Mississippi Principals’ Perceptions of Cyberbullying

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Abstract

It is estimated that one out of every four teens in the United States has been a victim of bullying. Victims of bullying deal with significant long-term psychological consequences that may include low self-esteem, depression, suicide, and/or violence. In our present day society where the Internet and cell phones are accessed by those of any age, school administrators in particular are having to deal with cyberbullying related issues. The purpose of this study was to examine the perceptions that educational leaders and educational leadership students have of cyberbullying in the state of Mississippi. Our results indicate that leaders and students are not only concerned about cyberbullying but also have the desire to ameliorate this issue. In addition, the majority of participants agreed that there is a great need to receive more training on the topic of cyberbullying identification, management, and dissolution.

Keywords: cyberbullying, psychological effects, educational leader, student, perceptions, Mississippi
Mississippi Principals’ Perceptions of Cyberbullying

Background of the Problem

Bullying among school-aged children is a serious and increasing problem in the United States and around the world (Smith & Sharp, 1994). School-based bullying has existed as long as schools and playgrounds have been around. Statistics for bullying vary, but recent studies that have been conducted on the prevalence of bullying estimate that almost 30% of youth in the United States are involved in bullying as either a bully, or a target of bullying (Nansel et al., 2001). According to the Centers for Disease Control and Prevention (2009), one out of every four teens is bullied. In 2003, Limber and Small reported that bullying among school-aged children had not been a topic of significant concern in the past; however, with incidents such as Columbine in 1999 and more recent tragedies of bullying-related suicides, attention has dramatically increased among school officials, the general public, and policymakers.

Researchers have studied bullying since the 1970s, but since 2004, bullying has moved from the hallways and classrooms to cyberspace (McClung, 2006; Willard, 2007). With the increased access to new technology such as smart phones and the Internet, bullies are turning to cyberspace to harass their victims (Kelsey, 2002; Kowalski et al., 2005; Li, 2007; Willard, 2007). With this increased access, the Internet has become a place for young people to socially interact. This new form of bullying, known as cyberbullying, is having a substantial impact in the lives of young people and their learning environment. With a majority of young people utilizing the Internet for social reasons, the likelihood of becoming a victim of Internet harassment increases (Ybarra & Mitchell, 2004).

This new social world means bullying is no longer confined to the school yard but can be a constant and ongoing event for students both on- and off-campus. The off-campus aspects associated with some forms of cyberbullying have created significant legal concerns for school officials charged with maintaining and operating a safe and orderly school. In addition, cyberbullying is more problematic than traditional forms of bullying due to the difficulties of identifying the perpetrators and the ambiguity in determining the school’s role in the problem (Beckerman & Nocero, 2003). Nancy Willard, director of the Center for Safe and Responsible Internet Use stated, “Cyberbullying is emerging as one of the more challenging issues facing educators and parents as young people continue to embrace the Internet and other mobile communication technologies” (Willard, as cited in Odvard, 2005, p. 63).

This study explores Mississippi principals’ perceptions of cyberbullying. Specifically, our survey addressed how principals perceived their role and ability in management and prevention of cyberbullying. Our study contributes to educational leadership research through an exploration of attitudes towards cyberbullying. This study gathered data from Mississippi school principals regarding their attitudes towards their ability to address and prevent cyberbullying. Results from this study will help educational leaders evaluate Mississippi school leaders as well as determine if there is a need for additional training and enhanced curriculum within educational leadership programs.
Literature

The problem of school bullying is an issue that has come to the forefront after such tragic events at Columbine, West Paducah, and Jonesboro (Bender, Shubert, & McLaughlin, 2001). According to Garrett (2003), most school violence begins with bullying. Garrett asserted that schools are a breeding ground for criminal behavior, and noted that bullying behavior could be identified as early as kindergarten. Olweus (1993) defined bullying as when a “student is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (p. 9). Garrett also noted that, “Bullying is not easy to define” (p. 5). Bullying can mean many different types of behavior, such as hitting, kicking, taunting, teasing, or manipulation (Garrett, 2003).

Traditional school bullying is categorized in three forms: physical, verbal, and emotional (Olweus, 1993). These forms of bullying have been, and still are, a problem in schools around the world. The research that has been conducted on bullying in the schools is extensive. Olweus was one of the first researchers to study bullying among adolescents in Scandinavia in the 1970’s. Since Olweus’ initial studies, many studies have been conducted regarding bullying among school-aged children.

