**Teze AJ – Cyberbullying as a form of sociopathic phenomena**

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This doctoral thesis deals with the current topic of cyberbullying. It is a new specific form of bullying which uses information and communication technologies as a tool of harassment. Information and communication technologies include internet tools (f.e. e-mails, social networks, instant messaging, chat, blogs, other websites) and mobile phones (text messages, MMS, videos). Due to a permanent development of these technologies bullying takes on a new dimension. Compared to a traditional face to face bullying, cyberbullying offers to its aggressors and offenders not only other instruments to offend but also the whole process of bullying is different. Almost every day we use modern technologies, therefore their misusing has become a reality. There are different definitions of cyberbullying available however the main meaning is common for all of them – using information and communication technologies to offend other people. Cyberbullying threatens especially children and young people for whom the online environment is very attractive; they can use it intuitively and spend a lot of time there. Therefore it is necessary to pay attention to this phenomenon because cyberbullying will appear in new forms due to an expansion of new information and communication technologies.

The theoretical part of my doctoral thesis describes cyberbullying – its definitions, occurrence in the Czech Republic and abroad, forms of cyberbullying, legislative and other possible solutions. A separated chapter is dedicated to the prevention, which is one of the most important instruments how to fight against cyberbullying.

There were determined two objectives for an empiric part of the doctoral thesis. The first objective was to ascertain an occurrence of cyberbullying at upper grade of primary schools and on high schools on the ground of the České Budějovice District. The second objective was to ascertain various possibilities of resolving cyberbullying in the České Budějovice District. To accomplish these objectives two researches were carried out.

To achieve the first objective a method of a quantitative type of a research was used. There was used the anonymous questionnaire for pupils of primary schools and high schools to collect necessary information. The questionnaire consisted of 44 questions of a closed type, some questions were enumerative. The research was carried out at seven primary schools and six high schools. In total 654 questionnaires were used for the research. The age range of respondents, who were attending either the upper grade of a primary school or a high school,

was above ten years. The processed data are then represented in tables and graphs. The final data were statistically elaborated using MS Office Excel 2007.

Within the second part of the research, education methods specialists of prevention and other pedagogical staff for cyberbullying coordination and resolving at primary schools and high schools in the České Budějovice District were addressed. The district methods specialist of prevention for the České Budějovice District and the director of the Educational and Psychological Counselling Centre of České Budějovice with operations within the whole South Bohemian Region were addressed as well. As the data collection technique used for obtaining the information from education methods specialists of prevention and other pedagogical staff for cyberbullying coordination and resolving, a structured questionnaire was chosen. The questionnaire consisted of both – the opened as well as the closed type of questions. The research involved 13 respondents. The questionnaire was focused on an investigation of possible cyberbullying solutions, preventative and legislative arrangements. The interviews with the district methods specialist of prevention for the České Budějovice District and the director of the Educational and Psychological Counselling Centre of České Budějovice were made in form of a structured interview.

The results of the research tell us that in the České Budějovice District 24.3% of students on secondary school did encounter cyberbullying as victims. Cyberbullying of someone else admitted 18.7% of the respondents. The second most common bully is from the school of the victim, according to claims of these victims. At the same time, 54.7% of cyberbullying victims claimed to be cyberbullied from another student of the school. That supports connection between traditional school bullying and cyberbullying. As the most common medium, through which students were attacked, turned out to be chat (52.1%), the most common way of bullying was sending upsetting messages. The most common reason for cyberbullying turned out to be fun and also because, according to aggressor, the victim deserved it. For the purposes of this doctoral thesis there were 5 hypothesis defined. These were tested via chi square test at significance level $\alpha = 5\%$.

H1: The victims of cyberbullying at schools in the České Budějovice District are more likely girls than boys. This hypothesis was confirmed.

H2: The aggressors of cyberbullying at schools in the České Budějovice District are more likely boys than girls. Although the percentage of aggressors among boys was bigger than

percentage among girls, the hypothesis could not be confirmed. The reason for that was that the difference in responses according to gender was not big enough.

H3: Cyberbullying in the České Budějovice District is more common in the city of České Budějovice than in municipalities with less than 2000 inhabitants as well as with more than 2000 inhabitants. Although the difference in occurrence of cyberbullying has shown to be significant depending on the school localization, this hypothesis was not confirmed. On the other hand, it was confirmed that cyberbullying in the České Budějovice District is more common in municipalities with less than 2000 inhabitants and more than 2000 inhabitants in comparison with the city of České Budějovice.

H4a: Cyberbullying in the České Budějovice District is more common at high schools completed by the final exam (vocational schools) as compared with high schools completed by the graduation exam (secondary schools and grammar schools). This hypothesis was not confirmed.

H4b: The aggressors of cyberbullying at schools in the České Budějovice District are more often students of high schools completed by the final exam (vocational schools) as compared with high schools completed by the graduation exam (secondary schools and grammar schools). This hypothesis was not confirmed.

The research conducted among education methods specialists of prevention and other pedagogical staff as well as the interviews made with the employees of the Psychological Counselling Centre of České Budějovice showed that the key instrument in fighting against cyberbullying is prevention – not only at schools but also at home. The children should be informed about basics of safe internet usage from the moment they start using IT and communication technology. The information about this phenomenon should be disseminated among the general public, for which all the media can be used.

Another important step is constant education of not only education methods specialists of prevention but the whole pedagogical team so that every teacher can catch on early signs of any cyberbullying and start dealing with it. In the same spirit all students of pedagogy should be educated about this phenomenon. At schools, among others, there isn't any legislation for using mobile phones. Because risky behaviors are on the rise, education methods specialists of prevention should be time-subsidized. Cyberbullying represents an extensive problematics and because of that complex approach of all involved people is necessary.

Important instrument in stopping cyberbullying, or any other form of bullying, is prevention. That is why it is important to have as much information as we can about this topic from children who are directly involved in it. It is, of course, also very important to warn

children about cyberbullying. This doctoral thesis can be used as a starting point for another research in cyberbullying and at the same time it can provide, in more complex form, information about this phenomenon. It can also be source of information not only for pedagogical staff, but also for students and their parents or legal guardians.