the likelihood of intervention.

Part three of the survey was modified by this study to introduce, together with the previously mentioned variables, a new situation, cyberbullying, and other bullying types, to analyze how the mentioned variable affects different types of in-person bullying and cyberbullying. Thus, the vignettes were modified, and more vignettes were added.

A fourth part was added to this survey, in which teachers' sexist attitude was analyzed, adding the instruments retrieved from Glick & Fiske (1996) called "The Ambivalent Sexism Inventory (ASI)." By providing a regression analysis, this study offers specific information about the model's amount explained by each independent variable and observed which of the mentioned characteristics are the most important ones for a teacher to likely intervene in a bullying or cyberbullying situation. (See the survey in Appendix A)

1.8 Significance of the Study

The current study will contribute to the research by adding extra information concerning the likelihood of teachers' intervention in a bullying situation.

First, this study will provide the needs assessment and knowledge of education professionals towards bullying situations.

Second, this study built on Yoon's (2004) study adding information about a general bullying situation and explicitly comparing it with teachers' likelihood of intervention in a cyberbullying situation, which will add another predictor variable model for teachers' likelihood of intervention.

Third, the current study will offer information about which characteristics are significant in a cyberbullying situation.

Fourth, the current study will add a new variable to the model: teachers' sexist attitude, which could be a factor and another characteristic that could potentially affect teachers' decision to intervene in in-person bullying or cyberbullying.

And fifth, this study will offer information concerning the importance of each teacher characteristic (variables) have in the likelihood of intervening, performing a multiple linear regression analysis.

1.9 Logic Model

This logic model explains the relationship between the inputs, participants, outcomes, and this dissertation's impact. It describes the connection between the activities and the expected effect of this study. The logic model is divided into the following two tables, as the dissertation is divided into two phases. The first table (Table 1) contains the First Phase's logic model, which is presented in Chapter Two; the second table (Table 2) contains the Second Phase's logic model, presented in Chapters 3 and 4.

Table 1.1 Logic Model First Phase

INPUTS	PARTICIPANTS	SHORT-TERM OUTCOMES (intermediate)	LONG- TERM OUTCOMES (Impact)
Paper posters in which participants answer the following activity: "Regarding bullying, what do you know? What do you want to know? What are you excited about? What are your fears?"	Idaho educators participating in the BP 101 Institute	What the education professionals need and knowledge are about bullying situations.	The basis for future teachers' training to improve intervention in a bullying situation

Table 1.2 Logic Model Second Phase

INPUTS	PARTICIPANTS	SHORT-TERM OUTCOMES (intermediate)	LONG- TERM OUTCOMES (Impact)
Four parts survey: The first part gathers demographic data. The second and third parts retrieved and modified from Yoon (2004) to gather data about these variables: Empathy towards bullying victim Perceived seriousness of the situation Self-efficacy to influence misbehaviors Likelihood of intervention The fourth part includes a gender stereotypes survey retrieved from Glick & Fiske (1996)	Teachers Elementary school in the USA (Idaho) and the Basque Country	What the education professionals need and knowledge are about bullying situations. How the following characteristics affect teachers' likelihood of intervention in an in-person bullying and cyberbullying situation in the U.S and the Basque Country, analyzed by a regression analysis: self-efficacy, empathy, perceived seriousness, and gender stereotypes	Recommended competencies for a future teachers' training to improve intervention in a bullying situation

CHAPTER TWO: EDUCATION PROFESSIONALS' KNOWLEDGE AND NEEDS REGARDING BULLYING

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Abstract

This study aimed to analyze teachers' and other education professionals' needs and knowledge when dealing with bullying situations. Data collection was carried out in two different sessions of a bullying prevention one-day symposium at a four-year state university. The participants were 53 educational professionals from several elementary and middle schools. Qualitative analysis of session artifacts revealed that participants had a basic understanding of bullying; however, they doubt its definition and identify when it occurs. Participants in the case study were interested in being change agents when it comes to addressing bullying problems. However, they lacked self-confidence and access to appropriate resources to overcome their fears and diminished self- efficacy for proper intervention.

Keywords: Bullying; self-efficacy; bullying intervention, teacher education

2.1 Introduction

According to the Idaho Youth Risk Behavior Survey (2017), 20.2% of students had been bullied in the United States and 25.8% in Idaho. In many cases, these incidents of bullying happen unbeknownst to the faculty. A teacher's blindness to a bullying situation may permit undesirable incidents to continue, which exacerbates the effects experienced by the bullied student (Cajigas de Segredo et al., 2004).

The current case study analyzes teachers' and school counselors' needs and understandings when dealing with traditional bullying and cyberbullying in Idaho schools through the Bullying Prevention 101 Institute held by Boise State University. The results are meant to help inform a more extensive study that considers a teacher's preparedness and creates measures to improve interventions toward traditional bullying and cyberbullying.

2.2 Literature Review

Olweus documented many of the first bullying studies in Norway, then expanded to include the European Union and the United States (Cajigas de Segredo et al., 2004). Olweus writes, "A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons" (Olweus, 1994, p. 98). This definition separates specific bullying situations from other types of aggression. Thomas, Connor, and Scott (2014) emphasized the three main factors in bullying from the Olweus (1994) definition: intentionality, repetition, and power imbalance.

Olweus (2013) describes some of the nuances those three factors have in bullying, making some clarifications:

- Intentionality: The aggressor's intentionality is known by analyzing the level of understanding of the pain or harm he or she is causing to the victim. If the aggressor understands that he or she is causing negative feelings, it is evident that the intentionality of hurting exists.
- Repetition: it is not imperative to consider repetition in a bullying case. This author updated the definition, leaving the repetition factor as a feature of bullying, but not an essential one.
- Power imbalance: power imbalance can take several different forms, referring to strength, popularity, group, self-confidence, or others. The power imbalance is best characterized by the victims' feelings of not stopping the situation by themselves.

In this last factor, Olweus and Smith, del Barrio, and Tokunaga (2012) disagree, as Olweus takes the power imbalance from the victim's perspective, whereas Smith takes it from others' perspective. However, diverse definitions have been developed since Olweus' initial description. That lack of consistency has issued a new barrier: "The lack of a uniform definition hinders our ability to understand the true magnitude, scope, and impact of bullying and track trends over time" (Gladden, Vivolo-Kantor, Hamburger & Lumpkin 2014, p. 1).

Centers for Disease Control and Prevention report provides the following bullying definition:

> Any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying

may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm." (Gladden et al., 2014, p. 7).

This definition is updated, highly specific, and provided within the Bullying Prevention 101 Institute to this study's participants.

Díaz-Aguado (2006) explained how bullying has adverse consequences for all the parties involved. The victims suffer, are afraid, lose self-confidence, and often internalize the violence, believing that the stronger one will always succeed in life. The aggressor or aggressors lower their level of empathy, and they learn the distorted message that their acts have no consequences and that they can continue using violence in the future (workplace harassment and/or gender violence) with the possibility that they might become criminals in the future. The passive agents, who know the situation but do nothing to prevent it, can experience a lack of solidarity or sensitivity with others, and in some cases, they can join the aggressor, hoping to avoid becoming a new victim. The environment, including the school environment and society, would affect lack of tolerance, equality, or peaceful feelings. Referring to the agents involved in bullying situations, Díaz Aguado (2006), apart from the victim and the aggressor, defines other five types of roles:

1. The person that does not start the action but participates in the aggression.
2. The one that approves that aggression but does not take part in it.
3. The passive viewer who does not want to be involved in any way.
4. The viewer who does not dare to stop the aggression.
5. The defender of the victim who gives steps to stop it.

Research is scant regarding teachers' needs and perceptions about their role in traditional bullying and cyberbullying situations (Bradshaw, Waasdorp, O' Brennan, &

Gulemetova, 2013). Meanwhile, bullying persists as a problem in schools, and it continues to affect a large number of students every year (Díaz-Aguado, 2006; Cajigas de Segredo et al., 2004; Rigby & Johnson, 2016). Victims are often afraid to talk about these situations, as they feel guilty or responsible for the bullying they are experiencing. Due to that fear, it is difficult for students to ask for help (Blaya, Derarbieux, & Lucas Molina, 2007). And even if bullying situations happen at schools, many bullying instances are frequently not reported to the faculty, unidentified to school workers. That lack of knowledge of the situation permits the bullying to continue, turning a blind eye to the harmful effects felt by the students involved (Cajigas de Segredo et al., 2004). When asking for help, victims frequently choose to open up to their friends or peers in school because they feel more confident and closer to them to talk about a bullying situation. Due to this dynamic, teachers are often the last person to ask for help (Rigby & Barnes, 2002). However, even though many students believe that frequent aggression situations are problems in which they would not ask for help from teachers, they affirm that they would ask for help from specific teachers that they trust (Díaz-Aguado, 2006).

Additional studies reported that teachers have little confidence in themselves to intervene in abusive situations (Byers, Caltabiano, & Caltabiano, 2011; Álvarez-García, Rodríguez, González-Castro, Núñez, & Álvarez, 2010). Some researchers provide recommendations for more training for teachers to improve their response to bullying:

> A lack of effective undergraduate teacher training and ongoing training for teachers may contribute to current teacher attitudes. With better training opportunities and clearly articulated whole school policies and intervention programmes for all forms

> of bullying, covert bullying may be better managed in schools in the future. (Byers et al., 2011, p. 116)

This request for more training highlights teachers' lack of confidence in themselves when dealing with bullying and cyberbullying situations, even while there are several programs and protocols against bullying available. One such program is the KIVA program (an acronym of "Kiusaamista Vastaan," which in Finnish means, "Against bullying"), produced at the University of Turku in Finland. It is a school-based anti-bullying program that reported reduced bullying in its first year of implementation (Kärnä, Voeten, Little, Poskiparta, Alanen & Salmivalli, 2011). KIVA uses empathy, one of the reported best tools to make improvements that address teacher training (Gaines, 2016). Another example is the SWPBIS program (School-wide Positive Behavioral Interventions and Supports) used in the United States. The SWPBIS program's implementation is rapidly becoming more popular in Idaho (with the RK12 BSU project, https://rk12.boisestate.edu/).

Bullying training protocols and programs, such as KIVA and SWPBIS, require teacher involvement to be effective (Díaz-Aguado, 2006). Eden, Heiman, and Olenik-Shemesh (2013) found that teachers' confidence addressing cyberbullying problems was low, and they conclude that educators should receive more instruction. In Australia, several studies have asserted the necessity for helping teachers to intervene in bullying and cyberbullying situations: "Unfortunately, despite recognition of the importance of anti-bullying measures in schools, reinforced in some educational jurisdictions by legislation, there is comparatively little training available to help teachers to develop the necessary skills," (Rigby & Bagshaw, 2003, p. 544). Lester, Waters, Pearce, Spears, and Falconer (2018) also found that pre-service teachers need to learn more about how to intervene

appropriately when a bullying case occurs. Pre-service teachers do not feel their coursework is preparing them for this topic.

2.3 Methods

Bandura's (1977) self-efficacy theory explains how the degree of efficacy expectations and outcome expectations affect personal efficacy, the behavior when acting to achieve outcomes. "The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations" (Bandura, 1977, p. 193). For example, when teachers are aware of bullying happening in their classroom, their efficacy would determine their capacity to solve the situation successfully. The outcome expectations will decide if the teacher thinks that performing the needed behavior of acting or stopping the bullying situation will achieve the desired outcomes. Teachers would feel insecure about performing a behavior if they do not feel adequately trained and confident. However, they would cope with the problem if they have high efficacy expectations and outcome expectations.

> Given appropriate skills and adequate incentives, however, efficacy expectations are a major determinant of people's choice of activities, how much effort they will expend, and of how long they will sustain effort in dealing with stressful situations (Bandura, 1977, p. 194).

A qualitative exploratory research design was used to investigate educational professionals' ideas about bullying. The approach considered the hypothesis as part of the research process itself, "whose aim is to develop an adequate theory according to the observations that have been made (exploratory study)" (Gelo, Braakmann, & Benetka, 2008, p. 272). Therefore, this study seeks to establish a base of the participants' needs and

knowledge regarding bullying to provide a foundation for further research and ultimately improve teachers' likelihood of intervention. The data was analyzed through categorization and coding the emerging themes retrieved from the groups' discussions and written poster comments.

This research participants were 53 elementary and middle school teachers and counselors in the state of Idaho (17 participants in the first session and 36 in the second). Bullying peaks between 6th and 8th grades, students between the ages of 11 and 13 (Eslea & Rees, 2001). For that reason, this study selected the Bullying Prevention 101 (BP 101) Institute's activity to collect the data from elementary and middle school educational professionals. The BP 101 institute is a one-day, voluntary attendance, offered by Boise State University that helps teachers in Idaho discover what bullying is and provides strategies to help prevent this phenomenon. The main goals of this Institute are retrieved from their website https://www.boisestate.edu/csi-ipbn/bullying-prevention-101:

- Provide the definition of bullying.
- Provide effective models for preventing bullying.
- Discuss the requirements in House Bill 246 that is related to harassment, intimidation, and bullying (such as, that intentional gestures, in any form, also cyberbullying situations, should be found guilty of an infraction; and that schools need to inform school staff, parents, and students about bullying situations, and they are expected to intervene, by applying consequences, and annually report bullying cases to the State Department of Education.
- Create an Action Plan to fulfill those requirements

With the aim of not making participants uncomfortable and not interfering in the class's fluency, this study did not collect any demographic data from the participants. The instrument used in this study were the questions proposed by the BP 101 Institute for that activity: "Regarding bullying prevention, what do you know? What do you want to know? What are you excited about? What are your fears?" The data collection was carried out in two different BP 101 Institute sessions (November 8th, 2018, and February 7th, 2019). With the help of instructors, participants answered questions for the activity in groups (5 groups in the first session and 11 groups in the second session).

Each group was given a poster paper to answer the four questions mentioned above after discussing them as a group. Afterward, one participant per group presented their poster and explained their answers to the rest of the participants and instructors. The posters were collected after the activity was concluded (see Figure 2.1). Data were analyzed by categorizing the participants' answers to the four questions in the posters, grouping the comments that have common themes, and adding new categories when new ideas emerged.

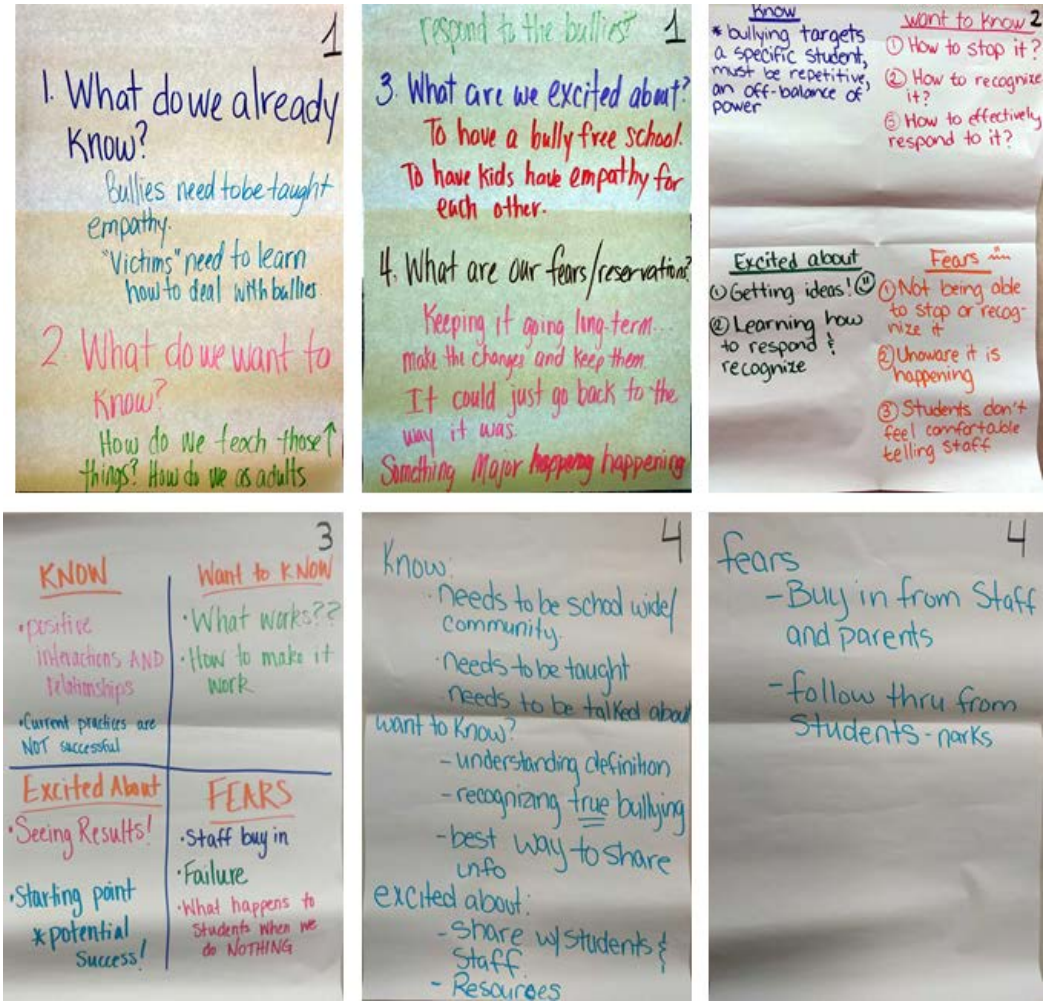

Figure 2.1 Example Artifacts from the Bullying Workshop

2.4 Ethical Considerations

This study was reviewed by IRB, which approved the SB-IRB Notification of Exemption - 101-SB18-217. This study did not collect data from any vulnerable population and did not collect any demographic information or ask any personal questions.

