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Threats of cyberbullying among Warsaw high school students a socio-pedagogical study

The aim of the research was to identify pedagogical and family conditions influencing the volatility of the level of cyberbullying risk among high school students in Warsaw. The research was carried out on a group of 1621 students from all types of upper secondary schools in Warsaw. In the course of the research it was found, inter alia, that the occurrence of the phenomenon of cyberbullying in Warsaw high schools, technical secondary schools and basic vocational schools was common, it concerned over 60% of students of these schools. The results of the research showed that students require urgent reinforcement from the school in the field of prevention, regardless of whether or not such a program has been implemented so far. The results of the research confirmed that in reducing cyberbullying it is important, among other things that family members eat meals together every day and talk about matters of interest to them. Conversations within an understanding family generally reduce the likelihood of the acute effects of cyberbullying. In combating cyberbullying against students, it may also be useful for parents to limit access to the Internet via a mobile phone and laptop in favor of a reasonable increase in the possibility of using the Internet through a desktop computer for all family members. Students most often indicated the crisis in the family and upbringing mistakes as the cause of aggressive online behavior. According to them, the following reasons are also important: human innate tendencies or other disorders, the influence of the media, the willingness to show up in order to gain popularity among peers, conflicts between students and boredom. As a result of the extensive scope of the collected primary data and the use of statistical methods, a logit model was constructed to assess the presence or absence of a significant threat to a student of a high schools in Warsaw due to the phenomenon of cyberbullying. Taking into account the constructed logit model and as a result of the implementation of the adopted methodological assumptions, a scoring card was developed for the initial assessment in pedagogical practice of the risk of threatening the student with the phenomenon of cyberbullying. The last stage of building the scoring card was its statistical validation. Taking into account the obtained results of the research, it was shown that it meets the requirements imposed by the adopted statistical methods and tools, and therefore can be used in pedagogical practice.

Key words: cyberbullying among students, counteracting cyberbullying, risk assessment, scoring card