

## **Perception of bullying among teachers in Mexico and Spain through a questionnaire (pilot version): a comparison**

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### **ABSTRACT**

In recent years, an increasing concern in relation to bullying has reached an international level. In fact, peer violence is considered a current public health problem (Moore et al., 2017) with prevalence rates of 33%. (Eyuboglu et al., 2021). The literature shows different programs to prevent and alleviate the phenomenon, but there are few efforts dedicated to exploring the training of teachers so that they can identify bullying situations and intervene effectively (Giménez et al., 2021). The aim of this essay is to explore knowledge, beliefs and attitudes towards bullying and cyberbullying among teachers from Spain and Mexico through a pilot version of a questionnaire. The sample consisted of 159 teachers of both sexes, 115 women and 44 men ( $M= 38$ ,  $SD=10$ ) living in Spain and Mexico. The participants responded online to the Pilot version of the Questionnaire "Knowledge and beliefs about bullying and cyberbullying in non-university teachers". Overall, beliefs and perceptions seem to be similar in both countries, Interestingly, results show that 90% of the participants consider that teachers are not prepared to work in situations of bullying. Specifically, 92% of the sample indicates that teachers need help to solve these situations in the classroom and that despite discarding protocols, they are not applied rigorously. Therefore, it is evident that the preparation of teachers must continue to improve and take action measures that contribute to effective management in the classroom.

**Keywords:** Attitudes; beliefs, Cyberbullying, Teacher Training, Peer Violence