2.5 Results

The themes were coded in the following manner: K themes for the KNOW question, W themes for the WANT TO KNOW question, E themes for EXCITED ABOUT question, and F themes for the FEARS question, specified in Table 2.1.

Table 2.1 Coded Responses of Educators Regarding Bullying / Cyberbullying (with the frequency of each in parenthesis).

What do you know about bullying?	What do you want to know about bullying?	What are you excited about?	Which are your fears/reservations about bullying?
K1- Teach proactive behaviors school-wide (16)	W1- What is "bullying" (7)	E1-Training to learn strategies and resources for prevention and intervention (13)	F1- Lack of self-confidence of improving the situation (7)
K2- Difficult to define and identify bullying (9)	W2- How to empower students/parents/ bystanders to report and intervene (2)	E2- Seeing a change in school culture (6)	F2- Teacher buy-in/no commitment (5)
K3- Can happen to anyone/any way (2)	W3- Training: strategies and appropriate curriculum to change behaviors (17)	E3- How to recognize it (1)	F3- How to make it systematic (2)
K4-Seem to be increasing (2)	W4- More information on cyberbullying (1)	E4- Share the learned information (5)	F4- The use of "bullying" word loosely (2)
K5- Repetitive and imbalance of power (1)	W5- How to prevent (3)		F5- Not easy to recognize (2)
K6- Bystanders for preventing the bullying (3)	W6- How to educate to understand what bullying is (7)		F6- Students not comfortable telling staff (1)
K7- Document the problem (1)			F7- Not knowing enough (2)
			F8- Facing parents (2)
			F9- Cyberbullying (3)

The top-level categories were the following (according to the frequency of the comments in each category):

- What do you know about bullying?

In this question, the most relevant categories were K1, K2, and K6. Education professionals knew that school-wide positive culture and relationships are vital in reducing or stopping the bullying problem. Participants recognized that they do not know what bullying is precisely, and they did not know how to identify it accurately. However, they knew that bystanders could help to stop or reduce the impact of bullying situations.

- What do you want to know about bullying?

In this case, the most frequent and, thus, the most relevant answers fell into W1, W3, and W6. Overall, they knew they needed useful and appropriate training, tools, and resources to face the bullying problem. They wanted to understand what bullying is and how to identify it and, afterward, know how to educate students, parents, and the rest of the staff on this topic.

- What are you excited about?

For this question, most responses fell into category E1; participants were excited about obtaining strategies and resources to prevent and intervene in bullying. They spoke about needing ideas to solve the problem. Responses that fell into categories E2 and E4 were the next two most prevalent categories: the participants were looking forward to seeing a change to improve the school culture and leverage new information regarding bullying interventions and prevention.

- What are your fears/reservations about bullying?

This question probes how teachers and education professionals feel about bullying and cyberbullying. The main categories for responses fell into F1, F2, and F9. Participants expressed a lack of confidence and a fear that the negative will always overpower the positive no matter what they try to do. There was also a concern about their coworker teachers' commitment, wondering if all teachers would care about bullying situations. Cyberbullying is a topic they are especially worried about, and they expressed it as challenging to address. They did not know how to intervene nor prevent cyberbullying, and they need more training on it.

2.6 Conclusion

Bullying problems can negatively affect students' mental and educational development (Nixon, 2014). Teachers' failures to intervene in bullying cases can cause the situation to continue and increase future bullying problems (Yoon, 2004). However, teachers do not feel confident nor prepared enough to appropriately intervene in a traditional bullying or a cyberbullying situation (Eden et al., 2013; Rigby & Bagshaw, 2003; Lester et al., 2018). Several relevant concerns were expressed by teachers about the proliferation of bullying and cyberbullying instances examined in the current study. They were aware of some information about bullying, even if some teachers expressed confusion or ambiguity about its persistence and prevention. The most relevant finding of this study is that school professionals expressed the need for training and obtaining appropriate and trustworthy resources. If provided with training and support, they could conceivably dismiss their expressed lack of confidence when acting and reacting against bullying and cyberbullying situations.

These conclusions are consistent with many ideas expressed in recent bullying literature (e.g., Bradshaw et al., 2013; Eden et al., 2013; Lester et al., 2018) that found that teachers lack confidence in handling bullying and cyberbullying situations and expressed the desire to receive more training. In this case, regional educational professionals had similar feelings regarding training. Forthcoming research efforts aim to identify the critical competencies for training teachers to encourage their likelihood of intervention in bullying or cyberbullying situations.

2.7 Next Study

This study analyzed elementary and middle school professionals' needs to help build effective and appropriate teacher training. Future studies would be beneficial to look at students who exemplify a willingness to address bullying and cyberbullying in-stances with their teachers and the corresponding teacher responses and attitudes. That way, we could determine what students expect of teachers and the characteristics students need from teachers to trust them. There is also a need to gain a better understanding of teachers' hesitancies for intervening.

CHAPTER THREE: TEACHER BULLYING AND CYBERBULLYING INTERVENTION: IDAHO AND THE BASQUE COUNTRY

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*This chapter includes modifications from the submitted version. Modifications include format changes to meet dissertation requirements.

Abstract

The purpose of this research is to analyze teachers' interventions for in-person bullying and cyberbullying situations. Specifically, it is intended, 1) to investigate the factors that affect the likelihood of teachers' interventions (self-efficacy to change misbehaviors and empathy towards the victim of bullying and perception of the seriousness of the situation); 2) to determine if there is a difference between the probability of teachers to intervene in a bullying situation compared to a cyberbullying situation, and 3) to analyze variations between countries about teacher characteristics in the Basque Country and Idaho that affect their likelihood of intervention in bullying and cyberbullying situations. Recommendations of the critical competencies necessary to train teachers in bullying and cyberbullying issues are provided. Data were collected using a validated survey instrument and analyzed. The sample was composed of 200 first through sixth-grade elementary school teachers in Idaho and the Basque Country. Results indicate that teachers intervene more often for in-person bullying than in cyberbullying in both territories. Teachers perceived seriousness of the situation and their empathy toward victims predict teachers' intervention, but their self-efficacy did not predict intervention. Both territories would benefit from training in preventing all types of bullying.

Resumen

Este estudio se propone analizar las características que afectan la intervención del profesorado en caso de acoso presencial o de ciberacoso en las escuelas. En concreto, se pretende: 1) investigar posibles factores que afecten a la probabilidad de intervención del profesorado en casos de acoso (la autoeficacia para parar malos comportamientos, empatía hacia la víctima, y la seriedad con la que se toma la situación); 2) determinar si hay

diferencias entre los factores que intervienen en un caso de acoso presencial o de ciberacoso; 3) analizar las diferencias y concordancias sobre las características del profesorado que afectan a la intervención ante el acoso en el País Vasco y en Idaho, y 4) aportar recomendaciones de las características necesarias para formar al profesorado de primaria contra el acoso. Este es un estudio exploratorio cuantitativo. Los datos fueron recogidos mediante una encuesta anónima. La muestra estuvo compuesta por 200 profesores de primaria de primer a sexto curso en Idaho y en el País Vasco. Los profesores intervienen más en el acoso presencial que en el ciberacoso en ambos territorios. La seriedad con la que el profesorado percibe la situación de acoso y su empatía hacia las víctimas predicen su intervención. En cambio, la autoeficacia no predice la intervención. El profesorado del País Vasco intervendría más que el de Idaho; sin embargo, ambos se beneficiarían de la formación para la prevención del acoso.

Keywords: Teachers' characteristics, bullying, cyberbullying, self-efficacy, empathy towards victims, perceived seriousness

Palabras clave Características del profesorado, acoso, ciberacoso, autoeficacia, empatía hacia las víctimas, seriedad percibida

3.1 Introduction

Since Dan Olweus first researched “bullying" in 1994, the problem has focused on intense research. In his initial definition, for a situation to be considered bullying, it should have specific implications: repetition, power imbalance, and intentionality (Olweus, 1994). However, a problem with this concept is that it has been defined in different manners by several studies, bringing uncertainty to the scope of the problem (Gladden et al., 2014).

Different solutions and strategies have been implemented to solve bullying or cyberbullying situations; however, more research is needed on this topic to improve teacher intervention (Eden et al., 2013). The types of bullying are organized differently by several studies. For example, one study described bullying categories as social exclusion/ verbal aggression, indirect physical aggression (hide, break, steal things), direct physical aggression, threats and blackmail, and sexual harassment (Fernández, 2004). Others indicate physical, relational, and verbal categories (Yoon et al., 2016; Craig et al., 2000). Monks and Smith (2006) use categories of direct relational, physical, verbal, and indirect relational. Finally, Boulton et al. (2014) describe three subtypes of traditional bullying (physical, relational, verbal) and cyberbullying as separate. While most of the studies refer to *similar acts* of bullying, they organize them in various manners. However, the Centers for Disease Control and Prevention report electronic bullying, or as referred to in other studies, *cyberbullying*, as "a new context in which bullying can occur" (Gladden et al., 2014, p.6). This report explained that there are four different types of bullying: physical, verbal, relational, and property damage, and how electronic bullying could be verbal, relational, or property damage. The current research employs Gladden et al. report's definitions. Figure 1 summarizes this concept.

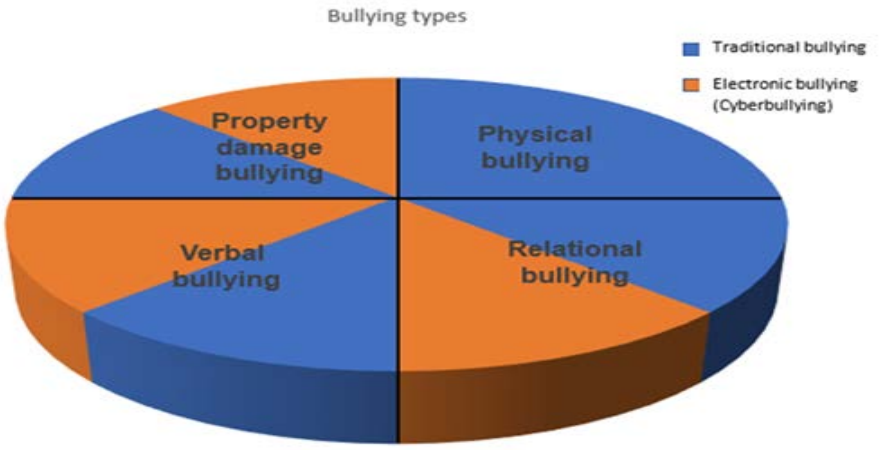

Figure 3.1 Bullying Types

Pre-service teachers consider physical bullying the most serious situation, followed by verbal bullying and lastly, relational bullying (Boulton et al., 2014; Yoon & Kerber, 2003; Ellis & Shute, 2007; Yoon et al., 2016). According to Troop-Gordon and Ladd (2015), teachers do not feel responsible for protecting the students in their schools when the bullying is indirect, as it can be social or relational bullying. Furthermore, Yoon and Kerber (2003) explained how in a case of relational bullying (or as conceptualized in their study, social exclusion), teachers are less empathetic with the victim compared with others types of bullying:

Cyberbullying was at the same level of seriousness as traditional verbal bullying (Boulton et al., 2014). Teachers consider physical and verbal harassment to be a more serious form of bullying than social exclusion. (Boulton, 1997).

3.1.1 Cyberbullying

Tokunaga (2010), to create a centralized definition, describes cyberbullying as: "…any behavior performed through electronic or digital media by individuals or groups that repeatedly communicate hostile or aggressive messages intended to inflict harm or discomfort on others" (2010, p. 278). Hinduja and Patchin (2015) described the elements

of cyberbullying as the use of anonymity or a pseudonym (even though the IP address of the aggressor could be discovered), the disinhibition that aggressors have when they are online, acts of deindividualization, a lack of supervision, virality and limitless victimization risk (as the aggressors can continue with the harassment when the victim is at home). Aggressors may internalize violent and antisocial behaviors (Rigby, 2003). Bullying can have adverse consequences for all agents: victims, aggressors, or bystanders (Díaz-Aguado, 2006), and so do cyberbullying, as Beran and Li (2007) explained how cyberbullying could have similar consequences for the victim as in-person bullying.

3.1.2 Teachers' Responses to Bullying

Few studies have researched how teachers' characteristics might affect their willingness to intervene in bullying situations. Yoon (2004) found that teachers' perceived seriousness of the situation, their empathy towards bullying victims, and their self-efficacy to influence misbehaviors predicted teachers' likelihood of intervention in a bullying situation. Other studies also found that perceived seriousness and empathy affect teachers' likelihood of intervention (Craig et al., 2000; Boulton et al., 2014). However, self-efficacy has been a controversial predictor since, in a later study, Yoon et al. (2016) found that self-efficacy was not a significant factor.

3.1.2.1 Seriousness

The theory of planned behavior (Ajzen, 1991) is based on an individual's intention to act on a given behavior. The motivation to engage with the behavior would be the driver for the intention to intervene. Three primary elements affect *the intention* according to this theory: the *attitude towards the behavior* (how serious the person is about the behavior); the *subjective norm* (how the social norms pressure people to feel about it); and the

perceived behavioral control (the level of difficulty to accomplish a change in the situation based on the individual´s experiences and obstacles perception). According to planned behavior theory, if those three elements are positive, the intention would be positive, and the involvement or intervention in the behavior would likely happen.

Therefore, if teachers were aware that bullying is a problem and take it seriously, and have a positive behavior towards taking action against it, they would be aware of harassment being harmful to society. Finally, if they believe that the level of difficulty is not too high for them to be successful, their involvement in the prevention and intervention of the in-person bullying and cyberbullying issues would likely happen.

3.1.2.2 Self-Efficacy

According to Bandura's self-efficacy theory: "people fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating." (Bandura, 1977, p. 194). Therefore, teachers would cope with the problem if they have a high level of *efficacy expectations* and *outcome expectations* that would let them handle the situation successfully and obtain a better *outcome*.

Bauman and Del Rio (2005) reviewed U.S. pre-service teachers' beliefs about what they already accurately know about bullying and what beliefs are inaccurate to provide teacher anti-bullying training recommendations.

Even in high self-confidence cases, Bauman and Del Rio (2005) explained that there is a tendency in teachers to overestimate how effectively they can solve bullying

situations. They continue explaining how teachers' beliefs about agents involved in bullying situations can affect having inappropriate or adverse interventions.

Yoon et al. (2016, p. 107) also pointed out the "significant research-to-practice gap" in teacher strategies when intervening in a bullying situation. Teachers express their willingness to work with the aggressor or with the victim, but they do not consider that research suggests that it should be addressed as a group. Yoon et al. (2016) also claim that teachers have mistaken beliefs when working with victims and aggressors.

