

ABSTRACT

This thesis deals with cyberbullying and the role of the teacher in dealing with it. The aim of the thesis is to describe in depth the practices of dealing with cyberbullying that the interviewed teachers identified as effective. The thesis is divided into theoretical and practical part. The theoretical part of the thesis defines the issue of cyberbullying, which has been increasing in recent years and thus becoming a serious problem, while also discussing the differences between regular bullying and cyberbullying. Furthermore, it describes the prevalence of cyberbullying in the Czech Republic and internationally and describes recommended procedures for dealing with cyberbullying.

The practical part examines examples of good practice in dealing with cyberbullying from the perspective of teachers at the lower secondary schools. The practical part includes two research methods, which are quantitative probe and qualitative research. The quantitative probe was carried out on a sample of 32 lower secondary school teachers. The probe showed that 67% of the respondents confirmed that they dealt with cyberbullying of students. The most common form of cyberbullying appeared to be insults and name calling.

The main part of the research involved semi-structured interviews with 12 selected respondents who were chosen based on their greater experience in dealing with cyberbullying. Thematic analysis was used to analyze the data. Several key areas were identified through the research conducted - dealing effectively with cyberbullying, working with the victim, working with the perpetrator, working with professionals/parents and the challenges for teachers in dealing with cyberbullying. The areas themselves were divided into 11 themes. Results indicate that teachers make the most use of individual conversations with the victim and aggressor, as well as conducting joint conversations with the class to bring the class together. At the same time, they often seek the help of professionals, most often the prevention methodologist. The main challenges they find are anonymity on the Internet or the problematic work with the police.

The results of the thesis highlight effective practices for teachers to address cyberbullying. Overall, this thesis highlights the need for a systematic approach and further training for teachers to be able to effectively address cyberbullying.

KEYWORDS

cyberbullying, prevention, intervention, teachers, individual interviews, working with the class