Effects of Bullying

Research has shown that bullying leaves its victims with significant emotional harm (Weddle, 2004). Weddle notes that the effects of bullying on school-aged children are disturbing and the effects are well documented in the research. Victims of bullying not only deal with their tormenters at school, they also deal with the long-term emotional and psychological effects and humiliations of bullying out-of-school and later in life (Garrett, 2003). Research has shown that otherwise well-adjusted children, when bullied, face an erosion of self-confidence (Besag, 1995). Bullied children often begin to believe what their tormenters are saying about them, causing severe emotional harm (Besag, 1995).

In addition to victims of bullying taking their own lives, many victims turn their desperation and depression into violence directed towards others. The connection to bullying and school violence is well established (Limber & Small, 2003). In many instances, the victims of bullying become the perpetrators of violent attacks, such as the case in Littleton, Colorado when Eric Harris and Dylan Klebold killed 13 classmates and severely injured many more in the Columbine school shooting in 1999 (Carvin, 2000). According to Weddle (2004), the term “bullying” is not seen as a serious problem because of the tame images conjured by the traditional notion of what constitutes school bullying, versus the horrible images associated with school violence such as Columbine. Nevertheless, bullying in schools presents many problems for both students and school officials. With the increase and prevalence of school bullying, researchers are placing bullying in the same categories as abuse, harassment, violence, and racism (Garrett, 2003).

Cyberbullying

Cyberbullying is a term that is used to refer to a new form of harassment of school-aged
children by use of electronic devices through means of email, instant messaging, text messaging, websites, cell phones, social networking sites, and blogs (Blair, 2003; Ottenweller, 2007; Willard, 2007). Cyberspace bullying has grown exponentially over the last several years. According to Willard, young people have increasingly been subjected to threatening emails, harassing websites, and hurtful blog entries, as well as entire web pages created for the sole purpose of tormenting and humiliating another child.

Cyberbullying has swept across cyber space and into the lives of young people all across the globe (Kelsey, 2002; Kowalski et al., 2005; Limber, 2003; Willard, 2007). For years, bullying in a school setting has been an important concern for students, parents, educators, and law enforcement. Recently, however, with advancements in technology and tech-savvy students, cyberbullying has become more common as bullies turn to cyberspace to harass their peers (Blair, 2003; Dyrli, 2005; Patchin & Hinduja, 2006; Willard, 2007).

According to a national survey conducted by i-SAFE America (2004), of 1,500 students in grades four through eight, 42% of students have been bullied while online; 35% of students have been threatened online; 21% of students received mean or threatening e-mail or other messages; 58% of students admit someone has said mean things to them online; 53% of students admit to having said something mean to someone online; and 58% of students have not told their parents or an adult about something mean or hurtful happening to them online.

Willard (2007), director of the Center for Safe and Responsible Use of the Internet, has stated that young people have embraced the new technologies of email, text messaging, chat rooms, blogs, and discussion boards for social reasons. With these increases, young people are unfortunately becoming the victims of bullying and aggressive behavior (Willard). Belsey (2004), founder of www.cyberbully.org, defines the problem as:

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others.

Willard (2007) offers a similar definition of cyberbullying:

Cyberbullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies.

Cyberbullying, while similar to traditional bullying in that the intent is to hurt others through power and control, is far different due to the use of technologies and the potential anonymity of the perpetrator (Keith & Martin, 2005). A lack of supervision from parents, as well as a lack of knowledge about the use of some of the technologies, has proven troublesome for parents and school administrators. According to Willard (2007), use of the term cyberbullying presents some concerns. She stated that online aggressive behavior might differ from the traditional definition of bullying such as repetition and an imbalance of power. However, she also noted, “… because the term has become popular and identifiable, it is the best term for further discussion.” Cyberbullying can take on many different forms of online social aggression (Willard, 2007, p.1-2):
• Flaming - Online fights using electronic messages with angry and vulgar language.
• Harassment - Repeatedly sending nasty, mean, and insulting messages.
• Denigration - Disrespecting someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
• Impersonation - Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.
• Outing - Sharing someone’s secrets or embarrassing information or images online.
• Trickery - Talking someone into revealing secrets or embarrassing information, then sharing this information online.
• Exclusion - Intentionally and cruelly excluding someone from an online group.
• Cyberstalking - Repeated, intense harassment and denigration that includes threats that create significant fear.