Considering teachers' self-efficacy and the "research-to-practice gap," additional training may increase teachers' intervention.

Self-efficacy is a complicated characteristic to build, which is composed of input from several sources in our lives, and culture is a relevant one among them (Oettingen, 1995).

Hofstede (1980) divided cultures into 4 different dimensions: Individualism (versus collectivism), power distance, uncertainty avoidance, and masculinity (versus femininity). Oettingen (1995) researched how culture influences self-efficacy based on the mentioned four dimensions and compared Los Angeles students' self-efficacy (as an individualistic culture) with German students' self-efficacy (as a more collectivistic culture). This author explains that students would receive feedback about their individual and their teamwork performance in the most collectivistic cultures; however, they would receive feedback only for their individualistic work in individualistic cultures.

The United States is individualistic (Hofstede, 1980), and it created a multidimensional teaching system, where the student can make more decisions about what

to learn and how to learn it than in the unidimensional instruction (Oettingen, 1995), such as the Basque Country.

Hofstede (1986) classified the United Stated as a higher individualist country than Spain and small power-distanced and weak uncertainty avoidance culture. Spain was classified as high power distanced and strong uncertainty avoidance. The current research analyzed if teachers' self-efficacy influences their likelihood of intervention in two different cultures classified by Hofstede (1986) in two different sections.

3.1.2.3 Empathy

Cuff et al. (2016) reviewed 43 different empathy definitions in different contexts. Ultimately, they suggest that:

> Empathy is an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one's perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one's own. (Cuff et al., 2016, p. 7)

Fernández-Pinto et al. (2008) explained how Davis associates empathy with a person's characteristics and to the situation, labeling those characteristics as *antecedents.* Davis organized the empathy-building process in the following manner: no cognitive, simple cognitive, and advanced cognitive. This can guide the person to intrapersonal outcomes (affective and non-affective) such as anger, concern, or judgment; or interpersonal outcomes, such as helping.

Therefore, according to Davis' theory, if we train teachers to empathize in bullying cases, they would understand the different bullying situations better and would be able to achieve the interpersonal outcomes for students involved. Craig et al. (2000) claim the need to include the development of empathy in teachers' education to address different bullying situations. Bauman and Del Rio (2005) also stress the importance of empathy training for teachers.

3.2 Instrument and Method

The research design was a quantitative correlational exploratory. This study's main purpose was to analyze elementary school teachers' characteristics that affect their intervention in in-person bullying and cyberbullying to be applied in a future bullying prevention training program. And it had four different sub-purposes:

1. To discover how the following variables affect teachers' likelihood of intervention in in-person bullying or cyberbullying situations: self-efficacy, empathy towards the bullying victim, perceived seriousness of the situation, and demographic data (gender, age, years of experience, and current grade level teaching).
2. To determine if there is a difference between teachers' likelihood to intervene in an in-person bullying or cyberbullying situation.
3. To analyze discrepancies and concordances of teachers' characteristics in the Basque Country and Idaho that affect their likelihood of intervention in in-person bullying and cyberbullying situations.

3.2.1 Procedure

This research was conducted during the Spring of 2020 in several elementary schools in Idaho and the Basque Country. Data was gathered in two phases. In the first phase, the survey was distributed among Idaho teachers at the 5th Annual IPBN Conference. 36 responses were recruited in the first phase. In the second phase of this study, the same survey was distributed online to Idaho teachers and the Basque Country. In Idaho's case, the survey was sent to the teachers enrolled in an educational training class, and 84 responses were obtained from that attempt (making a total of 120 participants from Idaho). In the Basque Country case, 30 schools were randomly selected to receive the online survey; however, only 48 responses were received from teachers from this attempt. The collaboration of the Berritzegune (support center for educational training and innovation) in the Basque Country was crucial to obtain the needed data. After the Berritzegune sent the online survey to several schools, 32 more responses were obtained (making a total of 80 responses from the Basque Country).

This study was reviewed by the Institutional Review Board (IRB), which approved the SB-IRB Notification of Exemption - 101-SB19-235. The Ethics Committee also approved this study for Research Involving Human Beings (Comité de Ética para las Investigaciones con Seres Humanos, CEISH) of the Basque Country University.

3.2.2 Sample

The G*Power 3.1.0 software estimated the sample size (Faul et al., 2009). Setting an effect size of .15 and a power to .80, alpha to .05, the estimated sample size was calculated to be 85 participants. The medium effect size was used because the study in which this research is based, Yoon (2004) and Glick and Fiske (1996), found a high effect

size; however, this study modified part of Yoon's (2004) instrument, which could decrease the effect size.

200 elementary education in-service teachers (1^{st}-6^{th} grade) participated in this study, 80 from the Basque Country and 120 from Idaho. 87.5% of the participants were women, and 12.5% were men; 17% of the teachers were aged less than 30, 26% were between 31 - 40, 21% were between 41 - 45, and 28% were 46 or older. A similar number of teachers participated from each grade of the six elementary education grades (ranked between 22.5% to 13.5%). 14% of the teachers have 0-3 years of experience, 16% have 3-7 years of experience, and 70% more than 7 years of experience.

3.2.3 Variables and Instrument Measurements

The outcome variable was teachers' likelihood of intervention, both in in-person bullying and cyberbullying situations. The goal is to acknowledge the relation of the mentioned outcome variable with the following predictor variables: self-efficacy, empathy towards the bullying victim, perceived seriousness of the situation, and other intervening variables, such as gender, age, years of experience, and current grade level teaching.

The instrument used in this study was a three-part survey. The first part consists of demographic data about age, gender, current grade level teaching, and years of teaching experience. The second part gathered data to identify teachers' self- efficacy to handle behavioral issues with students. And lastly, the third part of the survey collected data about teachers' empathy, perceived seriousness, and intervention likelihood. Parts two and three were retrieved and modified from Yoon (2004).

3.2.3.1 Self-Efficacy, Empathy Towards the Bullying Victim, Perceived Seriousness of the Situation, and the Likelihood of Intervention.

This study used Yoon's (2004) instrument to determine the teachers' following characteristics: self-efficacy, empathy, the seriousness of the situation, and the likelihood of intervention. Yoon (2004) developed this survey based on two existing measures: *Teaching Efficacy Scale* (Gibson & Dembo, 1984) and *The Bullying Attitude Questionnaire* (Craig et al., 2000).

Teaching Efficacy Scale (Gibson & Dembo, 1984) uses a 7-point Likert scale 1 meaning "not true at all" and 7 meaning "very true." After reviewing these items, Yoon (2004) analyzed teachers' self-efficacy in managing behaviors in school. Internal consistency for this scale was reported as .86 (Cronbach alpha, Yoon, 2004) and as .97 (Spearman-Brown, Yoon, 2004).

Yoon (2004) used six modified bullying situations vignettes from *The Bullying Attitude Questionnaire* (Craig et al., 2000) to analyze teachers' empathy towards the bullying victim, teachers' perceived seriousness of the situation, and their likelihood of intervention. The Cronbach alpha for this mentioned scale was .70, as reported by Yoon (2004). The Spearman-Brown projected was .92. However, the current study modified and added more vignettes to include a new bullying subcategory (cyberbullying) and add other types of in-person bullying to examine how the predictor variables affect in-person bullying and cyberbullying differently. As explained in the literature review, there are several types of bullying, and the survey in this study added vignettes from every type of bullying so that in-person bullying and cyberbullying were well represented. Therefore, physical, verbal, relational, and property damage in-person bullying, along with verbal,

relational, and property damage cyberbullying vignettes were included. There was a total of 14 vignettes.

3.4. Data Analysis

Analyses were conducted with Excel and SPSS Statistics 25. Descriptive analysis was run to identify how teachers responded to different types of in-person bullying and cyberbullying situations. Non-parametric analysis was conducted since the assumption of normal distribution was not met. The significance of differences between groups means was conducted with a Mann-Whitney Test on SPSS. Furthermore, correlation analyses were conducted to determine the level of relationships between the variables.

Spearman-Brown correlations and multiple regression analyses were run to assess the influence of different characteristics that could affect teachers' likelihood of intervention.

To corroborate each predictor variable's significance with the outcome variable, two processes were conducted: First, the non-significant variables were eliminated from the regression model one-by-one, repeating the regression model every time that a predictor was eliminated (eliminating them one-by-one in order from a least significant variable). Second, all the predictor variables were introduced individually with the outcome variable, operating simple linear regressions, creating one model per predictor variable.

3.5 Results

3.5.1 Predictor Characteristics

Two regression analyses were run in this study to answer the first research question: In the first analysis, *intervention in an in-person bullying situation* (M= 4.83; SD= .28) was the outcome variable, and in the second analysis, the likelihood of *intervention in a*

cyberbullying situation (*M*= 4.53; *SD*= .58) was the outcome variable. For both regression models, the following four variables were introduced in the regression model as predictors: 1) self-efficacy to influence misbehaviors (*M*= 5.40; *SD*= .79), 2) empathy towards the bullying victim (*M*= 4.61; *SD*= .53 in an in-person bullying situation, and *M*= 4.47; *SD*= .63 in a cyberbullying situation), and 3) perceived seriousness of the situation (M= 4.57; SD= .43 in an in-person bullying situation, and M= 4.40; SD= .58 in a cyberbullying situation), together with the demographic variables previously described. Self-efficacy is not divided by the type of bullying. Nevertheless, through correlations, we can see how teachers' self-efficacy is connected to teachers' intervention in different bullying types.

3.5.1.1. Intervention in an In-Person Bullying Situation

Table 3.1 presents the in-person bullying situation outcome. Model 1.0 is the first multiple linear regression analysis that includes all the predictor variables with the outcome variable that predicts the 35% variance of teachers' intervention in-person bullying situations (R^2= .35; F (12,187) = 8.33; p<.001). In this first step, three predictors appeared to be significant, which are: perceived seriousness of an in-person bullying situation (t(187)= 5.81; p<.001), the empathy towards an in-person bullying situation (t(187)=3.00; p<.01) and self-efficacy (t(187)= 2.04; p<.05).

After eliminating the non-significant predictors one by one, the only statistical predictors left in the Model 1.1 were the three significant variables mentioned in Model 1.0. However, when the predictor variables were introduced with the outcome variables, independently, conducting a simple linear regression analysis with each predictor variable (Models 1.2-1.4), only perceived seriousness of an in-person bullying situation (R^2= .28; F

(1,198) = 76.57; p<.001) and the empathy towards an in-person bullying situation (R^2= .17; F (1,198) = 41.58; p<.001) continued to be significant.

Table 3.1 Multiple and simple linear regression of teachers' intervention in in-person bullying

	R^2	F	B	$SE B$	β	t	p
Model 1.0: Intervention In-person bullying	.348	8.333					.000***
Intercept (Constant)			2.786	.234		11.930	.000
Predictor (Territory)			-.040	.039	-.070	-1.036	.302
Predictor (Gender)			.017	.055	.020	.316	.752
Predictor (Age)			.027	.038	.047	.710	.479
Predictor (Experience)			-.021	.042	-.036	-.492	.624
Predictor (2nd grade)			.068	.058	.082	1.174	.242
Predictor (3rd grade)			.106	.054	.142	1.972	.050
Predictor (4th grade)			.054	.055	.072	.988	.325
Predictor (5th grade)			.071	.057	.091	1.251	.213
Predictor (6th grade)			.100	.057	.123	1.769	.078
Predictor (Seriousness In-person bullying)			.268	.046	.412	5.811	.000***
Predictor (Empathy In-person bullying)			.108	.036	.207	3.001	.003**
Predictor (Self-efficacy)			.050	.024	.140	2.040	.043*
Model 1.1: Intervention In-person	.326	31.537					.000***
Intercept (Constant)			2.814	.222		12.673	.000
Predictor (Seriousness In-person bullying)			.280	.044	.431	6.335	.000***
Predictor (Empathy In-person bullying)			.106	.035	.205	3.017	.003**
Predictor (Self-efficacy)			.046	.021	.128	2.183	.030*
Model 1.2: Intervention In-person	.279	76.568					.000***
Intercept (Constant)			3.261	.180		18.086	.000
Predictor (Seriousness In-person bullying)			.343	.039	.528	8.750	.000***
Model 1.3: Intervention In-person	.174	41.577					.000***
Intercept (Constant)			3.833	.156		24.589	.000
Predictor (Empathy In-person bullying))			.216	.034	.417	6.448	.000***
Model 1.4: Intervention In-person	.010	2.001					.159
Intercept (Constant)			4.639	.137		33.849	.000
Predictor (Self-efficacy)			.035	.025	.100	1.415	.159

p < .05*; p < .01**; p < .001***

The results in this regression analysis in Model 1 are consistent with the correlation analysis. As to territory (Basque Country versus Idaho), it appears that there is a difference

between the countries about the likelihood of intervention in an in-person bullying situation; however, it is not strong enough to appear to be significant in the regression model.

Neither self-efficacy nor gender, age, or experience was a significant factor influencing the likelihood of intervention in an in-person bullying situation. Since the Basque Country was coded as 0, we can see that the intervention is higher in the Basque Country than in Idaho.

3.5.1.2 Intervention in a Cyberbullying Situation

Table 3.2 shows teachers' likelihood to intervene in cyberbullying situations outcome. Again, Model 2.0 shows the first multiple linear regression analysis, including all the predictor variables with the outcome variable. In this case, this model predicts 64 % of the variance of teachers' intervention in cyberbullying situations (R^2= .64; F (12,187) = 27.89; p<.001). In this first step, three predictors were significant. As it happened in the in-person bullying situation intervention analysis, perceived seriousness of a cyberbullying situation (t (187) = 9.90; p<.001) and the empathy towards a cyberbullying situation (t (187) = 3.65; p<.001) were also significant predictors for the cyberbullying situations. In this case, territory (t (187) = -2.56; p<.05) was also a significant predictor for the intervention, meaning that the Basque teachers intervene more in a cyberbullying situation than teachers in Idaho.

Model 2.1 presents the predictors that were still significant after eliminating one-by-one the non-significant variables from the model. In this case, again, the three predictors that were significant in the Model 2.0 were significant in Model 2.1 too. These three predictors were checked individually with the outcome variable, and their significance was

corroborated in Models 2.3-2.5. However, when simple linear regression analysis was conducted individually with every predictor variable, three more variables appeared to be significant with the likelihood of cyberbullying intervention (Models 2.6-2.8): teachers' age (over 40 years old versus less than 40 years old) (R^2= .050; F (1,198) = 10.17; p<.01); experience (10 years of experience or more versus less than 10 years of experience) (R^2= .031; F (1,198) = 6.36; p<.05)and 5th grade (R^2= .024; F (1,198) = 4.93; p<.05), which is negative and it indicates the lower intervention in that specific grade.

