**Teachers’ Sensitivity for Bullying at School**

Antonia Paljakka, University of Vienna

A Qualitative Study How Teachers (Can) Recognize Bullying

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**Theoretical Frame**

- Central role of teachers at bullying prevention & intervention
- Sensitivity for violence & bullying = part of teacher professionalism
- Wrong or missing reactions to bullying often trace back to inaccurate knowledge of bullying or lacking sensitivity

(Kaupp et al., 2013; Pick, J & Dake et al., 2002; Walcher et al., 2016)

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**State of Research:**

3 general fields of research on the topic of teachers’ sensitivity for bullying:

1. Focus on teachers’ knowledge and beliefs about bullying (e.g. Didorn et al., 2002; Baume et al., 2006; Koschendörfer-Liesel et al., 2008; Craig et al., 2014)

2. Focus on teachers’ judgement of (the severity of) bullying situations (e.g. Jakobova et al., 2006; Hinder et al., 2001)

3. Focus on intervention strategies and self-beliefs on the ability to deal with bullying (e.g. Dole et al., 2007; Baume et al., 2006; Burger et al., 2015; Wilke et al., 2017)

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**Research Questions**

- **RQ 1:** What do teachers recognize if they are confronted with bullying?

- **RQ 2:** How do teachers recognize bullying if they do not directly observe it?

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**Data Collection RQ1:**

- **Online** Questionnaire: bullying and non-bullying vignette
- “Bullying” is not mentioned in the title of the study

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**Participants**

- 1. Sample convenience sample of 32 teachers (around 3 from each - city region & rural area)

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**Methods**

- **Data analysis RQ1 & RQ2:**
  
  → Obtained data from both partial studies will be analyzed with qualitative content analysis and grounded theory-oriented coding
  
  - Focus is set on the content aspects of the obtained data from the questionnaires as well as the group discussions
  
  - The category system should be developed inductive out of the material
  
  - rather theory generating than hypothesis-testing approach

  (Pilk, 1995; Mayring, 2011; Strauss et al., 1964; Strauss, 2014)

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**Results**

**Preliminary Findings for RQ1: n=32**

2/3rd of the participants classify the bullying-vignette as such

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**Reasons for the reactions to the bullying vignette vary from personal (bullying) experience, awareness of injustice to education and professional experience**

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**References**