Social positions of students and cyberbullying

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## Sample

The research sample included 1,118 primary school (PS) and
secondary school (SS) students (boys – 45.5%, girls – 55.5%) from all regions of Slovakia. The greatest number of students came from Nitra region – 45.2%
and Žilina region – 20.8%; on the other hand, the least came
from Bratislava region – 2.8% and Košice region – 3.5%. Most
students (57.1%) attended primary school. The research included
students aged 11 – 18 (the average age was 15.25)

# Abstract

The present study studies the evaluation of the social position of students
towards cyberbullying. The dedicated survey was targeted on the self-evaluation of
students among their classmates and the students’ social positions were consequently
put into the relation with cyberbullying. The research was aiming at identifying the
relations between students’ social positions and the level of cyberbullying. The results
of the research confirm the assumption that there is a relation between the perceived
social position of student and cyberbullying. The research was carried out as the part of VEGA project no. 1/0244/15 Detection and resolving cyberbullying.

# Outcome

The results point out the high assumption
that student who makes fun of the others can become cyberaggressor.
"Statistically significant relation was proved among students considering themselves rude
and disturbing and being a cyber-aggressor. Students’ disturbing is the
result of passivity during the lesson, tedious lecture or disinteresting learning material. The results document that frequently gossiping girls become cyber-victims. "Since the aim of spreading gossips is to hurt and harm the other people, female students, who considered
themselves ambitious and at the same time spreading gossips, had high tendency to become cyber-aggressors." (Hollá, 2017)