Table 3.2 Multiple and simple linear regression of teachers' intervention in cyberbullying

	R2	F	B	SE B	β	t	p
Model 2.0: Intervention Cyberbullying	.642	27.895					.000***
Intercept (Constant)			.784	.306		2.566	.011
Predictor (Territory)			-.158	.062	-.133	-2.564	.011*
Predictor (Gender)			.013	.085	.007	.151	.880
Predictor (Age)			.055	.060	.046	.918	.360
Predictor (Experience)			-.026	.065	-.022	-.400	.690
Predictor (2nd grade)			-.025	.090	-.014	-.279	.781
Predictor (3rd grade)			.061	.083	.040	.738	.461
Predictor (4th grade)			-.038	.084	-.024	-.454	.650
Predictor (5th grade)			-.136	.087	-.083	-1.554	.122
Predictor (6th grade)			.044	.087	.026	.502	.616
Predictor (Seriousness Cyberbullying)			.590	.060	.594	9.898	.000***
Predictor (Empathy Cyberbullying)			.187	.051	.204	3.652	.000***
Predictor (Self-efficacy)			.073	.038	.098	1.929	.055
Model 2.1: Intervention Cyberbullying	.624	108.243					.000***
Intercept (Constant)			1.071	.226		4.743	.000
Predictor (Territory)			-.121	.054	-.102	-2.229	.027*
Predictor (Seriousness Cyberbullying)			.610	.056	.613	10.791	.000***
Predictor (Empathy Cyberbullying)			.190	.050	.208	3.767	.000***
Model 2.2: Intervention Cyberbullying	.588	282.540					.000***
Intercept (Constant)			1.175	.201		5.834	.000
Predictor (Seriousness Cyberbullying)			.763	.045	.767	16.809	.000***
Model 2.3: Intervention Cyberbullying	.352	107.500					.000***
Intercept (Constant)			2.102	.237		8.878	.000
Predictor (Empathy Cyberbullying)			.543	.052	.593	10.368	.000***
Model 2.4: Intervention Cyberbullying	.090	19.511					.000***
Intercept (Constant)			4.746	.062		76.114	.000
Predictor (Territory)			-.356	.080	-.299	-4.417	.000***
Model 2.5: Intervention Cyberbullying	.049	10.178					.002**
Intercept (Constant)			4.375	.064		68.645	.000
Predictor (Age)			.263	.082	.221	3.190	.002**
Model 2.6: Intervention Cyberbullying	.031	6.364					.012*
Intercept (Constant)			4.400	.066		66.230	.000
Predictor (Experience)			.212	.084	.176	2.523	.012*
Model 2.7: Intervention Cyberbullying	.024	4.932					027*
Intercept (Constant)			4.571	.044		103.214	.000
Predictor (5th grade)			-.254	.114	-.156	-2.221	.027*
p < .05*; p < .01**; p < .001***							

These regression analysis results are again consistent with the correlation analysis. It is noticeable that territory correlated with the cyberbullying intervention (-.326) higher than in-person bullying intervention (-.116). In both cases, the Basque teachers reported a higher likelihood of intervening.

3.5.2 Idaho versus Basque Country

In this section, the second and third research questions are answered, comparing the results in in-person bullying situations versus cyberbullying situations and comparing Idaho versus the Basque Country results. The intervention in both territories is very high, however, the intervention is statistically significantly higher in the Basque Country than in Idaho in an in-person bullying situation (*M* (*SD*) = 4.85 (.29) vs 4.81 (.27); *Z* = -2.337; *p* = .019), and also in a cyberbullying situation (*M* (*SD*) = 4.74 (.40) vs 4.39 (.64); *Z* = -4.601; *p* = .000).

The Mann-Whitney test shows how the Basque teachers take cyberbullying more seriously than Idaho teachers (*M* (*SD*) = 4.60 (.44) versus 4.27 (.63); *Z* = -3.910; *p* = .000), which is consistent with the correlation analysis previously described. The Mann-Whitney test also shows that teachers' empathy is higher in the Basque Country than in Idaho (*M* (*SD*) = 4.58 (.58) versus 4.40 (.65); *Z* = -3.910; *p* = .000), which is also consistent with the results described in the correlation analysis. On the other hand, self-efficacy appeared to be statistically higher in Idaho than in the Basque Country (*M* (*SD*) = 5.53 (.76) versus 5.20 (.76); *Z* = -2.860; *p* = .004), although as expressed before, it did not interfere in teachers' likelihood of intervention.

Effect size calculations based on the Mann-Whitney test proved to be low-to-moderate (.14 to .32) for most tests; however, group differences were found to be

significantly different. Because the groups were heavily clustered between 4 and 5 on the interval scaling, relatively small differences should be considered and could be affecting.

The likelihood of intervention in an in-person bullying situation (*M*= 4.83; *SD*=.28) is higher than in a cyberbullying (*M*= 4.53; *SD*=.58) situation. The same results appear with the empathy (*M*= 4.61; *SD*=.54 versus *M*= 4.47; *SD*=.63) and the perceived seriousness (*M*= 4.57; *SD*=.43 versus *M*= 4.40; *SD*=.58), being higher in an in-person situation versus a cyberbullying situation. However, the results vary when taking each type of bullying in each territory (see tables 3.3 and 3.4).

In both territories' teachers would intervene the most, would take it more seriously, and would have more empathy in a verbal in-person bullying situation (*M*= 4.91; *SD*= .25); in relational cyberbullying situations, teachers were the least likely to intervene, where they also perceived it less seriously and had less empathy towards victims. (*M*= 4.29; *SD*=.81). However, in the Basque Country, the second type of bullying in which they would intervene the most would be the in-person relational bullying (*M*= 4.88; *SD*=.30) followed by verbal cyberbullying (*M*= 4.87; *SD*= .34), property damage in-person bullying (*M*= 4.84; *SD*=.35), physical bullying (*M*= 4.81; *SD*= .45), and property damage cyberbullying (*M*= 4.78; *SD*= .41). On the other hand, in Idaho, the second type of bullying in which teachers would intervene would be the physical bullying (*M*= 4.90; *SD*= .28), followed by in-person property damage (*M*= 4.87; *SD*=.32), in-person relational bullying (*M*= 4.57; *SD*= .60), verbal cyberbullying (*M*= 4.55; *SD*= .62) and property damage cyberbullying (*M*= 4.52; *SD*= .72).

Table 3.3 Basque Country teachers' variables results by bullying type

Variable	Intervention		Seriousness		Empathy	
	M	*SD*	*M*	*SD*	*M*	*SD*
In-person Verbal bullying	*4.89*	*.29*	*4.74*	*.43*	*4.71*	*.51*
In-person Relational bullying	*4.88*	*.30*	*4.60*	*.45*	*4.64*	*.59*
Verbal Cyberbullying	*4.87*	*.34*	*4.71*	*.45*	*4.69*	*.54*
In-person Property bullying	*4.84*	*.35*	*4.62*	*.48*	*4.63*	*.63*
In-person Physical bullying	*4.81*	*.45*	*4.50*	*.56*	*4.58*	*.57*
Property cyberbullying	*4.78*	*.41*	*4.69*	*.45*	*4.61*	*.62*
Relational cyberbullying	*4.59*	*.61*	*4.40*	*.64*	*4.44*	*.75*

Table 3.4 Idaho teachers' variables results by bullying type

Variable	Intervention		Seriousness		Empathy	
	M	*SD*	*M*	*SD*	*M*	*SD*
In-person Verbal bullying	*4.93*	*.22*	*4.78*	*.40*	*4.76*	*.53*
In-person Physical bullying	*4.90*	*.28*	*4.62*	*.48*	*4.52*	*.63*
In-person Property bullying	*4.87*	*.32*	*4.58*	*.60*	*4.63*	*.64*
In-person Relational bullying	*4.57*	*.60*	*4.20*	*.78*	*4.47*	*.65*
Verbal Cyberbullying	*4.55*	*.62*	*4.35*	*.73*	*4.45*	*.68*
Property cyberbullying	*4.52*	*.72*	*4.50*	*.61*	*4.48*	*.69*
Relational cyberbullying	*4.10*	*.87*	*3.97*	*.80*	*4.28*	*.75*

3.6. Discussion and Conclusions

The results obtained in this study reveal that teachers' perceived seriousness and empathy towards bullying victims affect their likelihood of intervention, in-person bullying, and in a cyberbullying situation. These results are consistent with previous studies (Yoon, 2004; Craig et al., 2000; Boulton et al., 2014). However, teachers' self-efficacy did not appear to be significant to predict teachers' likelihood of intervention, consistent with the Yoon et al. (2016) study and against Yoon's (2004) study.

Teachers in both territories would intervene in the in-person bullying more than in cyberbullying situations. Besides, teachers' empathy and the perceived seriousness of the situation are higher in in-person bullying situations than in cyberbullying situations (Boulton et al., 2014). Furthermore, even though there are some similarities in both bullying types, such as perceived seriousness and teachers' empathy affecting the likelihood of intervention in both types of bullying, two extra predictors affect cyberbullying in the current research: teachers' age and teachers experience. Teachers' likelihood of intervention in cyberbullying cases increases with age and experience. This is a surprising factor due to the lower use of social networks by the most senior teachers than younger teachers.

Regarding different bullying types in both in-person and cyberbullying cases, in both territories, teachers would intervene the most and take the most seriously the in-person verbal bullying; in contrast, the least is relational cyberbullying. These results are partly consistent with previous studies, since Boulton et al. (2014), Yoon and Kerber (2003), Ellis and Shute (2007), and Yoon et al. (2016) also found that teachers take relational bullying less seriously. Troop-Gordon and Ladd (2015) also found that teachers feel less responsible for protecting children from social or emotional problems. However, most of the cited studies found that physical bullying was the type of bullying teachers would take more seriously and would be more likely to intervene. These studies did not separate the property damage bullying type from the other types, which might influence the different results in this study. Another explanation might be that teachers could take it more or less seriously depending on how intense the physical or verbal situation is. Further research is needed regarding this issue.

In Idaho's case, teachers' likelihood of intervention is lower than in the Basque Country, especially in cyberbullying. In both territories, the likelihood of intervention, perceived seriousness, and empathy towards the victim is very high. However, teachers of both territories would benefit if given training in terms of both bullying situations, as Bauman and Del Rio (2005 p. 439) assert "teachers should enter the profession armed with information, understanding, and tools to address this serious problem, beginning on the day they enter their first classroom." In Idaho and the Basque Country, teachers receive more training once they are out of the university. And in some cases, it could arrive too late. The training in Idaho would need to focus more on cyberbullying than in the Basque Country.

In summary, teachers' empathy and perceived seriousness predict teachers' intervention, but their self-efficacy did not predict their intervention. Teachers appear to intervene more in in-person bullying than in cyberbullying both in Idaho and in the Basque Country, and they would intervene more in a verbal in-person situation and least in a relational cyberbullying situation, even though teachers' intervention is very high in all cases. Teachers in the Basque Country would intervene more than in Idaho; however, both would benefit from preventing bullying training. Future pre-service teacher training should consider introducing training on emotional competencies to encourage teachers to intervene in any type of bullying situation. Cyberbullying situations were the least in which they would intervene, especially in Idaho; therefore, teachers training should focus on resources, information, and strategies on how to intervene in cyberbullying cases so that there is not a lack of response from teachers, permitting the harmful situation to continue.

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CHAPTER FOUR: GENDER AND EMOTIONAL COMPETENCIES OF ELEMENTARY EDUCATION TEACHERS CONCERNING IN-PERSON BULLYING AND CYBERBULLYING

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Abstract

This study aims to analyze teachers' characteristics that affect their intervention in in-person bullying and cyberbullying to provide better anti-bullying training programs. This research sought to (a) examine teachers' self-efficacy, empathy toward victims, perceived seriousness of the bullying situation, and gender treatment; (b) analyze differences between factors affecting in-person bullying and cyberbullying; and (c) identify differences in the likelihood of teacher intervention in an individualistic culture versus collectivist culture, using Idaho and the Basque Country as examples. A quantitative survey gathered data from 200 elementary school teachers (120 elementary from Idaho and 80 from the Basque Country). The results indicated that teachers in the Basque Country were more likely to intervene in bullying in general, and particularly in cyberbullying than teachers in Idaho. By training teachers to develop their perceived seriousness of the bullying situation, empathy toward victims, and gender treatment, the likelihood of teacher intervention would increase.

Keywords: teacher characteristics, bullying, cyberbullying, elementary education.

4.1 Introduction

Several studies have demonstrated that students do not report bullying to teachers and adults in general because they are afraid of retaliation (Díaz-Aguado, 2006; Newman et al., 2001; Rizo & Picornell, 2017). Furthermore, students frequently do not seek help from teachers, as they want to solve the problem themselves or wish to be friends with the aggressor (Newman et al., 2001). Rigby and Johnson (2016) reported that students tend to conceal bullying from teachers due to having impersonal relationships with teachers and having a negative perspective of the help teachers would provide. Li (2010) reported that students do not feel comfortable reporting cyberbullying to teachers due to fear of exacerbating the situation or belief that they will not receive the needed help from teachers.

If students believe that teachers will intervene and protect them, students are more likely to trust teachers (Diaz-Aguado, 2006; Doll et al., 2004). Students tend to ask for help for several reasons such as repairing the situation, protection, or reprisal (Newman et al., 2001). Therefore, students must be able to trust teachers to ask for help. Teachers must have the training to intervene and make a difference to gain student trust.

4.1.1 Teachers' Knowledge of Bullying

Few studies have examined teachers' strategies for intervening in in-person bullying and cyberbullying, or the knowledge or beliefs that influence these strategies (Bradshaw et al., 2013; Troop-Gordon & Ladd, 2015). Students' bullying behaviors are connected to teachers' responses and strategies against the aggression (Troop-Gordon & Ladd, 2015). When teachers fail to intervene and impose severe consequences on bullies, bullying is likely to continue (Doll et al., 2004; Yoon & Kerber, 2003).

In the US, Bradshaw et al. (2013) conducted the only nationwide study with the staff of several schools to analyze their perspectives on bullying intervention and prevention. Although they found differences between teachers' perceptions compared with other workers, both groups stated that more training on cyberbullying and other kinds of bullying, such as that based on sexual orientation, gender, and race, was required. Boulton (1997) found that teachers have low confidence in their ability to cope with bullying. Other studies have also argued that teachers required more training on handling bullying (Bauman & Del Río, 2005; Bauman & Hurley, 2005; Craig et al., 2000; Hazler et al., 2001; Marshall et al., 2009; Yoon, 2004). Teachers are not satisfied with the training they receive in college on behavioral management and feel that additional training might reduce stress (Merrett and Wheldall, 1993).

In Spain, pre-service teachers are aware of the seriousness of the bullying problem in schools and find it concerning. However, they believe that they do not have sufficient knowledge of bullying, as they cannot characterize victims with precision, making it difficult to identify situations of harassment (Benítez et al., 2006). Therefore, specific training must be provided to teachers to understand better the bullying identify the students involved and recognize how to intervene appropriately (Benítez et al., 2006). Likewise, Bauman and Del Río (2005) found that US pre-service teachers did not know the correct definition of bullying nor what it implies. Intervening without a clear understanding of the problem can be dangerous. The power imbalance is a strong characteristic of bullying, where the victim needs support and protection to avoid more severe consequences for reporting the situation than dealing with the status quo quietly. Teachers should also

receive more information and training on cyberbullying since their confidence in dealing with it is low (Eden et al., 2013).

Pre-service teachers reveal that during their teaching education, very little time is given to prevention and intervention in bullying situations (Lester et al., 2018). This quantitative exploratory correlational study aims to analyze the influence of teachers' characteristics on intervention in in-person bullying and cyberbullying.

The study focused on three main research objectives: (a) identifying variables that affect teachers' likelihood of intervention by examining self-efficacy to control misbehavior, seriousness of the bullying situation, empathy towards bullying victims, teachers' gender perceptions, and demographic characteristics such as gender, age, teaching experience, and grade; (b) illuminating differences between teachers' intervention to in-person bullying and cyberbullying; (c) investigating differences and similarities between Idaho and the Basque Country regarding teachers' likelihood of intervention. Two universities in these locations (the University of the Basque Country and Boise State University, respectively) have no specific anti-bullying classes in pre-service teachers' training. Bullying is lightly reviewed in some classes at the University of the Basque Country and in counseling cognate classes at Boise State University; however, students can graduate without taking a course specifically on bullying.

Yoon (2004) investigated the correlation between the likelihood of intervention in bullying and teachers' self-efficacy in managing behavioral problems among students, empathy with bullied students, and perceived seriousness of the situation. This study suggested that further research is needed and that analyzing a wider range of teacher attitudes and characteristics may reveal more information on the likelihood of intervention.

It is essential to understand what teacher characteristics affect the likelihood of intervention to provide appropriate training with specific information that would increase the chances of intervention in any type of bullying situation. Improving teachers' preparation and the likelihood of intervention could improve students' trust toward teachers (Rigby & Johnson, 2016).

4.1.2 Bullying and Gender Stereotypes

Gender studies around the world demonstrate the persistent gender inequality in society and the influence of gender stereotypes (Díaz-Aguado & Martín Seoane, 2011; Mergaert et al., 2013; Rubio Castro, 2009; Servicio Central de Publicaciones del Gobierno Vasco, 2013; Yubero et al., 2011). Gender stereotypes drive sexism, and even today, many of the stereotyped values related to femininity (e.g., empathy, passivity, calmness) and masculinity (e.g., competitiveness, hardness, braveness) persist in some areas, including education (Díaz-Aguado & Martín Seoane, 2011; Rubio Castro, 2009; Servicio Central de Publicaciones del Gobierno Vasco, 2013).

