

National Education Association Bullying Survey

A Joint Project of NEA's Human and Civil Rights Department, Research Department, and Education Support Professional Quality Department

Overview:

The data for this brief report come from the National Education Association's Bullying Survey, which was conducted in Spring 2010. This project is a collaboration among three NEA departments, Research, HCR, and ESPQ, along with Dr. Catherine Bradshaw of Johns Hopkins University. The data were collected from a representative sample of NEA members using either a web- or a telephone-based survey. Findings from 5064 teachers, Education Support Professionals (ESPs) (e.g., paraprofessionals, food service workers, custodians, clerical services), and other staff are provided in this report. All analyses reported include the sampling weights, which allow us to generalize to the NEA membership. All participants responded to the questions in regards to the school that they worked in the most, and knew the best. Bullying was defined on the survey as "... *intentional and repeated aggressive acts that can be physical (such as hitting), verbal (such as threats, or name calling), or relational (such as spreading rumors, or influencing social relationships). Bullying typically occurs in situations where there is a power or status difference.*"

Findings:

Perceive bullying to be a problem at their school

- Approximately 43.0% of members indicated that bullying is a moderate or major problem at their school.
- Approximately 97.8% said they thought it was their 'job' to intervene when they saw bullying happening in their school.

Exposure to bullying in past month

- 62.1% of members indicated that they had witnessed bullying 2 or more times in the last month.
- 41.5% of members indicated that they had witnessed bullying once a week or more.

Received training on how to implement district's bullying policy

- 53.8% of members indicated that they had ever received training on the school districts' bullying policy.

Involvement in formal bullying prevention efforts at the school (e.g., school teams, committee, prevention program)

- 58.4% reported that there were formal bullying prevention efforts in place at their school, such as school teams, committees, or programs.
- 39.0% of members indicated that they were involved in these bullying prevention efforts at their school.

Perceptions of cyberbullying

- 17.3% of members indicated that cyberbullying is a moderate or major problem at their school.
- 85.7% reported that other staff at their school are somewhat or very likely to intervene with a student who engages in cyberbullying.
- 87.4% indicated that they would feel somewhat or very comfortable intervening with a student who engaged in cyberbullying.
- 73.6% indicated that they think they could benefit from additional training on when and how to intervene with cyberbullying.

Perceptions of bullying that includes remarks about perceived sexual orientation or gender-nonconformity

- 17.8% of members indicated that bullying related to perceived sexual orientation or gender-nonconformity is a moderate or a major problem at their school.
- 88.5% reported that other staff at their school are somewhat or very likely to intervene in situations of bullying related to perceived sexual orientation or gender-nonconformity.
- 88.0% indicated that they would feel somewhat/very comfortable intervening in bullying related to perceived sexual orientation or gender-nonconformity.
- 60.7% indicated that they think they could benefit from additional training on when and how to intervene in bullying situations related to perceived sexual orientation or gender-nonconformity.

Perceptions of bullying that involves hitting, pushing, and kicking (i.e., physical bullying)

- 38.8% of members indicated that physical bullying (hitting, pushing, kicking) is moderate or major problem at their school.
- 96.2% reported that other staff at their school are somewhat or very likely to intervene when they see physical forms of bullying.
- 93.3% indicated that they would feel somewhat or very comfortable intervening in situations involving physical forms of bullying.
- 53.3% indicated that they think they could benefit from additional training on when and how to intervene in situations involving physical forms of bullying.

Perceptions of bullying involving remarks about a student's religion

- 6.1% of members indicated that students making negative religious remarks is a moderate or major problem at their school.
- 91.9% reported that other staff at their school are somewhat or very likely to intervene when remarks are made related to someone's religion.
- 93.5% indicated that they would feel somewhat or very comfortable intervening in situations where there were remarks made about religion.
- 48.2% indicated that they think they could benefit from additional training on when and how to intervene in situations that involve remarks about someone's religion.

Perceptions of bullying involving remarks about a student's race

- 18.2% of members indicated that bullying that involves negative racial remarks is moderate or major problem at their school.
- 94.6% reported that other staff at their school are somewhat or very likely to intervene in such situations.
- 94.8% indicated that they would feel somewhat or very comfortable intervening in bullying situations that involve students making remarks about a students' race.
- 49.6% indicated that they think they could benefit from additional training on when and how to intervene in these types of situations.

Perceptions of bullying related to sexist remarks

- 20.4% of members indicated that students making sexist remarks is a moderate or major problem at their school.
- 91.2% reported that other staff at their school are somewhat or very likely to intervene in situations where sexist remarks are made.
- 92.5% indicated that they would feel somewhat or very comfortable intervening in situations where sexist remarks are made.
- 52.8% indicated that they think they could benefit from additional training on when and how to intervene in such situations.

Have effective strategies and resources available to help intervene in bullying situations

- 88.6% indicated that they agreed or strongly agreed that they have effective strategies to handle bullying.
- 75.4% of members indicated that they agreed or strongly agreed that they have resources available to help them intervene in bullying situations.

Conclusions and Implications:

- While both ESPs and teachers reported having effective strategies for handling bullying, ESPs reported greater need for additional training. There is also a need for more training in district policies and staff involvement in formal bullying prevention activities, especially among ESPs. Additional training was requested for all types of bullying, specifically on handling sexting and cyberbullying.
- There appeared to be discomfort, lack of knowledge, and a perception that other staff also had concerns about how best to intervene in situations involving bullying related to students' sexual orientation. Additional training is needed to increase staff members' comfort with addressing issues related to sexual orientation.
- Connectedness was an important predictor of willingness to intervene and comfort with intervening in bullying situations. Staff development and school-wide prevention activities should aim to promote staff members' feelings of connectedness as a method of increasing bullying prevention and intervention efforts.