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Možnosti prevencie v kontexte výskytu sociálnopatologických javov v stredoškolskom prostredí

Possibilities of Prevention in the Context of the Occurrence of Sociopathological Phenomena in the Secondary School Environment

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Abstract

Aggression, bullying, or reducing human dignity by insulting and humiliating others is a deplorable act that should be punished by society. It is unacceptable behavior in building interpersonal relationships. Anyone who has met a bullied individual and recognized their trauma and suffering will surely agree with us that there is no doubt about the seriousness of this issue. In our article, we deal with the most frequently occurring sociopathological phenomenon in schools, specifically in secondary schools, so we deal with bullying in more detail.

Keywords: Prevention. Social pathology. Teacher. Pupil. Educational process. Secondary school.

The ongoing changes in our social system have not yet brought the much-anticipated changes and solutions in the school system. Most schools have not become a zone where teachers and students go with pleasant feelings. They are often exposed to various stressful situations that burden them and threaten their health, such as bullying. Pupils are more and more often under the pressure of family and close surroundings, and they fear their failure more and more.

They are afraid to express their opinion freely and immediately, they underestimate themselves, they show feelings of fear and tension. On the contrary, the goal of new approaches, which also include experiential methods, is to increase pupils' empathy, their ability to share their feelings and experiences with other members of the collective and with the teacher. They try to lead students to active problem solving, to mutual communication and the ability to argue in discussions. They teach children cooperation, willingness to help, to take responsibility for their actions, behavior and attitudes. This is the way to raise self-confident individuals who are not subject to the pressure of the environment and who can realistically evaluate conflicting situations arising in their lives. Each of us has probably encountered bullying. Whether it was in

the role of the bully, the bullied or was just an observer of the bullying. The world of bullying is hidden, it is a complex and complex phenomenon, the main feature of which is its complex dynamics of causes. The high proportion of unconscious factors that influence group dynamics and thus encourage individual individuals to behave in a given way does not allow to find the degree of specific culpability of the participants in this process. A typical sign of bullying is the above-mentioned complex dynamics of causes, knowing and understanding them is not always easy. When assessing the reality of what is and what is not bullying, it is necessary to always keep in mind, above all, how the observed manifestations affect the person in question, i.e. the person to whom they are intended, but also the observers of this activity. In order to use the term bullying, we must have an aggressor, a victim of bullying, and above all, an environment in which the bullying takes place (Lengyelfalusy, 2016).

Naturally, we are offered the environment of schools, school groups and classes, where unhealthy relationships arise and where weak and strong personalities are clearly differentiated. This environment is ideal for the emergence of bullying. In this process, teachers play an important role, and especially class teachers, who have well mapped out relationships in their class and can identify specific threatening situations. A solution, and especially a preventive solution, which does not lead to the emergence of bullying, or to its minimization in the classroom, is an important task of our educational system.

During school attendance, a significant percentage of students will encounter bullying or cyberbullying directly or indirectly. Cyberbullying during the last period, when students spent a large part of the day on the Internet and various applications, has increased significantly. Therefore, we consider it important in this work to present an effective prevention program together with a certain strategy for avoiding these phenomena and informing students about their negative impacts (Porubčanová, 2022; Lajčín, Porubčanová, 2021).

Effective strategies include:

- *Focusing attention on new and incoming pupils* - statistically Bullying and cyberbullying in schools most often occur with pupils who enter the lowest grade at school or who join during their studies. It is proven that when a student starts school, he expands his social space and at the same time his social skills. This increases his demands for social adaptability, and it is precisely this that carries with it the risks of possible social failures according to the Ministry of Education, Culture, Sports, Science and Technology of the Slovak Republic (2021). It is recommended that that student be assigned a friend - a guide who will explain and help the given student with everything necessary.

- *Application of the intervention program* - occurs if the teacher suspects bullying or cyberbullying in schools, it is recommended that an intervention program be carried out in the given class group. In cases of bullying, according to Netzelman (2016), schools proceed according to individual school rules. The school psychologist, prevention coordinator, teacher or school management is recommended to establish cooperation with the Center for Pedagogical-

Psychological Counseling and Prevention. An intervention program in schools can also be carried out directly by a school psychologist who is an employee of the school.