According to Glick and Fiske (1996), sexism is *ambivalent* and is composed of two types of attitudes: *hostile sexism* and *benevolent sexism*. The authors' definition of hostile sexism was based on Allport's (1954) definition of prejudice as "an antipathy based upon a faulty and inflexible generalization," while benevolent sexism was described as "a set of interrelated attitudes toward women that are sexist in terms of viewing women stereotypically and in restricted roles but that are subjectively positive in feeling tone (for the perceived) and also tend to elicit behaviors typically categorized as prosocial (e.g., helping) or intimacy-seeking (e.g., self-disclosure)" (p. 491).

Benevolent sexism is not positive despite the good feeling the person might feel when they receive these types of acts, as benevolent sexism comes from the idea that the man is the one that has to protect the woman (Glick & Fiske, 1996), extending the continuance of sexism. Glick and Fiske (1996) proposed that hostile sexism and benevolent sexism accord the idea that women should have household roles and are weaker than men, based on three components: protective paternalism, complementary gender differentiation, and heterosexual intimacy.

4.1.2.1 Teachers' Gender Perceptions Regarding Bullying

Eden et al. (2013) analyzed the perceptions and needs of 328 teachers from various schools and grades on cyberbullying and found that teachers' gender was an influential factor. The female teachers showed more concern in comparison with male teachers. It has also been reported that gender influences teachers' choices of strategies for responding to bullying (Burger et al., 2015); however, this correlation was not identified in other studies as explained in Burger et al. (2015). Expectations of gender norms may be an explanation for these differences in outcomes (Kochenderfer-Ladd & Pelletier, 2008). Yoon et al. (2016) found that, "although more research is needed, these findings provide preliminary support for the notion that different expectations based on gender and ethnicity may play a role in teacher responses to bullies and victims" (p. 109).

These days, teachers may be aware of gender issues and correct such behavior when it appears in class, despite their lack of training. However, some teachers may have hidden, unconscious gender stereotypes (Gray & Leith, 2004; Carlana, 2019). Furthermore, teachers may react to bullying situations differently depending on the victim's gender. Some studies assert that it is more common to see unconcealed bullying between boys than

between girls (Yoon & Kerber, 2003), which can cause teachers to see bullying among boys as normalized and less damaging than bullying among girls (Troop-Gordon & Ladd, 2015). The gender stereotype that boys are tough can also cause the normalization of bullying among boys (Troop-Gordon & Ladd, 2015).

> Thus, because teachers may be witnesses to overt victimization more frequently for boys, they may conclude that "boys will be boys" and that such behavior is, hence, normative. (Kochenderfer-Ladd & Pelletier, 2008, p. 447).

However, Troop-Gordon and Ladd (2015) state that teachers' intervention is more active in bullying among boys. Taking into consideration the implications that gender norms and stereotypes could have for bullying and teachers' intervention, the present study analyzed how teachers' gender perceptions affect their intervention, incorporating three additional characteristics identified by Yoon (2004): the perceived seriousness of the situation, empathy toward the victim, and self-efficacy to influence misbehavior.

4.1.3 Theoretical Background

Hofstede (1980) divided cultures into four particular dimensions:

- Individualism versus collectivism: mainly taking care of oneself and the immediate family versus taking care of the group or the community.
- Power distance: the inequality between people in different societies or cultures and the acceptance of that inequality.
- Uncertainty avoidance: how people feel about uncertainty in different cultures.

- Masculinity versus femininity: the most considerable differentiation between what is expected from men and women versus overlapping expectations about what men and women are expected to do in their role.

This study focused particularly on the fourth dimension: masculinity versus femininity. This dimension divides cultures based on whether the biological differences between men and women are associated with the roles they play in society (Hofstede, 1980).

Hofstede (1986) classifies fifty countries and three regions into two of the dimensions previously described: uncertainty avoidance and masculinity. Hofstede (1986) classified the US into the masculinity dimension and Spain into the femininity one. This differentiation could affect teachers' perspectives on bullying and intervention, particularly as gender affects teacher/student interaction (Hofstede, 1986).

The present study takes Hofstede's theory, as a basis for differentiation of cultures and observing how past implications may affect gender stereotypes in the present in these two different countries.

The US is considered an individualist country (Asai et al., 1988; Hofstede, 1986; Kashima et al., 1995), while Spain, particularly the Basque Country, is more collectivist (Bergmüller, 2013; Gouveia et al., 2003; Hofstede, 1986). As Gouveia et al. (2003) explained, there are some cases where the individualism-collectivism countries are extreme; however, those cases are exceptions. Spain and the Basque Country are not considered extreme. These collectivists beliefs are correlated with feminist ideology (Crawford et al., 2001; Myaskovsky & Wittig, 1997). Feminism has a vast history of resistance in the Basque Country after Francisco Franco's dictatorship, which dictated that

women's place was at home (Bullen, 2003). Therefore, the present study analyzes differences in teachers' gender awareness in the two locations influenced by the factors discussed above. Bergmüller (2013) found that in more individualistic countries, school principals reported more aggressive behaviors in students than in more collectivistic countries. Taking this difference into account, we can hypothesize that teachers' attitudes are likely to differ in this study.

4.1.4 Bullying in Idaho and the Basque Country

Currently, both traditional bullying and cyberbullying are a significant problem in schools, affecting numerous students every year. The Idaho Youth Risk Behavior Survey (2017) reported that 20.2% of students had been bullied on school property in the US overall and 25.8% in the State of Idaho.

In the Basque Country, the ISEI-IVEI (2017) reported that 22.7% of elementary school students and 19.2% of secondary school students had been bullied. In contrast to the US data, bullying is more frequent in elementary school than in middle school.

Bullying percentage is higher in boys than in girls in both countries (Craig et al., 2000), with more boys being both aggressors and victims (ISEI-IVEI, 2017). The reason for these findings may be boys' willingness to report bullying, or it may be a form of showing power to fit the masculine stereotype (Craig et al., 2000).

Although bullying has been increasing in schools in Spain, teachers do not always recognize the severity of this issue. Teachers tend to focus on other matters, such as the lack of family participation in schools, the difficulty of the learning process for some students, or lack of school resources (Defensor del Pueblo, 2000). Some teachers think that

bullying happens for reasons beyond their control and belittle the responsibility of the school, believing that it is not within their ability to stop it (Defensor del Pueblo, 2000).

Defensor del Pueblo (2000) recommended a continuous, permanent, and actualized training of all teachers in Spain regarding bullying, starting in the college curriculum for prospective teachers, and continuing in schools where they work. This would provide teachers the necessary skills to prevent or resolve these conflicts and benefit students and their families.

Idaho House Bill 246 requires that education professionals follow these points regarding harassment, intimidation, and bullying:

- School districts and charter schools shall undertake reasonable efforts to ensure that information on harassment, intimidation, and bullying of students is disseminated annually to all school personnel, parents, and students.
- School districts and charter schools shall provide ongoing professional development to build skills of all school staff members to prevent, identify, and respond to harassment, intimidation, and bullying.
- District policies shall include a series of graduated consequences.
- Annually school districts shall report bullying incidents to the state department of education (33-1630).

The present study analyzed the influence of teacher characteristics on intervention in these two locations.

4.2 Instruments and Methods

This study quantitatively has an exploratory correlational design.

4.2.1 Sample

The sample composed of 200 elementary school teachers, with 120 participants from Idaho and 80 from the Basque Country (see Table 4.1). There were 175 women and 25 men. This is likely representative of the misbalance in the gender of teachers working in schools rather than sampling strategies, as 87.07% of elementary school teachers in the US and 76.80% in Spain are women (UNESCO, 2017 http://data.uis.unesco.org/index.aspx?queryid=130).

Table 4.1 Participant characteristics

BASQUE COUNTRY 80 TEACHERS		**IDAHO 120 TEACHERS**	
Gender		Gender:	
Female	77.50%	Female	94.17%
Male	22.50%	Male	5.83%
Age:		Age:	
Less than 30 years old	15 %	Less than 30 years old	10,83%
30-40 years old	27,50%	30-40 years old	27,50%
41-45 years old	20%	41-45 years old	21,67%
More than 45 years old	37,50%	More than 45 years old	40,00%
Grade:		Grade:	
1st cycle (grades 1 and 2)	40.00%	1st cycle (grades 1 and 2)	32.50%
2nd cycle (grades 3 and 4)	35.00%	2nd cycle (grades 3 and 4)	32.50%
3rd cycle (grades 5 and 6)	25.00%	3rd cycle (grades 5 and 6)	30.83%
		Unknown	4.17%
Experience:		Experience:	
0-3 years	12.50%	0-3 years	15.00%
3-7 years	7.50%	3-7 years	21.67%
7-10 years	3.75%	7-10 years	9.2%
+10 years	76.25%	+10 years	54.13%

4.2.2. Instruments

This study used an anonymous four-part quantitative survey to analyze whether the independent variables (perceived seriousness of the bullying situation, empathy toward the

victim, self-efficacy, gender perceptions, and demographic variables) predict the dependent variable (teachers' likelihood of intervention).

The survey followed this schema:

1st part: Demographics, including gender, age, years of experience in teaching, and grade in which they teach, were asked.

2nd part: Self-efficacy in behavioral management, based on Yoon (2004), was assessed using a 7-point Likert scale, with 1 being not true at all and 7 being very true.

3rd part: Teacher responses to in-person bullying and cyberbullying were analyzed according to their perceived seriousness of the situation, empathy, and likelihood of intervention using a 5-point Likert scale adapted from Yoon (2004). To have a good representation of in-person bullying and cyberbullying, the survey included the four types of in-person bullying and three types of cyberbullying specified by the Centers for Disease Control and Prevention (Gladden et al., 2014). These included physical, verbal, property damage, and relational for in-person bullying and verbal, property damage, and relational for cyberbullying. Two vignettes were used for each bullying type, one with a female victim and another with a male victim, to determine if gender affects intervention. In total, 14 vignettes were used, with three questions per vignette:

1. How seriously do you rate this conflict?
2. Would I be upset by the student's remarks and feel sympathetic toward the child being teased)
3. How likely are you to intervene in this situation?

4th part: The Ambivalent Sexism Inventory (ASI) (adapted from Glick & Fiske, 1996) was used. It is a 22-item scale composed of two subscales: Hostile Sexism (HS) with

11 items and Benevolent Sexism with 11 items. Participants answer using a 6-point Likert scale, with 0 being strongly disagree and 5 being strongly agree.

4.2.3 Data Collection

Data were collected in the spring term of 2020 in Idaho and in the Basque Country. In Idaho, data collection was performed through paper questionnaires and online. Paper questionnaires were distributed at the 5th Annual IPBN conference in February, 2020, with a total of 36 responses obtained. The same survey was sent by email to Idaho teachers participating in a training program. In total, 120 responses were obtained in Idaho. In the Basque Country, the survey was sent exclusively online. In total, 80 responses were collected from the Basque Country.

This study was approved by the Institutional Review Board (IRB), who approved the SB-IRB Notification of Exemption (101-SB19-235), and the Ethics Committee for Research involving human beings (Comité de Ética para las Investigaciones con Seres Humanos, CEISH) of the University of the Basque Country. All participants were informed about the details of the study and gave their consent to participate.

4.2.4 Data Analysis

Data were analyzed using Excel and IBM SPSS Statistics 25. Non-parametric analyses were conducted, as the expectation of normal distribution was not fulfilled. A Mann-Whitney Test was conducted using SPSS to evaluate the significance of the mean difference between groups, and a Wilcoxon Test was run to evaluate the significance of the difference in the answers of the variables connected to female victim vs. male victim. Spearman-Brown correlation analyses were performed to determine the degree of associations between the variables, and multiple and simple linear regression analyses were

performed to identify the effect of each variable on the likelihood of intervention. The regression analysis was essential in this research due to the purpose of this study. With the regression analysis the information of how much each variable is affecting the model will be obtained, and that information will be critical to create in the future an anti-bullying teaching training program.

Four multiple linear regression models were created using four dependent variables: (a) In-person bullying intervention with the victim being a girl; (b) In-person bullying intervention with the victim being a boy; (c) cyberbullying intervention with the victim being a girl; and (d) cyberbullying intervention with the victim being a boy. The independent variables in these models were: location (0 = Basque Country; 1 = Idaho); teachers' gender (0 = male; 1 = female); age (0 = 40 years old or less; 1 = over 40 years old); experience (0 = less than 10 years; 1 = over 10 years); grade (dummy variables from 2nd grade through 6th grade); and continuous variables of self-efficacy, perceived seriousness of the situation, empathy with the situation, and gender perception.

First, all variables were introduced into the model and the significance of each independent variable was evaluated. Non-significant variables were eliminated from the model by repeatedly running a multiple linear regression until only significant variables remained. In addition, simple linear regression analysis was conducted with each independent variable, creating a model for each independent variable to further test their correlation with the dependent variable. This procedure was based on Oregui et al. (2019), corroborating the correlation of each independent variable with the dependent variable.

4.3 Results

This study analyzed two situations: the likelihood of intervention in an in-person bullying situation and a cyberbullying situation. Each situation was divided into scenarios with a female and a male victim; therefore, the two situations produced four dependent variables. Thus, a total of four regression analyses were performed.

4.3.1 In-Person Bullying Intervention

The results differed slightly for the situation with a female victim (M = 4.87; SD = .26) and a male victim (M = 4.79; SD = .34). Overall, in both cases, in-person bullying was taken very seriously, teachers had high empathy toward the victim, and the likelihood of intervention was high.

In both regions, the case with a female victim was taken more seriously than a male victim, as Wilcoxon's Test confirms (M (SD) = 4.69 (.42) vs. 4.44 (.50); Z = -8.460; p = .000). In addition, teachers had more empathy (M (SD) = 4.68 (.53) vs. 4.54 (.58); Z = -7.104; p = .000) with the victim and were more likely to intervene (M (SD) = 4.87 (.26) vs. 4.78 (.33); Z = -5.232; p = .000) when the victim is a girl. (see Table 4.2).

Table 4. 2 In-person intervention, seriousness, and empathy descriptive statistics

Variable	GIRL VICTIM		BOY VICTIM		*Z*	*p*	*Effect size*
	M	*SD*	*M*	*SD*			
In-person bullying seriousness	*4.69*	*.42*	*4.44*	*.50*	*-8.460*	*.000*	0.59
In-person bullying empathy	*4.68*	*.53*	*4.54*	*.58*	*-7.104*	*.000*	0.50
In-person bullying intervention	*4.87*	*.26*	*4.78*	*.33*	*-5.232*	*.000*	0.37

4.3.1.1 Predictor Characteristics

The results were as follows: perceived seriousness of the situation (M = 4.70; SD = .42 and M = 4.45; SD = .50 for female and male victims, respectively); empathy with the situation (M = 4.68; SD= .52 and M = 4.54; SD = .58 for female and male victims, respectively); self-efficacy (M = 5.40; SD=.79); and ambivalent sexism (M=1.13; SD=.73).

By the nature of this survey, self-efficacy and ambivalent sexism were not divided by the gender of the victim. However, correlations reveal whether teachers' self-efficacy and ambivalent sexism were connected to intervention when the victim is a girl or a boy.

The first analysis is presented in Table 4.3. Independent variables predicting teachers' intervention in an in-person bullying situation when the victim is a female were demonstrated. In Model 1.0, all independent variables are introduced, creating a multiple regression model that explains 35% of the variance ($F [13,183] = 7.51$; $p < .001$), where the perceived seriousness of a female victim bullying situation ($t [183] = 6.63$; $p < .001$) and 6th grade ($t [183] = 2.14$; $p < .05$) were significant. However, after eliminating all non-significant predictor variables, only the perceived seriousness of the situation appeared to be a significant predictor affecting teachers' likelihood of intervention when the victim is a female ($R^2 = .28$; $F [1,198] = 75.35$; $p < .001$), as presented in Model 1.1. However, simple linear regression analysis conducted individually with each predictor variable revealed two more predictor variables correlated with the likelihood of intervention in an in-person bullying situation with a female victim (see Models 1.2 and 1.3): teachers empathy toward the victim ($R^2 = .11$; $F [198] = 24.90$; $p < .001$) and ambivalent sexism ($R^2 = .04$; $F [195] = 7.18$; $p < .001$).