The causes and effects of cyberbullying have not been studied fully, but some experts have suggested that cyberbullying has the same negative effects as traditional bullying (Servance, 2003). While there are similarities between bullying and cyberbullying, it is the differences between the two that make cyberbullying more troublesome. Although cyberbullying is usually anonymous and bullying is more direct, the anonymity of the Internet is causing people to become more aggressive in online communication than in traditional bullying situations (McKenna, 2007). Cyberbullying also tends to occur off-campus, while bullying usually occurs on school property (Ybarra & Mitchell, 2004; Willard, 2007). These differences have become a major problem for school officials.

Cyberbullying typically starts when children are nine years of age and ends after 14 years of age (Ybarra & Mitchell, 2004). At 14, the behavior tends to become more cyber harassment or sexual harassment due to the nature of the acts and the age of the actors (Aftab, 2004). Sturgeon (2006) noted that school administrators are faced with having to address the problems created by students’ off-campus social networking activity. Although many administrators are reluctant to address these issues, they may have no other alternative. If school officials refrain from taking action and are indifferent towards a cyberbullying-related situation, they could potentially face a failure to act claim. On the other hand, if a school official punishes or censors student speech, the school official could face a free speech claim. As such, school officials are in a legal quandary on what to do regarding cyberbullying. In protecting students from the harms of cyberbullying, school officials have to consider many legal issues.

Research Questions

This study examines Mississippi principals’ perceptions and understandings about cyberbullying. Specifically, the following questions guide the research:

• To what extent are Mississippi principals concerned about cyberbullying?
• How confident are Mississippi principals in managing cyberbullying problems?
• To what extent do Mississippi principals feel prepared to address cyberbullying?
• To what extent do Mississippi principals commit school resources to prevention?
Theoretical Framework

The foundation provided for this research is derived from Social Development Theory (Vygotsky, 1978). Social interaction is instrumental in the role of children’s development. According to Vygotsky (1978), behavior is learned and shaped through interactions with significant people in their lives. These key individuals could include parents, teachers, and peers, and these interactions can have both a positive and negative impact on a child’s life. Negative interactions could include physical, emotional, and verbal bullying. Bullying, whether traditional or virtual, has a significant impact upon children and their healthy development into adulthood. Therefore, using Social Development Theory as a basis for our study allowed us to both explore the importance of cyberbullying as well as the impact of bullying and its very negative impact on students.

Method

Study Participants

A sample of 700 K-12 school principals and 100 current educational leadership students were selected to participate in this study using convenience sampling. The sample drew from K-12 school principals located in the State of Mississippi and current educational leadership students at the University of Mississippi. The one-hundred-and-nineteen individuals who responded to the survey were equally distributed between males (n = 60) and females (n = 59). The participants were diversified in their number of years of experience, with 29% currently enrolled in a graduate educational leadership program, 13% of participants had one to five years of administrative experience, 22% had 6-10 years of administrative experience, 19% had 10-15 years administrative experience, and 15% had 15 or more years of administrative experience.

Design, Procedures, and Data Collection

We used a descriptive, quantitative design with a web-based survey (See Appendix A) completed by participants through Survey Monkey (www.surveymonkey.com). This design was based on a 24-item questionnaire adapted from Li’s (2008) survey on School Cyberbullying for Preservice Teachers. The items were adjusted from a focus on preservice teachers to school administrators. According to Li, the instrument has an internal reliability measure of 0.88. The 21 items measure school leaders’ perceptions and experiences of cyberbullying. Each statement was rated by a five item Likert-scale ranging from strongly agree to strongly disagree. The survey also included demographic data such as gender and years of experience.

Along with a cover letter explaining the contents and requesting participation, we emailed our survey to each currently enrolled educational leadership student at the University of Mississippi and K-12 school principals in the state of Mississippi. The survey resulted in a response rate of 15% (N=119). Data analysis consisted of collecting raw scores and computing the percentages of participants’ responses to the survey items.
Results

In order to fully understand educational leaders’ concerns and perceptions about cyberbullying, three main questions were addressed within the study: (1) is cyberbullying a problem? (2) How are children affected by cyberbullying? And (3) are educational leaders concerned about cyberbullying? Based on the results of the study (see Table 1), the majority of educational leaders (58%) agree that cyberbullying is a problem in schools. Similarly, an even greater majority (81%) of participants feel that cyberbullying affects children. Furthermore, almost 69% of the participants reported that they are concerned about cyberbullying.