According to the methodological guidelines issued by CVTI Janková (2020), the prevention of bullying and cyberbullying should be an integral part of the educational process. The guideline does not only apply to primary schools, but also to secondary schools, where the prevention of bullying and cyberbullying should be represented within individual teaching subjects and cross-cutting topics.

Pupils should receive adequate information about what bullying is, cyberbullying about its forms as well as various dangerous consequences. It is also included in this guideline that issues of prevention and solutions to bullying should be elaborated in detail in the school's internal regulation. Preventive activities should be built against the background of a positive school climate. In schools, prosocial behavior and student relationships should be fully supported, but also the provision of an increased number of supervision by teaching staff in places where exactly bullying occurs. As part of primary prevention, it is important that students are familiar with the term bullying and cyberbullying, as well as its signs, manifestations, consequences and solution options, as well as the facilities and competent persons they can turn to in case of problems related to bullying.

According to Netzelman (2016), in the case of serious harm caused by bullying or cyberbullying and suspected of committing a crime or misdemeanor, the school principal is obliged to report the incident to the relevant police department. In this case, the school also has another obligation, namely to inform the office of social and legal protection about the facts of bullying.

In the classroom, where the teacher and school psychologist anticipate the occurrence of bullying, they mainly focus on supporting the development of abilities and skills focused on soft skills, self-esteem and respect for others, mutual communication, critical thinking, cooperation, empathy, coping with stressful situations and non-violent conflict resolution with a focus on for well-being. Applying the intervention in this form can be achieved, for example, in the following ways according to the Ministry of Education, Science, Research and Sport in the Slovak Republic (2006):

- use games and exercises in the classroom that require student cooperation,
 - include in the educational process group work in school, but also outside it,
 - discuss with students, listen to their opinions, discuss and solve class issues together in classroom lessons or lessons, where possible,
 - teach students to relax and manage stressful situations by reducing tension and using coping strategies.
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- *Increasing pupils' self-confidence* - recently, according to surveys, which we discuss in the previous chapters shows that many students in schools

with reduced self-confidence and feelings of inferiority are precisely those who prove to be victims of bullying and cyberbullying.

Increasing self-confidence can be achieved by many means, such as praise for extracurricular activities, auxiliary work in the classroom (boards, classroom decoration...), compliance with school rules, etc. School management, teachers and the school psychologist should try to create a school climate where as many students as possible have enough self-confidence and self-confidence, thereby reducing the potential risk of bullying and cyberbullying.

Based on the analysis of the interview answers we obtained from the respondents - classroom teachers participating in the research, we categorized certain areas that evaluate the occurrence of bullying in their classroom and their approach to its solution.

1. How often do you deal with bullying in the classroom and what kind of bullying among students is it mostly (physical - hitting, destroying things, psychological - insults, humiliation)?

Control group

Respondent 1

"At our school, bullying also happens in my class. I will report it to the management immediately. I follow the school rules. I interview the parents and the aggressor. We also deal with it in classroom lessons."

Respondent 2

"Bullying is the order of the day in the classroom. The stronger students bully and hurt the older ones. They hurt them, swear at them, grab them by the throat."

The respondents of the control group stated that bullying in their classes is on the daily agenda and they deal with it according to the procedure established in the school rules. They involve all participating components in the solution, i.e. management, pupils and their parents. One of the respondents said that he also solves the problem in class.

Experimental group

Respondent 1

"We deal with bullying on an ongoing basis. I try to talk to the students during class hours, during breaks. It mostly goes through the psychological type of bullying, such as insults, humiliation and ridicule."

Respondent 2

"I haven't dealt with any psychological or physical bullying in my class for a long time, maybe because the students are already a well-coordinated team. In other classes, I daily encounter insults and destruction of things. I deal with it either by warning and then apologizing to each other. In more serious cases violations with the class teacher and entry in the class book."