Table 4.3 Regression analysis of teachers' intervention in in-person bullying with a female victim

	R^2	F	B	$SE\ B$	β	t	p
Model 1.0: Intervention Victim girl In-person	.348	7.511					.000***
Intercept (Constant)			3.068	.241		12.752	.000
Predictor (Location)			-.026	.039	-.049	-.675	.501
Predictor (Gender)			-.008	.052	-.010	-.152	.880
Predictor (Age)			.030	.036	.055	.829	.408
Predictor (Experience)			-.026	.041	-.047	-.627	.532
Predictor (2nd grade)			.086	.055	.111	1.558	.121
Predictor (3rd grade)			.116	.051	.165	2.268	.024
Predictor (4th grade)			.054	.053	.076	1.014	.312
Predictor (5th grade)			.069	.055	.094	1.269	.206
Predictor (6th grade)			.115	.054	.150	2.136	.034*
Predictor (Seriousness Victim girl In-person)			.283	.043	.458	6.631	.000***
Predictor (Empathy Victim girl In-person)			.059	.033	.119	1.774	.078
Predictor (Self-efficacy)			.035	.024	.105	1.488	.138
Predictor (Ambivalent Sexism)			-.034	.024	-.093	-1.409	.160
Model 1.1: Intervention Victim girl In-person	.276	75.355					.000***
Intercept (Constant)			3.353	.176		19.043	.000
Predictor (Seriousness Victim girl In-person)			.324	.037	.525	8.681	.000***
Model 1.2: Intervention Victim girl In-person	.112	24.897					.000***
Intercept (Constant)			4.099	.156		26.206	.000
Predictor (Empathy Victim girl In-person)				.166	.033	.334 4.990	.000***
Model 1.3: Intervention Victim girl In-person	.036	7.186					.008**
Intercept (Constant)			4.950	.034		145.395	.000
Predictor (Ambivalent Sexism)			-.068	.025	-.189	-2.681	.008**

$p < .05$*; $p < .01$**; $p < .001$***

Table 4.4 shows the predictor variables for teachers' likelihood of intervention in an in-person bullying situation with a male victim. Model 2.0 shows that when all predictors were entered, 36% of the variance was explained (F [13,183] = 8.04; $p < 001$), with most of the variance explained by the perceived seriousness of the situation (t [183] = 5.12; p < .001) and empathy toward victim (t [183] = 3.44; p < .01). After removing non-significant predictors, self-efficacy remained as a significant predictor for teachers'

likelihood of intervention, along with seriousness and empathy (see Model 2.1). However, individual simple linear regression analyses (Models 2.2-2.5), determined self-efficacy to control misbehavior to be non-significant, while ambivalent sexism appeared to be significant (R2 = .049; F [195] = 9.97; p <.01).

Table 4.4 Regression analysis of teachers' intervention in in-person bullying with a male victim

	R^2	F	B	$SE\ B$	β	t	p
Model 2.0: Intervention Victim boy In-person	.364	8.043					.000***
Intercept (Constant)			2.760	.268		10.301	.000
Predictor (Location)			-.011	.049	-.016	-.228	.820
Predictor (Gender)			.000	.066	.000	.006	.995
Predictor (Age)			.029	.046	.042	.626	.532
Predictor (Experience)			-.002	.051	-.003	-.046	.963
Predictor (2nd grade)			.056	.070	.056	.803	.423
Predictor (3rd grade)			.064	.065	.070	.978	.330
Predictor (4th grade)			.076	.067	.083	1.137	.257
Predictor (5th grade)			.067	.069	.070	.973	.332
Predictor (6th grade)			.094	.068	.095	1.381	.169
Predictor (Seriousness Victim boy In-person)			.253	.049	.372	5.123	.000***
Predictor (Empathy Victim boy In-person)			.141	.041	.241	3.441	.001**
Predictor (Self-efficacy)			.048	.030	.111	1.598	.112
Predictor (Ambivalent Sexism)			-.056	.030	-.120	-1.838	.068
Model 2.1: Intervention Victim boy In-person	.328	31.844					.000***
Intercept (Constant)			2.652	.239		11.082	.000
Predictor (Seriousness Victim boy In-person)			.143	.040	.244	3.536	.001**
Predictor (Empathy Victim boy In-person)			.265	.047	.393	5.695	.000***
Predictor (Self-efficacy)			.057	.025	.134	2.285	.023*
Model 2.2: Intervention Victim boy In-person	.269	72.738					.000***
Intercept (Constant)			3.234	.183		17.646	.000
Predictor (Seriousness Victim boy In-person)			.349	.041	.518	8.529	.000***
Model 2.3: Intervention Victim boy In-person	.200	49.399					.000***
Intercept (Constant)			3.603	.170		21.218	.000
Predictor (Empathy Victim boy In-person)			.261	.037	.447	7.028	.000***
Model 2.4: Intervention Victim boy In-person	.012	2.353					.127
Intercept (Constant)			4.538	.165		27.577	.000
Predictor (Self-efficacy)			.046	.030	.108	1.534	.127
Model 2.5: Intervention Victim boy In-person	.049	9.971					.002
Intercept (Constant)			4.900	.043		112.678	.000
Predictor (Ambivalent Sexism)			-.102	.032	-.221	-3.158	.002**

p < .05*; p < .01**; p < .001***

4.3.1.2 Idaho versus Basque Country in In-Person Bullying

The Mann-Whitney test reveals that Basque male teachers intervened significantly more in cases of in-person bullying with a female victim than teachers in Idaho (M [SD] = 4.95 [.12] versus 4.71 [.36]; Z = -2.387; p = .017). This is the only significant difference between Idaho and the Basque Country for in-person bullying situations. In addition, self-efficacy (M [SD] = 5.53 (.76) vs 5.20 [.78]; Z = -2.860; p = .004) also appeared to be statistically significantly higher in Idaho than in the Basque Country. Although self-efficacy was higher for male teachers in general, the Mann-Whitney test revealed only a significant difference in the Basque Country, where male teachers had a higher self-efficacy compared to female teachers (M [SD] = 5.54 [.82] versus 5.11 [.75]; Z = -2.061; p = .039).

4.3.2 Cyberbullying Intervention

The results for intervention with a female victim were M = 4.47 (SD= .64) and with a male victim, M = 4.59 (SD = .58). Although in both countries the cyberbullying intervention, seriousness, and empathy are high both for female victims and male victims, there are some minor differences (see Table 4.5). In contrast with the results for in-person bullying, teachers in both countries are more likely to intervene (M (SD) = 4.59 (.58) vs. 4.47 (.64); Z = -4.290; p = .000), take the situation more seriously (M (SD) = 4.47 (.60) vs. 4.32 (.64); Z = -4.653; p = .000), and are more empathetic (M (SD) = 4.49 (.67) vs. 4.45 (.64); Z = -1.645; p = .100) with boy victims versus with girl victims. However, these differences are very subtle.

Table 4.5 Intervention, seriousness, empathy descriptive statistics

Variable	BOY VICTIM		GIRL VICTIM		*Z*	*p*	*Effect size*
	M	*SD*	*M*	*SD*			
Cyberbullying seriousness	4.47	.60	4.32	.64	-4.653	.000	0.32
Cyberbullying empathy	4.49	.67	4.45	.64	-1.645	.100	*0.11*
Cyberbullying intervention	4.59	.58	4.47	.64	-4.290	.000	*0.30*

4.3.2.1 Predictor Characteristics

The results found that the perceived seriousness of the situation was M = 4.33 (SD = .64) and M = 4.48 (SD = .60) and empathy with the situation was M = 4.45 (SD = .64) and M = 4.49 (SD = .67) for female and male victims, respectively. Self-efficacy (M = 5.40; SD = .79) and ambivalent sexism (M = 1.13; SD = .73) were the same as in the previous analyses.

Table 4.6 shows the regression analysis for the victim being a girl. All predictors were introduced in Model 3.0 with the dependent variable (R^2 = .60; F [1,183] = 20.11; p<.001). Perceived seriousness of the situation (t [183] = 8.48; p < .001) and empathy toward the victim (t [183] = 4.04; p < .001) were the two most significant predictors. Location also appeared to be a predicting variable (t [183] = -2.49; p < .05), indicating that teachers in the Basque Country were more likely to intervene in this situation than Idaho teachers. After eliminating the non-significant variables from the model, the three variables were the only significant predictors (see Model 3.1). However, a simple linear regression for each independent variable (see Models 3.2-3.8) showed four more predictors to be

significant: ambivalent sexism (R^2 = .06; F [1,195] = 11.99; p<.01), teachers' age (R^2 = .03; F [1,198] = 6.81; p < .001), 5th grade (R^2 = .02; F [1,198] = 4.53; p < .001), and years of experience (R^2 = .02; F [1,198] = 4.05; p < .001).

Table 4.6 Regression analysis of teachers' intervention in cyberbullying with a female victim

	R^2	F	B	$SE\ B$	β	t	p
Model 3.0: Intervention Victim girl Cyberbullying	.588	20.108					.000***
Intercept (Constant)			.962	.359		2.682	.008
Predictor (Location)			-.187	.075	-.146	-2.490	.014*
Predictor (Gender)			.042	.100	.022	.416	.678
Predictor (Age)			.053	.070	.042	.765	.445
Predictor (Experience)			-.038	.077	-.029	-.488	.626
Predictor (2nd grade)			-.066	.105	-.035	-.628	.531
Predictor (3rd grade)			-.007	.097	-.004	-.069	.945
Predictor (4th grade)			-.103	.100	-.060	-1.025	.307
Predictor (5th grade)			-.128	.103	-.072	-1.239	.217
Predictor (6th grade)			.061	.101	.033	.598	.551
Predictor (Seriousness Victim girl Cyberbullying)			.536	.063	.534	8.484	.000***
Predictor (Empathy Victim girl Cyberbullying)			.237	.059	.242	4.038	.000***
Predictor (Self-efficacy)			.047	.045	.058	1.044	.298
Predictor (Ambivalent Sexism)			-.011	.045	-.013	-.240	.811
Model 3.1: Intervention Victim girl Cyberbullying	.586	92.566					.000***
Intercept (Constant)			1.070	.243		4.395	.000
Predictor (Location)			-.149	.062	-.114	-2.397	.017*
Predictor (Seriousness Victim girl Cyberbullying)			.552	.058	.554	9.467	000***
Predictor (Empathy Victim girl Cyberbullying)			.247	.057	.249	4.357	000***
Model 3.2: Intervention Victim girl Cyberbullying	.535	227.973					.000***
Intercept (Constant)			1.319	.211		6.249	.000
Predictor (Seriousness Victim girl Cyberbullying)			.728	.048	.732	15.099	.000***
Model 3.3: Intervention Victim girl Cyberbullying	.351	107.003					.000***
Intercept (Constant)			1.847	.256		7.208	.000
Predictor (Empathy Victim girl Cyberbullying)			.589	.057	.592	10.344	.000***
Model 3.4: Intervention Victim girl Cyberbullying	.085	18.489					.000***
Intercept (Constant)			4.700	.069		68.559	.000
Predictor (Location)			-.381	.089	-.292	-4.300	.000***
Model 3.5: Intervention Victim girl Cyberbullying	.058	11.994					.001**
Intercept (Constant)			4.712	.081		58.494	.000
Predictor (Ambivalent Sexism)			-.208	.060	-.241	-3.463	.001**

Model 3.6: Intervention Victim girl Cyberbullying	.033	6.813						.010*
Intercept (Constant)			4.329	.070		61.423	.000	
Predictor (Age)			.238	.091	.182	2.610	.010*	
Model 3.7: Intervention Victim girl Cyberbullying	.022	4.534						.034*
Intercept (Constant)			4.512	.049		92.794	.000	
Predictor (Grade 5)			-.267	.126	-.150	-2.129	.034*	
Model 3.8: Intervention Victim girl Cyberbullying	.020	4.015						.046*
Intercept (Constant)			4.356	.073		59.425	.000	
Predictor (Experience)			.186	.093	.141	2.004	.046*	

$p < .05$*; $p < .01$**; $p < .001$***

Table 4.7 presents the results of the regression analysis of influencing factors for teachers' intervention in a cyberbullying situation when the victim is a boy. In this model, all independent variables were introduced in a multiple regression analysis, presented in Model 4.0 ($R^2 = .63$; F [1,183] = 23.81; $p < .001$). Only the perceived seriousness of the situation (t [183] = 9.23; p < .001) and empathy (t [183] = 3.97; p < .001) were significant. However, after eliminating non-significant variables (presented in Model 4.1), 62% of the variance of the dependent variable was explained, with location (t [195] = -2.50; p < .05) and self-efficacy (t [195] = 2.57; p < .05) being significant in teachers' intervention. Simple linear regression analyses with each independent variable found the same predictors as for female victims to be significant. These are presented in Models 4.2- 4.10: seriousness ($R^2 = .57$; F [1,198] = 267.15; $p < .001$), empathy ($R^2 = .35$; F [1,198] = 105.40; $p < .001$), ambivalent sexism ($R^2 = .101$; F [1,195] = 21.84; $p < .001$), location ($R^2 = .08$; F [1,198] = 16.66; $p < .001$), teachers' age ($R^2 = .06$; F [1,198] = 12.35; $p < .01$), years of experience ($R^2 = .04$; F [1,198] = 8.11; $p < .01$), and 5th grade ($R^2 = .02$; F [1,198] = 4.41; $p < .05$). Self-efficacy did not appear significant in the simple linear regression with the dependent

variable. Model 4.11 unifies all predictors that appeared significant in simple linear regression models.

Table 4.7 Regression analysis of teachers' intervention in cyberbullying with a male victim

	R^2	F	B	$SE\ B$	β	t	p
Model 4.0: Intervention Victim boy Cyberbullying	.628	23.814					.000***
Intercept (Constant)			1.109	.325		3.412	.001
Predictor (Location)			-.118	.063	-.103	-1.863	.064
Predictor (Gender)			-.041	.084	-.024	-.483	.629
Predictor (Age)			.084	.059	.073	1.411	.160
Predictor (Experience)			-.022	.066	-.019	-.328	.743
Predictor (2nd grade)			.029	.089	.017	.327	.744
Predictor (3rd grade)			.095	.083	.063	1.143	.255
Predictor (4th grade)			.052	.085	.034	.615	.539
Predictor (5th grade)			-.088	.088	-.055	-1.002	.318
Predictor (6th grade)			.032	.086	.020	.376	.707
Predictor (Seriousness Victim boy Cyberbullying)			.528	.057	.554	9.234	.000***
Predictor (Empathy Victim boy Cyberbullying)			.190	.048	.223	3.970	.000***
Predictor (Self-efficacy)			.072	.038	.101	1.899	.059
Predictor (Ambivalent Sexism)			-.062	.039	-.080	-1.597	.112
Model 4.1: Intervention Victim boy Cyberbullying	.625	81.132					.000***
Intercept (Constant)			.737	.283		2.603	.010
Predictor (Location)			-.138	.055	-.116	-2.506	.013*
Predictor (Seriousness Victim boy Cyberbullying)			.585	.054	.606	10.811	.000***
Predictor (Empathy Victim boy Cyberbullying)			.191	.048	.219	4.003	.000***
Predictor (Self-efficacy)			.085	.033	.115	2.570	.011*
Model 4.2: Intervention Victim boy Cyberbullying	.574	267.154					.000***
Intercept (Constant)			1.314	.202		6.490	.000
Predictor (Seriousness Victim boy Cyberbullying)			.733	.045	.758	16.345	.000***
Model 4.3: Intervention Victim boy Cyberbullying	.347	105.398					.000***
Intercept (Constant)			2.278	.228		9.992	.000
Predictor (Empathy Victim boy Cyberbullying)			.515	.050	.589	10.266	.000***
Model 4.4: Intervention Victim boy Cyberbullying	.101	21.843					.000***
Intercept (Constant)			4.879	.070		69.288	.000
Predictor (Ambivalent Sexism)			-.245	.052	-.317	-4.674	.000***
Model 4.5: Intervention Victim boy Cyberbullying	.078.	16.657					.000***
Intercept (Constant)			4.792	.063		76.376	.000
Predictor (Location)			-.331	.081	-.279	-4.081	.000
Model 4.6: Intervention Victim boy Cyberbullying	.059	12.347					.001**
Intercept (Constant)			4.421	.063		69.755	.000

Predictor (Age)			.288	.082	.242	3.514	.001**
Model 4.7: Intervention Victim boy Cyberbullying	.039	8.112					.005**
Intercept (Constant)			4.444	.066		67.213	.000
Predictor (Experience)			.238	.084	.198	2.848	.005**
Model 4.9: Intervention Victim boy Cyberbullying	.022	4.418					.037*
Intercept (Constant)			4.629	.044		104.455	.000
Predictor (5th grade)			-.241	.114	-.148	-2.102	.037*
Model 4.10: Intervention Victim boy Cyberbullying	.001	.297					.587
Intercept (Constant)			4.439	.286		15.517	.000
Predictor (Self-efficacy)			.029	.052	.039	.545	.587
Model 4.11: Intervention Victim boy Cyberbullying	.625	39.099					.000***
Intercept (Constant)			1.067	.308		3.467	.001
Predictor (Location)			-.131	.059	-.114	-2.210	.028*
Predictor (Age)			.078	.058	.068	1.335	.183
Predictor (Experience)			-.035	.064	-.030	-.541	.589
Predictor (5th grade)			-.116	.073	-.073	-1.597	.112
Predictor (Seriousness Victim boy Cyberbullying)			.534	.057	.560	9.439	.000***
Predictor (Empathy Victim boy Cyberbullying)			.189	.047	.223	4.017	.000***
Predictor (Self-efficacy)			.079	.036	.110	2.198	.029*
Predictor (Ambivalent Sexism)			-.060	.037	-.078	-1.602	.111

p < .05*; *p* < .01**; *p* < .001***

4.3.2.2 Idaho versus Basque Country in Cyberbullying

In both locations, teachers showed a high likelihood of intervention, perceived seriousness, and empathy toward the victims for cyberbullying. However, the differences between locations are more remarkable and statistically significant.