Table 1
Percentages of Educational Leaders Concerned about Cyberbullying

<table>
<thead>
<tr>
<th>Items</th>
<th>Disagree/Strongly</th>
<th>Neutral</th>
<th>Agree/Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in Schools</td>
<td>17.7%</td>
<td>25.2%</td>
<td>57.2%</td>
</tr>
<tr>
<td>Children are affected</td>
<td>4.2%</td>
<td>14.3%</td>
<td>81.6%</td>
</tr>
<tr>
<td>I am concerned</td>
<td>7.6%</td>
<td>24.4%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

As Table 2 shows, 49% of educational leaders feel confident in their abilities to identify cyberbullying, yet only 36% feel confident in their abilities to manage cyberbullying. Ninety-eight percent (98%) of all participants agree that if they knew cyberbullying was going on they would do something about it.

Table 2
Principals’ Confidence

<table>
<thead>
<tr>
<th>Items</th>
<th>Disagree/Strongly</th>
<th>Neutral</th>
<th>Agree/Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify cyberbullying</td>
<td>14.4</td>
<td>36.4</td>
<td>49.2</td>
</tr>
<tr>
<td>Manage cyberbullying</td>
<td>34.7</td>
<td>28.8</td>
<td>36.4</td>
</tr>
</tbody>
</table>

The next component of the study focused on educational leaders’ commitment to prevention. These commitments to prevention include policy development, school-wide activities, counseling, parent-involvement, curriculum, and teacher training. Table 2 reports that an overwhelming majority (81%) of educational leaders believes that schools should develop policies on cyberbullying. Items also supported by participants were the use of professional development to train staff about cyberbullying (65%), curriculum on cyberbullying (54%), school-wide activities to educate students (62%), the gathering of data from students about their experiences with cyberbullying (64%), parent workshops (63%), and
counseling (79%). Only classroom activities did not receive support from a majority of the respondents, although this was just below a majority (48%) (See Table 3).

Table 3

*Beliefs about School Resources*

<table>
<thead>
<tr>
<th>Items</th>
<th>Disagree/Strongly</th>
<th>Neutral</th>
<th>Agree/Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Policies</td>
<td>5.9</td>
<td>12.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Training Teachers</td>
<td>19.3</td>
<td>16.0</td>
<td>64.8</td>
</tr>
<tr>
<td>Curriculum</td>
<td>16.8</td>
<td>29.4</td>
<td>53.8</td>
</tr>
<tr>
<td>Classroom activities</td>
<td>20.1</td>
<td>31.1</td>
<td>48.8</td>
</tr>
<tr>
<td>School-wide activities</td>
<td>12.7</td>
<td>25.4</td>
<td>61.9</td>
</tr>
<tr>
<td>Parent involvement</td>
<td>10.1</td>
<td>26.1</td>
<td>63.9</td>
</tr>
<tr>
<td>Counseling</td>
<td>4.2</td>
<td>17.6</td>
<td>78.0</td>
</tr>
</tbody>
</table>

Our final analysis examined the coverage of cyberbullying in educational leadership graduate training programs. Participants were asked if they felt that their current or previous university education program had trained or prepared them to manage or address cyberbullying-related issues. In Table 4, 72% of respondents believed that their graduate training program did not prepare them to address cyberbullying, and a majority (58%) of the educational leaders that responded would still like to receive additional training on cyberbullying.

Table 4

*Principal’s Training*

<table>
<thead>
<tr>
<th>Items</th>
<th>Disagree/Strongly</th>
<th>Neutral</th>
<th>Agree/Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate Training</td>
<td>72.3</td>
<td>17.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Wants more training</td>
<td>12.6</td>
<td>29.4</td>
<td>58.0</td>
</tr>
</tbody>
</table>

**Discussion**

The purpose of this study was to gain an understanding of educational leaders and educational leaders-in-training perceptions of cyberbullying. Our results confirmed that educational leaders in the state of Mississippi are concerned about the issue of cyberbullying. Specifically, educational leaders considered cyberbullying to be a major problem; they believed that cyberbullying affected children in a negative manner; and had a high level of concern about its negative emotional and psychological ramifications. Our results also indicated that leaders believed schools should develop specific policies, curriculum, and workshops related to managing cyberbullying.
In addition, our results indicated that the majority of educational leaders lacked confidence in being able to identify specific cyberbullying cases. Even fewer officials felt confident in being able to work towards a solution when encountering a cyberbullying problem. These results indicated that administrators needed to take specific measures within their schools to make additional professional development opportunities available to school personnel; opportunities that will help school leaders make informed choices regarding cyberbullying issues.