The respondents of the experimental group provided more information. They deal with bullying continuously and actively. Mostly directly with students either in the classroom or in the corridors. Of course, they regularly communicate about the problem in class. In their classes, if bullying occurs, it is more of a psychological form. One respondent even states that he has not solved such a problem for a long time.

2. Has it happened that you have dealt with bullying via a mobile phone or the Internet?

Control group

Respondent 1

"Students wrote to each other through various social networks and cursed each other. They did it in the evening. My parents called me to deal with it. At school, we collect cell phones in a box during classes."

Respondent 2

"It didn't happen because mobile phones are banned. Bullying happens directly here."

Bullying in the online space was recorded by the teachers of the control group, mainly outside of class and at school. Parents were notified. Cell phones are prohibited at school.

Experimental group

Respondent 1

"Not yet. Mostly it's verbal abuse outright."

Respondent 2

"Yes, I solved the problem when a student took a photo of a classmate in the class and he complained to me that she sent it on Instagram to the group. We then solved it in class. The student had to delete the photo and then we discussed it as a team. The situation she didn't repeat it again."

In the experimental group, this problem appeared with the publication of the photo, she solved it together with the students in class, and this situation did not repeat itself.

3. Where do pupils most often carry out bullying and who is the initiator more often (boys, girls, groups of pupils)?

Control group

Respondent 1

"It is most often done by students – boys to boys. It happens in the corridor and it is psychological bullying (insults, insults)."

Respondent 2

"Bullying is most often carried out by students during breaks and after classes. It is mostly groups of students."

According to the respondents of the control group, bullying most often takes place in the corridors during breaks and mostly involves boys.

Control group

Respondent 1

"I am alerted by the victim, but also by the other students. I try to act immediately."

Respondent 2

"Pupils most often point out bullying."

According to the respondents of the control group, the initiative to solve bullying is most often raised by pupils.

Experimental group

Respondent 1

"Bullying takes place mostly in the classroom and depends on the composition of the class. In my case, it is boys, because there are many of them. They are very proactive, competitive, fearless and do not like to lose."

Respondent 2

"It happens more often with boys, but recently it happens that I also encounter bullying with girls. Especially if there is a preponderance of girls in the class."

The respondents of the experimental group are more likely to notice bullying directly in the classrooms and more often among boys than among girls, even though they have already recorded the first cases here as well.

3. Who most often gives the impression that students are bullying each other (classmates, parents, one of the teachers...)?

Control group

Respondent 1

"I am alerted by the victim, but also by the other students. I try to act immediately." Respondent 2

"Pupils most often point out bullying."

According to the respondents of the control group, the initiative to solve bullying is most often raised by pupils.

Experimental group

Respondent 1

"The initiative to deal with bullying will most often come from classmates who cannot accept defeat or failure."

Respondent 2

"The instigation most often comes from classmates. Sometimes when the problem can be very widespread and the teacher or parents have to be involved in solving the bullying. But it also happens that the student is also incited to bully by the family environment, where, for example, a sibling or parent bullies him. He then begins to show similar behavior at school and bullies his classmates."

According to the respondents of the experimental group, students are the first to point out bullying. If the problem is not solved and this phenomenon continues to spread, teachers and parents intervene with the reporting obligation. They also inform if the bullying spreads from the family environment. We consider it important to remind that, despite all the energy and effort that the school spends on preventing socially pathological phenomena, it cannot perform miracles. It is necessary to ask yourself the question - where does the aggression and violence in children come from? If we want to find the answer, we have to go back to the beginning, to the environment in which the child grows up - to the family. The result of educational activities in the family environment may be that some children do not carry a clear value system with them into their lives and do not know how to distinguish good from evil. When a child moves from such a family environment to school, problems with his behavior usually begin.

The school then becomes a substitute educational element, which tries to return the child back to the rules of social reality and thus integrate him into the class collective without the emergence of conflict situations. It follows from the above that the most important prevention of pathological phenomena in general is upbringing in a stimulating family environment, because only it can lay the foundations for the proper development of the child in all directions.

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