In the Basque Country, teachers took cyberbullying more seriously than in Idaho both for female victims (M [SD] = 4.53 [.48] vs 4.19 [.69]; Z = -3.578; p = .000) and male victims (M [SD] = 4.66 [.45] vs 4.35 [.65]; Z = -3.568; p = .000). Teachers in the Basque Country showed more empathy than in Idaho both toward girls (M [SD] = 4.55 [.59] vs 4.38 [.66]; Z = -2.133; p = .033) and boys (M [SD] = 4.60 [.60] vs 4.41 [.69]; Z = -2.401;

p = .016). In the Basque Country, teachers were more likely to intervene in a cyberbullying situation than in Idaho, both for female victims (M [SD] = 4.70 [.46] vs 4.31 [.69]; Z = -4.502; p = .000) and male victims (M [SD] = 4.79 [.38] vs 4.46 [.65]; Z = -4.027; p = .000).

In the Basque Country, female teachers took female victims' cyberbullying situations more seriously than male teachers (M [SD] = 4.58 [.49] vs 4.37 [.45]; Z = -1.960; p = .050), while male teachers had higher self-efficacy than female teachers (M [SD] = 5.54 [.82] vs 5.11 [.75]; Z = -2.061; p = .039).

In Idaho, women had higher empathy than men (M [SD] = 4.55 [.59] vs 4.38 [.66]; Z = -2.049; p = .040), and female teachers intervened more than male teachers in cases with a girl victim (M [SD] = 4.70 [.46] vs 4.31 [.69]; Z = -2.623; p = .009).

4.3.3 Gender Perceptions (Ambivalent Sexism Inventory)

Although scores for ambivalent sexism were low in both territories (M [SD] = 1.29 [.82] vs .88 [.46]; Z = -3.107; p = .002), it appeared to be statistically significantly higher in Idaho than in the Basque Country (see Table 4.8).

Table 4.8 Mann-Whitney results sexism

Variable	IDAHO		BASQUE COUNTRY		*Z*	*p*	*Effect size*
	M	*SD*	*M*	*SD*			
Ambivalent Sexism	*1.29*	*.82*	*.88*	*.46*	*-3.107*	*.002*	0.21
Hostile sexism	*1.27*	*1.03*	*.80*	*.53*	*-2.589*	*.010*	0.18
Benevolent sexism	*1.32*	*.87*	*.96*	*.60*	*-2.689*	*.007*	0.19

Male teachers had a higher ASI score than female teachers in general. However, the Mann-Whitney test revealed that male teachers score higher than female teachers for benevolent sexism in the Basque Country, and even more so in Idaho (see Table 4.9).

Table 4.9 Mann-Whitney results for sexism, men versus women

Variable	MEN		WOMEN		*Z*	*p*	*Effect size*
	M	*SD*	*M*	*SD*			
Benevolent sexism in the Basque Country	*1.20*	*.56*	*.89*	*.60*	*-1.996*	*.046*	*0.22*
Benevolent sexism in Idaho	*2.38*	*1.16*	*1.25*	*.80*	*-2.543*	*.011*	*0.23*

4.4 Discussion and Conclusions

This study sought to analyze the influencing factors affecting teachers' likelihood of intervention in in-person bullying and cyberbullying with male and female victims, examine if sexist attitude influences intervention, compare the likelihood of intervention for in-person compared to cyberbullying, and compare the Basque Country and Idaho.

There were no differences in the predictors affecting the likelihood of intervention in in-person bullying with male or female victims. In both cases, the perceived seriousness of the situation and empathy toward the victim positively affected the likelihood of intervention (similarly found in the following studies: Boulton et al., 2014; Craig et al., 2000; Yoon, 2004; Yoon, 2016 et al. 2016), while sexist attitude had a negative influence (as proposed by Kochenderfer-Ladd & Pelletier, 2008). These same results were found for cyberbullying, with additional influences from location (teachers in the Basque Country

were more likely to intervene), teachers' age, 5th grade, and teachers' experience (as found in Olenik-Shemesh et al., 2019).

Two predicting factors negatively affected the likelihood of intervention, teachers who taught the 5th grade and gender perceptions with a high ASI score. In contrast, intervention for in-person bullying and cyberbullying was higher when teachers took the situation seriously and had empathy with the victim. In addition, the likelihood of intervention was higher for cyberbullying when teachers were more experienced, older, and from the Basque Country. Although teachers' self-efficacy was higher in Idaho than in the Basque Country, as expected from Hofstede (1980) and Oettingen (1995), neither self-efficacy (as found in Yoon et al., 2016) nor teachers' gender were significant predictors of the likelihood of intervention in bullying. This is consistent with several studies, as Burger et al. (2015) explained that intervention is generalized in teachers; however, gender differences are more latent in choosing a strategy for dealing with bullying.

Overall, the participants reported a high likelihood of intervention, empathy toward the victim, and perceived seriousness of the situation for in-person bullying with both female and male victims. However, there were minor differences, such as a higher likelihood of intervention with female victims, more empathy for female victims, and tendencies to take female victims more seriously in both countries. These findings are consistent with Kochenderfer-Ladd and Pelletier (2008), who states that teachers may see in-person bullying among boys as more normative and boys as tougher and able to handle the situation by themselves. Interestingly, victims were taken more seriously with male victims' cyberbullying, and teachers had more empathy and were more likely to intervene.

Ambivalent sexism appeared to be higher in Idaho than in the Basque Country, which is consistent with the idea that collectivistic beliefs are correlated with feminism (Liss et al., 2001), as Idaho is more individualistic and the Basque Country more collectivistic (Hofstede, 1986). This affected the intervention level in both locations, as ambivalent sexism negatively affected teachers' bullying intervention.

Teachers in the Basque Country were more likely to intervene in bullying in general, and particularly in cyberbullying than teachers in Idaho. These results are significant for pre-service elementary school teachers in college, indicating areas of focus in order to increase the likelihood of intervention. This study indicates that training in bullying intervention is important to prevent bullying and make students feel safe in schools. The results show that training on bullying intervention should focus on understanding and eliminating gender biases, developing empathy, and promoting awareness of the seriousness of bullying, particularly cyberbullying (Gimenez & Carrion, 2018).

CHAPTER FIVE

5.1 Summary

Bullying is still a severe problem nowadays in schools over the world. Students have issues trusting teachers to report their in-person bullying or cyberbullying situations, but as several studies asserted, if teachers transmitted that they are trustworthy to students, they would potentially report the situation more. Thus, it is critical to know how prepared teachers feel to cope with bullying situations, to establish the start point, and to research the needed competencies for teachers to be able to intervene. With this information, a teacher anti-bullying training could be built in the future. For that reason, this dissertation was built in two phases, explained below.

Chapter Two presents the First Phase of this dissertation, an article containing a pilot study about Idaho educators' needs and knowledge about bullying. Results indicated that teachers know that they do not know enough about bullying and are excited for more training and resources to help stop bullying problems. They also emphasized their fear of worsening the situation if they intervene, showing their lack of self-efficacy and uncertainty of how to intervene appropriately. They also expressed their fear of cyberbullying, as it is harder for them to identify and intervene.

The results in Chapter Two then led into the need for the Second Phase of this dissertation, the study presented in Chapter Three. This study analyzed several critical characteristics that could potentially help teachers to be more likely to intervene in an in-person bullying or a cyberbullying situation. This is relevant information to create future

teacher training to provide an answer to the needs expressed by teachers for further training. Furthermore, considering teachers' fears, specifically cyberbullying, this study focused on comparing the characteristics needed in in-person bullying versus cyberbullying situations. In addition, this study provided results from two different cultures, an individualistic culture (Idaho) and a collectivistic culture (the Basque Country). The results from this study revealed that teachers perceived seriousness of the bullying situation and their empathy towards victims would predict teachers' likelihood of intervention in both in-person bullying and cyberbullying. These findings were also found in the following studies (Boulton et al., 2014; Craig et al., 2000; Yoon, 2004; Yoon et al. 2016). Age and experience also predict teachers' likelihood of intervention in a cyberbullying case, being more likely when they have more experience and are older. The current study shows that teachers are more likely to intervene in an in-person bullying situation than in one involving cyberbullying, and Basque teachers are more likely to intervene than Idaho teachers, even though the likelihood of intervention was very high in both cases.

In Chapter Four, a further step is given by introducing a new characteristic to the list, sexist attitude, together with the previously analyzed characteristics (perceived seriousness of the in-person and cyberbullying situation, empathy towards the victim, self-efficacy to influence misbehaviors and teachers' demographic information). These characteristics were analyzed to evaluate their predictiveness regarding teachers' intervention in an in-person bullying or a cyberbullying situation. Furthermore, teachers' intervention was analyzed to evaluate the following differences: in-person bullying versus cyberbullying, Idaho teachers' responses versus Basque Country teachers' responses, and intervention when the victim was a female versus when the victim was a male.

This study confirmed that the perceived seriousness and empathy are positive predictors of the intervention in in-person and cyberbullying. Sexist attitude appeared to be a negative predictor of the intervention, as proposed by Kochenderfer-Ladd & Pelletier (2008), especially in Idaho, where the sexist attitude was higher than in the Basque Country (even though sexism was low in general). As different studies proposed (Gray & Leith, 2004; Carlana, 2019), even though most teachers do not have a sexist attitude, there are still some hidden, unconscious gender stereotypes. And this causes teachers to react to bullying situations slightly differently depending on the victim's gender (Troop-Gordon & Ladd, 2015).

An interesting finding is that teachers would intervene more when the victim is a girl in an in-person situation but will intervene more when the victim is a boy in a cyberbullying situation. This could be due to several reasons: the intensity of the situations presented in the survey were taken differently by teachers (E.g., taking more seriously a property subtraction case in which they steal a password from a social media account, than one in which they are stealing a picture and passing it by); it could also be the case that if teachers believe that boys' bullying is more common, and it is less common for girls to partake in in-person bullying, they might see girls as more vulnerable and in need of more protection. However, in cyberbullying, which is less physical, boys may appear to be less prepared for it in teachers' views. These results should be further researched and contrasted.

Once more, self-efficacy was rejected as a significant predictor of the intervention (as it was in Yoon et al., 2016). The empathy, seriousness of the situation, and intervention

were higher in an in-person bullying situation than in a cyberbullying situation, and they were higher in the Basque Country than in Idaho.

In conclusion, teachers need more training and resources to deal with bullying, and especially with cyberbullying, since they currently do not feel prepared enough to cope with these situations. If teachers' anti-bullying training starts at the university level, teachers will be prepared to prevent and intervene in any type of bullying when they see the first sign. To create that teachers' training, the following competencies will need to be addressed. This research demonstrated affected teachers' likelihood of intervention: teachers' empathy towards the bullying victim, perceived seriousness of the bullying situation, and diminishing the sexist attitude teachers could have. By training teachers on these three competencies, the education community will gain more prepared teachers that would be more likely to intervene when an in-person or a cyberbullying case appears. It would also be beneficial to train them in the different types of bullying that can o so that teachers are able to recognize these, even the less obvious ones. The training program should include a specific section to work on cyberbullying intervention since that is the subsection of bullying in which teachers would be less likely to intervene, especially in Idaho. Finally, all students' intervention should be promoted, dismissing whether the victim is a girl or a boy.

5.2 Limitations and future research

This study's first limitation is the social desirability bias, which generally affects all research methods, but it affects more specifically questionnaires. This social desirability may have influenced the extreme responses provided by the sample.

The current study modified the vignettes in Yoon's (2004) study to incorporate extra vignettes for each of the bullying types; therefore, the results should be taken cautiously. This study should be repeated in the future to confirm the validity of the results. It may be possible that there are differences in the perceived seriousness or intensity of the problem within bullying.

The data gathering was a challenge for this study since the Coronavirus pandemic forced schools to close for months, which made the teachers' data collection more difficult. Even though there were some outliers in different questions of the survey, a decision to maintain them in the analysis was made, due to the fact that the amount of information these outliers were providing was higher than the risk of them being outliers. Deleting these participants would have been a considerable loss of information.

The effect size of the differences between the means were low to moderate for most of the tests. Considering the minor differences between the types of bullying analyzed and the slight differences between the results for victims' gender, it may be necessary to revise data gathering methods to examine these differences. This study was not focused on particular intervention strategies; however, future research could add questions on the type of intervention in different situations to provide a clearer picture of strategies used in different cases and elucidate any existing differences. This would provide a deeper understanding of teachers' intervention. Future studies could also research students' perspectives about the needed teachers' characteristics to trust them to report bullying. This information would be beneficial for the completeness of teachers' anti-bullying training competencies. Another interesting perspective to research would be to investigate what characteristics affect families in the availability of helping their children when a bullying

case occurs. Lastly, a meaningful next study would be a design or evaluation of programs to develop teacher training anti-bullying competencies.

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APPENDIX A

Teachers' Survey

Questionnaire Part 1 of 4

Part 1 contains demographic questions to help us understand differences among teachers.

1. What is your age?

☐ 21-24
☐ 25-30
☐ 31-35
☐ 36-40
☐ 41-45
☐ 46-50
☐ 50+

2. What is your gender?

☐ Female
☐ Male
☐ Transgender female
☐ Transgender male
☐ Bi-gender
☐ Intersexual
☐ Non binary
☐ No gender
☐ I'm not sure
☐ Prefer not to answer
☐ Other

3. What grade do you teach?

Mark only one option.

☐ Kindergarten
☐ 1st grade
☐ 2nd grade
☐ 3rd grade
☐ 4th grade
☐ 5th grade
☐ 6th grade

4. How many years of teaching experience do you have?

Mark only one option.

☐ 0-1
☐ 1-3
☐ 3-5
☐ 5-7
☐ 7-9
☐ 10+
☐ Other:

Questionnaire Part 2 of 4

Part 2 contains questions that ask your own beliefs about yourself. Please, circle your best answer for each of the 5 questions below.

Not true at all			**Somewhat true**			**Very true**
1	**2**	**3**	**4**	**5**	**6**	**7**

1.	I can successfully handle the situation when one of my students gets disruptive and oppositional.	1	2	3	4	5	6	7
2.	I have the ability to resolve conflicts with students.	1	2	3	4	5	6	7
3.	I feel competent to handle a disruptive, aggressive student in my classroom.	1	2	3	4	5	6	7
4.	I feel helpless when I attempt to manage students' noncompliant behaviors.	1	2	3	4	5	6	7
5.	Conflict escalates when I try to handle a student's disruptive behavior.	1	2	3	4	5	6	7

Questionnaire Part 3 of 4

For the next section of the questionnaire, please read the short description and answer the questions. Please circle the number that corresponds best with your opinion for each of the following scenarios.