Last but not least, our results showed that educational leadership students believed their current education programs were insufficient in teaching them how to deal with cyberbullying issues. A majority of these students would like to receive additional training in cyberbullying management beyond what they had already received in graduate school. We consider these issues to be of great concern, and for a variety of reasons.

First, cyberbullying has become a widespread issue, affecting youth from all over the world (Kelsey, 2002; Kowalski et al., 2005, Limber, 2003, Willard, 2007). According to i-SAFE America (2004), 42% of the 1,500 students polled had been bullied while online. The results from our study support the idea that Mississippi is no exception to this issue and that cyberbullying continues to be a problem in this state. With a lack of officials trained in dealing with cyberbullying problems, there is a potential for cyberbullying to become an even greater issue.

This issue also becomes more complicated due to the inherent nature of cyberbullying, which can occur anytime, anywhere (Willard, 2007; Ybarra & Mitchell, 2004). School officials have an added degree of difficulty in knowing what to do when cyberbullying occur off-campus, such as when cyberbullying incidences occur through social networking sites (e.g., Facebook.com). If school officials do not take measures to ameliorate a cyberbullying situation, they could incur a failure to act claim. On the other hand, if school officials take measures to mend the situation by punishing a student or prohibiting him or her to speak, then school officials may face different legal issues (Sturgeon, 2006). Thus, one could suggest that school officials may not only feel confused about how to handle cyberbullying, but also feel pressure to avoid legal punishment for making an incorrect decision. Obviously, there is a gap in the research literature about how to handle specific cyberbullying situations, indicating that much research still needs to be conducted in this area.

In addition, the negative consequences of being bullied have been widely researched. Bullying has been shown to reduce self-confidence in children (Besag, 1989, 1995), as well as produce long-term emotional and psychological effects (Garrett, 2003). There have also been cases where victims of bullying have later killed others or even themselves. One of the most famous cases of bullying victims–turned-perpetrators is the incident that occurred at Columbine High School in 1999. In this case and in those like it, bullying can have severe consequences. As some researchers consider cyberbullying to be just as tumultuous as traditional bullying (Servance, 2003), it would make sense that cyberbullying is an issue that desperately needs to be addressed.
Practical Implications

The current study revealed several important and practical cyberbullying-related implications for educational leaders and educational leaders-in-training in the state of Mississippi. First, our results indicated that these leaders desired cyberbullying-related workshops, policies, and curriculum to be created at the schools in which they were employed. Specifically, educational leaders may want to consider discussing and deciding upon which actions should be taken when either discovering a student is being bullied or is bullying other students online. This is important as Mississippi school districts are mandated under current state law to include policies prohibiting bullying and harassment in student codes of conduct and discipline policies. In addition, Mississippi school districts are mandated to adopt procedures for reporting, investigating, and addressing bullying behavior (MS Code Ann. § 37-11-69, 2010). This process may be accomplished through researching how other schools have dealt with cyberbullying-related issues in the past, what the outcomes of those policies were, as well as how to apply those policies, if appropriate, to their own school environments in accordance with current state and federal laws. Deciding upon specific policies, procedures, and protocol may then allow administrators to lay a strong foundation upon which to train school personnel in dealing with cyberbullying-related issues.

Once specific curriculum for training school personnel have been developed, educational leaders may choose to conduct workshops on specific cyberbullying-related topics. These topics may include how cyberbullying is defined by researchers (e.g., Willard, 2007), which specific actions to take when discovering a student has been bullying others online, as well as communicating which resources are available to students being bullied (e.g., the school counselor). Resources are available for school officials in Mississippi through the Mississippi Department of Education’s Safe and Orderly Schools Division, as well as the Cyber Crime Division of the Mississippi Attorney General’s Office. These actions, in turn, may help educational leaders-feel more confident in being able to not only identify specific cyberbullying cases, but also in how to resolve them.

Second, as educational leadership students considered their current education programs to be insufficient in teaching them how to deal with cyberbullying-related scenarios, graduate program directors may want to consider supplementing their existing curriculum with lectures, workshops, and simulations related to cyberbullying. Specifically, instructors employed to teach in these programs will want to discuss the definition of cyberbullying, which methods have been employed by various schools in managing cyberbullying, as well as provide mock cyberbullying scenarios. The inclusion of scenarios related to cyberbullying could be included in school law courses when discussing issues related to student discipline and student’s constitutional rights. These case scenarios may help educational leaders-in-training not only practice their decision making skills, but also receive valuable feedback from their instructors on the quality and implications of these skills in the real world.