You witness a student pushes a boy with enough force that the child falls to the ground. The push was clearly intentional. The child who was pushed yells "leave me alone – you're always pushing me around."

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a student pulling the bra strap of a girl. Other children laugh and snicker. The girl blushing, says "would you please stop doing that!" This is the third time this has happened this week.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a student crying after he was called "stupid" and "retarded" by an older student. The younger student has been complaining about the older student quite a bit lately.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a student saying, "Hey fat girl…hey fat girl... hey ugly girl…come here." Tears stream down the so-called "fat girl's" face. A teacher forewarned you that the "fat girl" has been a target for name-calling lately.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

A student brought a dinosaur shaped eraser to school. Another child goes over and smacks his head, demanding the eraser. The child gives in feeling sad about it.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness an older student say to a younger girl: "Hey, give me your money" The younger child complies with the request at once. According to a colleague, this is not the first time this has happened.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a child who says to a girl: "Only we get to play on this part of the playground – we've been telling you all week – when are you going to learn?". The rejected child walks away crying.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a student who says to a younger boy, "We don't want you on our team, why do you keep asking when we keep telling you no?" The rejected child walks away, tears in their eyes.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You see a group of children in the corridor looking at their mobile phones and laughing. You overhear them mention a name of a girl in a mocking manner. You have witnessed similar situations before.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

In the computer lab you see in a student computer, where his Facebook profile is open that another student wrote "Teacher's pet". You can see his sad face, that shows it is not the first time this happens.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a student crying because several of her friends unfriended her on Facebook.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

Someone sends an e-mail to everyone, that says that a boy in your school (the email provides the boy's name and last name) was absent from school because he was sent home for having lice in his hair.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You witness a girl looking ashamed as the rest look a picture at their phone during free time. It seems they are looking to a picture of her. The girl is then constantly looking over their shoulder. This is not the first time you have witnessed this behavior.

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

You heard in the school that someone boy's Instagram password was stolen and they are sending messages to others in this boy's name, which could make this person lose face or cause trouble with his acquaintances

1. How serious do you rate this situation?

Not at all serious	Not very serious	Moderately serious	Serious	Very serious
1	2	3	4	5

2. I would be upset by the student's remarks and feel sympathetic to the child being teased.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
1	2	3	4	5

3. How likely are you to intervene in this situation?

Not at all likely	Not very likely	Somewhat likely	Likely	Very likely
1	2	3	4	5

Questionnaire Part 4 of 4

Part 4 contains questions that ask your own beliefs/opinions. Please, circle your best answer for each of the questions below.

Disagree somewhwat strongly	**Disgree**	**Disagree slightly**	**Agree slightly**	**Agree somewhat**	**Agree strongly**
0	**1**	**2**	**3**	**4**	**5**

1.No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman. 0 1 2 3 4 5

2. Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality." 0 1 2 3 4 5

3. In a disaster, women ought not necessarily to be rescued before men.	0 1 2 3 4 5
4. Most women interpret innocent remarks or acts as being sexist.	0 1 2 3 4 5
5. Women are too easily offended.	0 1 2 3 4 5
6. People are often truly happy in life without being romantically involved with a member of the other sex.	0 1 2 3 4 5
7. Feminists are not seeking for women to have more power than men.	0 1 2 3 4 5
8. Many women have a quality of purity that few men possess.	0 1 2 3 4 5
9. Women should be cherished and protected by men.	0 1 2 3 4 5
10. Most women fail to appreciate fully all that men do for them.	0 1 2 3 4 5
11. Women seek to gain power by getting control over men.	0 1 2 3 4 5
12. Every man ought to have a woman whom he adores.	0 1 2 3 4 5
13. Men are complete without women.	0 1 2 3 4 5
14. Women exaggerate problems they have at work.	0 1 2 3 4 5
15. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.	0 1 2 3 4 5
16. When women lose to men in a fair competition, they typically complain about being discriminated against.	0 1 2 3 4 5
17. A good woman should be set on a pedestal by her man.	0 1 2 3 4 5
18. There are actually very few women who get a kick out of teasing	

men by seeming sexually available and then refusing male advances.	0 1 2 3 4 5
19. Women, compared to men, tend to have a superior moral sensibility.	0 1 2 3 4 5
20. Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.	0 1 2 3 4 5
21. Feminists are making entirely reasonable demands of men.	0 1 2 3 4 5
22. Women, as compared to men, tend to have a more refined sense of culture and good taste.	0 1 2 3 4 5

APPENDIX B

The First Phase of this research was conducted with the approval of the Institutional Review Board (IRB) at Boise State University, #101-SB18-217.

APPENDIX C

The Second Phase of this research was conducted with the approval of the Institutional Review Board (IRB) at Boise State University, #101-SB19-235.

APPENDIX D

GIZAKIEKIN ETA HAUEN LAGIN ETA DATUEKIN EGINDAKO IKERKETEI BURUZKO ETIKA BATZORDEAREN (GIEB-UPV/EHU) TXOSTENA

Mª Jesús Marcos Muñoz andreak, Universidad del País Vasco/Euskal Herriko Unibertsitateko (UPV/EHU) GIEBeko idazkari gisa,

ZIURTATZEN DU

Ezen gizakiekin egindako ikerkuntzaren etika batzorde honek, GIEB-UPV/EHU, (2014/2/17ko 32. EHAA)
Balioetsi duela ondoko ikertzailearen proposamen hau:
Amaia Lojo Novo andreak, M10_2019_239, honako ikerketa proiektu hau egiteko:
"Teachers Inervention to Traditional Bullying and Cybrebullying Situations"

Eta aintzat hartuta ezen

1. Ikerketa justifikatuta dago, bere helburuei esker jakintza areagotu eta gizarteari onura ekarriko baitio, ikerlanak lekartzakeen eragozpen eta arriskuak arrazoizko izanik.
2. Ikertzaile taldearen gaitasuna eta erabilgarri dituzten baliabideak aproposak dira proiektua gauzatzeko.
3. Ikerketaren planteamendua bat dator era honetako ikerkuntza egin ahal izateko baldintza metodologiko eta etikoekin, ikerkuntza zientifikoaren praktika egokien irizpideei jarraiki.
4. Indarreko arauak betetzen ditu, ikerketa egin ahal izateko baimenak, akordioak edo hitzarmenak barne.

Aldeko Txostena eman du 2020ko urtarrilaren 23an egin duen bileran (120/2020akta) aipatutako ikerketa proiektua ondoko ikertzaileek osatutako taldeak egin dezan:

Amaia Lojo Novo
Isabel Bartau Rojas

MARIA JESUS MARCOS MUÑOZ
Firmado digitalmente por MARIA JESUS MARCOS MUÑOZ
Fecha: 2020.02.19 13:20:16 +01'00'

GIEB-UPV/EHUko idazkari teknikoa
Secretaria Técnica del CEISH-UPV/EHU

Eta halaxe sinatu du Leioan, 2020ko otsailaren 19an

INFORME DEL COMITÉ DE ÉTICA PARA LAS INVESTIGACIONES CON SERES HUMANOS, SUS MUESTRAS Y SUS DATOS (CEISH-UPV/EHU)

Mª Jesús Marcos Muñoz como Secretaria del CEISH de la Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU)

CERTIFICA

Que este Comité de Ética para la Investigación con Seres Humanos, CEISH-UPV/EHU, BOPV 32, 17/2/2014,
Ha evaluado la propuesta de la investigadora:
Dña. Amaia Lojo Novo, M10_2019_239, para la realización del proyecto de investigación: *"Teachers Inervention to Traditional Bullying and Cybrebullying Situations"*

Y considerando que,

1. La investigación está justificada porque sus objetivos permitirán generar un aumento del conocimiento y un beneficio para la sociedad que hace asumibles las molestias y riesgos previsibles.
2. La capacidad del equipo investigador y los recursos disponibles son los adecuados para realizarla.
3. Se plantea según los requisitos metodológicos y éticos necesarios para su ejecución, según los criterios de buenas prácticas de la investigación científica.
4. Se cumple la normativa vigente, incluidas las autorizaciones, acuerdos o convenios necesarios para llevarla a cabo.

Ha emitido en la reunión celebrada el 23 de enero de 2020 (acta 120/2020), **INFORME FAVORABLE** a que dicho proyecto de investigación sea realizado, por el equipo investigador:

Amaia Lojo Novo
Isabel Bartau Rojas

Lo que firmo en Leioa, a 19 de febrero de 2020

APPENDIX E

Codebook

Data Gathering

The data gathering started in February 7th 2020 in the 5th Annual IPBN Conference "School Mental Health for All". 74 surveys were collected in that conference, however, only 36 were selected for this study, as being the only data from elementary school teachers. This study is focused in Elementary education teachers' likelihood of intervention, and only data for elementary teachers was analyzed (therefore, the rest 36 teachers' responses from middle school and counselors' data was dismissed). The survey was collected in paper format only in the conference, since it was easier for the conference organizers to provide it in that format. Although, that allowed 3 teachers to leave the part 4 (the part for the sexist ideal data gathering) blank.

After that data collection in the Basque Country and in Idaho was performed simultaneously by online surveys (making all the questions compulsory to answer to proceed to the next part). 85 teachers per territory was the goal for the sample, as specified by the G* Power software for this specifical study. The Coronavirus situation made the data gathering extremely difficult to perform and that affected the participants numbers.

In Idaho, Homedale school district and Boise School district was contacted and sent the survey, however, only 9 responses were obtained from Homedale and 6 from Boise school District. By that moment I had 51 responses.

After that, an online teaching training was offered by BSU to train the teachers for the COVID situation. By that time the data gathering could not take any more time. Since the COVID situation delayed the data gathering, this study was running out of time to analyze the data on time. Therefore, after the survey was sent, and as the amount of surveys obtained passed the sample needed (69 participants answered out of the around 350

teachers attending the training) the Idaho data gathering ended with 120 participants (51 that we had until that moment+ the 69 new responders).

In the Basque Country, schools were randomly selected and contacted by email and phone to request their collaboration. 30 schools were contacted, however, only 48 teachers' responses were received. Again, it needs to be clarified that the data gathering was started a couple of weeks before the COVID situation started, and therefore, it was a significant limitation. Thus, this study needed the help of the Berritzegune that helped to obtain 32 more responses. This study delayed the data analysis as much as possible to be able to obtain the 85 participants that were needed for the study; however, the data was being obtained very slowly due to the critical situation, and when 80 participants were reached, a decision of proceeding with the data analysis was made due to time limit.

Data Analysis

Reverse Questions

In the four-part survey there were some questions that needed to be reversed so that they could be computed to create a variable.

Part 2 was analyzing self-efficacy, but two of the questions were asked in a reverse manner. Therefore, to be able to compute the 5 questions into a single category called "Self-efficacy", questions 4 and 5 were reversed.

In part 4 ambivalent sexism was analyzed, but some of the questions were again asked in a reverse manner. Therefore, the following questions had to be reversed: 3, 6, 7, 13, 18, 21.

Compute Variables

Several questions were added in the survey per each variable, therefore, to be able to analyze the data, this study computed the questions into the variables, calculating the mean of the answers of each participant. The use of the mode was considered, but when doing so, some information was lost or hidden, as it was diminishing the differences between answers.

In part 2 all the questions (5 questions) were computed into the SELF EFFICACY variable (using the reversed answers needed).

In part 3 there were fourteen situations (7 for female victims and 7 for male victims) and there were three questions per situation about: seriousness, empathy and intervention. These variables were computed in different ways since some situations were in-person bullying another were cyberbullying situations.

For Chapter 3 (article 2) bullying versus cyberbullying variables were computed. Creating the following variables:

- In person bullying seriousness
- In person bullying empathy
- In person bullying intervention
- Cyberbullying seriousness
- Cyberbullying empathy
- Cyberbullying intervention

Additionally, to be able to rank the bullying types, the questions were also computed by bullying types:

- In- person Verbal bullying
- In-person Relational bullying
- In-person Property bullying
- In-person Physical bullying
- Verbal Cyberbullying
- Relational cyberbullying
- Property cyberbullying

For chapter 4 (article 3) female victim versus male victim were computed both in in-person bullying and cyberbullying

- In person bullying seriousness female victim
- In person bullying empathy female victim
- In person bullying intervention female victim
- In person bullying seriousness male victim
- In person bullying empathy male victim
- In person bullying intervention male victim
- Cyberbullying seriousness female victim
- Cyberbullying empathy female victim
- Cyberbullying intervention female victim
- Cyberbullying seriousness male victim
- Cyberbullying empathy male victim
- Cyberbullying intervention male victim

Finally, in part 4 of the survey, the 22 items that were analyzing teachers' ambivalent sexism were computed in two different manners. First, there were computed all together naming the variable "Ambivalent sexism", and then they were computed in two grouped "Benevolent sexism" and "Hostile sexism".

For the hostile sexism: the average of these items was calculated (as proposed in Glick & Fiske 1996): 2, 4, 5, 7, 10, 11, 14, 15, 16, 18, 21.

For the benevolent sexism: the average of these items was calculated (as proposed in Glick & Fiske 1996): 1, 3, 6, 8, 9, 12, 13, 17, 19, 20, 22.

Recoding (Creating Dichotomous Variables)

GENDER: Several options were given but they answered between male and female. Most of the participants were female, for what it was coded 1 as female (N= 175) and 0 as male (N=25).

EXPERIENCE: More than 10 years of experience was coded as 1 (N= 125) and less than 10 years of experience as 0 (N= 75)

AGE: More than 40 years old was coded as 1 (N=120) and less than 40 as 0 (N=80).

GRADES: Dummy variables were created for the grades 1 through 6 (Grade 1, N= 45; Grade 2, N= 26; Grade 3, N= 34; Grade 4, N= 33; Grade 5, N= 30; Grade 6, = 27).

MIXED MODEL ANALYSIS to check if there were differences in a second level or nested models. This was not statistically significant.

KOLMOGOROV-SMIRNOV TEST It has been tested if the data follow the normal distribution with the Kolmogorov-Smirnov test, and it has been found that the data does not follow the normal distribution (p. less than .05). Therefore, non-parametric analysis was run.

MANN-WHITNEY TEST was conducted to test difference between groups in the sample. Several differences appeared between the Basque Country and Idaho, and some were also found between teachers` genders. This leaded to the regression analysis adding the territory as a new variable, by coding 1 to Idaho teachers and 0 to Basque Country teachers.

WILCOXON TEST was run to check the significance of the differences between the variables, as teachers' intervention, seriousness and empathy in a female in-person bullying situation versus a male in-person bullying situation. And also, for a female cyberbullying situation versus a male cyberbullying situation.

T-TEST was run just to look at the means and standard deviations differences between groups. For that the data set was split.

Multiple Regression

For **chapter 3 (Article 2)** two different analyses were run, one for the in-person situation and one for cyberbullying situation.

In the first analysis a multiple regression analysis was run, with the dependent variable being "likelihood of intervention in an in-person bullying situation", with the following predictors:

- Territory
- Gender
- Age
- Experience
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- Seriousness In-person bullying
- Empathy In-person bullying
- Self-efficacy

Then, the non-significant variables were eliminated from the model one-by-one and only the significant ones were left in the model. Finally, to corroborate the significance and eliminate any collinearity risk, a simple linear regression was run with each predictor with the defendant variable. The same process was repeated for the "Likelihood of cyberbullying intervention".

For **chapter 4 (article 3)** four different analyses of multiple regression were run: one for the in-person situation female victim, one for cyberbullying situation female victim, one for the in-person situation male victim and one for cyberbullying situation male victim. The same process as in article 2 was repeated. The predictors introduced in the beginning were the following ones for the in-person female victim:

- Territory
- Gender
- Age
- Experience
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- Seriousness In-person bullying Female victim
- Empathy In-person bullying Female victim
- Self-efficacy
- Sexism

Only the specific variables changed in each analysis.