Fourth, educational leaders and leaders-in-training may want to consider how they can help parents identify when their child is either being harassed online or is in the process of harassing others. As many cyberbullying-related incidences occur off campus (Willard, 2007; Ybarra & Mitchell, 2004) parents may serve as valuable resources to the cyberbullying
identification and amelioration process. Specifically, educational leaders may want to provide training to parents on identifying the behaviors that constitute cyberbullying, as well as which specific actions parents should take when encountering such behaviors. School personnel will want to maintain an ongoing, open line of communication with parents, state what protection the school can provide students who are being cyberbullied, as well as clearly communicate what the consequences may be when students are caught bullying other students online. According to Willard (2010), a comprehensive school approach that involves students, parents, school officials, and the community is necessary to prevent and respond to cyberbullying.

Last but not least, educational leaders should consider gathering data from students about their experiences with cyberbullying as well as implementing school-wide activities to educate students on this topic. The data collection process may reveal just how many students may be in the process of bullying others or being bullied online. Specific school-wide activities, such as discussing how to identify cyberbullying behaviors, whom to consult if tempted to bully others or needing to escape a bully, may provide important information to students in resolving cyberbullying-related issues.

Limitations

There were several limitations to our study. First, although our sample of K-12 principals was fairly diverse in terms of gender and years of experience, our educational leadership student population was not diverse. Our student population was drawn from only one university in the state of Mississippi; thus, the results that we acquired may not entirely represent the perceptions of university students across the state. Second, those who were willing to complete our cyberbullying questionnaire may have been more concerned about the issue of cyberbullying than those who did not participate in the study; hence, there may be some inherent bias in our results. Due to the population sampled, our findings may be more indicative of perceptions of Mississippi officials and students towards cyberbullying than those of officials and students in others states.

We believe the limitations to our study provide important directions for future research on the topic of cyberbullying. For example, we believe that it may be advantageous to poll educational leaders and students from across the United States, in order to acquire a larger, more diverse sample for which to measure cyberbullying perceptions. In addition, it may be helpful to spotlight specific training programs in the United States that have done an exemplary job of training their budding educational leaders. Discovering what specific ingredients make these programs successful in training their students in how to manage cyberbullying could provide valuable information that school leaders can use to create other, exemplary programs across the US.

Conclusion

We believe our study provides strong support for the idea that cyberbullying continues to be a major issue in the state of Mississippi. Educational leaders and students want more training in cyberbullying management; they are also highly motivated to eliminate cyberbullying problems. We recommend further research be done across the country regarding
educational leadership and student perceptions of cyberbullying management and education. We also suggest that policy development, school-wide activities, counseling, parent-involvement, curriculum, and teacher training be ways of addressing this problem effectively.

References


Appendix A

Survey

1. Gender

   Male

   Female

2. Administrative Experience

   Current Ed Leadership Student

   Admin Experience 1-5 yrs.

   Admin Experience 6-10 yrs.

   Admin Experience 10-15 yrs.

   Admin Experience 15 yrs. +

Use the following scale to answer problems 3-24: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

3. Cyberbullying is a problem in schools

4. Children are affected by cyberbullying.

5. I am concerned about cyberbullying

6. I feel confident in identifying cyberbullying

7. I feel confident in managing cyberbullying.

8. If I knew cyberbullying was going on I would do something about it.

9. Schools should develop policies on cyberbullying.

10. Schools should use professional development days to train staff about cyberbullying.

11. Teacher should use some type of curriculum on cyberbullying to teach children.

12. Teachers should organize classroom activities to address cyberbullying.

13. School Administrators should organize school wide activities to educate students about cyberbullying.
14. Surveys should be given to children to gather information about their experiences with cyberbullying.

15. Committees headed by administrators should be formed in schools to address problems with cyberbullying.

16. Schools should hold information sessions with parents to discuss cyberbullying.

17. School assemblies should address cyberbullying.

18. Schools should link with community resources to address cyberbullying.

19. TV and other media should discuss cyberbullying more.

20. Children should receive counseling to cope with cyberbullying.

21. School resources should be used to help teachers and counselors deal with cyberbullying.

22. My current or previous university education has been preparing/prepared me to manage cyberbullying.

23. I want to learn more about cyberbullying.

24. I believe in comparison to other topics I want to see covered in Ed Leadership Education, cyberbullying is just as important as any other topic.