

Paweł Izdebski¹

Instytut Psychologii, Uniwersytet Kazimierza Wielkiego

Weronika Dziedzic²

Studia Doktoranckie na Wydziale Pedagogiki i Psychologii UKW

VII CYBERBULLYING – ELECTRONIC VIOLENCE Cyberbullying – przemoc elektroniczna

ABSTRACT

Cyberbullying is a new form of intentional aggressive behavior. Interaction between the bully and the victim occurs in cyber space. There are different forms of this phenomenon and it leads to different consequences. The aim of this work is to give an overview of different aspects of cyberbullying. The first part presents the topic of violence and aggression. Next we show the content of cyberbullying. We also write about the latest views on cyberbullying and we present some of the empirical works on this topic.

Key words: cyberbullying, violence, overview.

STRESZCZENIE

Cyberbullying to nowa forma intencjonalnego zachowania agresywnego. Interakcja pomiędzy sprawcą a ofiarą odbywa się w przestrzeni zwaną cybernetyczną. Istnieją różne formy tego specyficznego zjawiska, a także jego konsekwencji. Praca ma na celu omówienie zagadnień związanych z nową formą przemocy nazywanej cyberbullyingiem. W części pierwszej zaprezentowano tematykę agresji i przemocy. Następnie czytelnikowi zostaje przedstawiona treść dotycząca cyberprzemocy. Praca obejmuje również najświeższe poglądy dotyczące owego zagadnienia oraz przegląd najnowszych badań jej dotyczących.

Słowa kluczowe: cyberbullying, przemoc, przegląd badań.

¹ Paweł Izdebski, Institute of Psychology, Department of Individual Differences Psychology, Kazimierz Wielki University, 85-868 Bydgoszcz, ul. L. Staffa 1, Poland, e-mail: pawel@ukw.edu.pl.

² Weronika Dziedzic, doctoral student, Institute of Psychology, Kazimierz Wielki University, 85-868 Bydgoszcz, ul. L. Staffa 1, Poland.

AGGRESSION

The word aggression originates from the Latin name *aggressio*. It is possible to understand aggression generally as an interaction between an aggressor and a victim with consequences which cause physical, psychological or/and emotional harm. Psychology as a compound field of science treats the mentioned above vision in different ways. Depending on defining reasons of this behaviour psychological understanding is different and representatives of different approaches present theories peculiar to oneself as well as they categorise this phenomenon.

One of the first psychological approaches described in this work defining aggression is psychoanalysis. Freud assumed that main power conditioning human behaviour were drives creating tensions which must be relieved (1960). So, the displaying behaviour is aggressive dully with necessity. Depending on balance between the life instinct and the instinct of death in a given individual, behaviour can be revealed to outside or inwards. The second type can be called autoaggressive or/and autodestructive behaviour. Moreover, aggressive behaviour can be both conscious and unconscious. They can exist as well in moving when a person isn't able to fulfil triggering aggression in direction of the primitive object of aggression.

However Fromm (1964) shares opinion that aggressive behaviour is defensive or maladaptative. The first type of aggression describes individuals and their lives as being aimed at a protection and values, they are programmed genetically and they result in a spontaneous way in a situation of threat. However, maladaptative aggression is characterized as a destructive and cruel form. It is being displayed by persons who aren't able to overcome the fundamental human antinomy. They aren't able to stand up to the scantiness of their individual existence, for which the death is an inevitable end. In the healthy model of behaviour these issues are being solved individually by a person by heading to socially acceptable purposes, for achieving feeling the identity, freedom and erecting connections with the environment based on true love. When individuals act differently, namely when tensions appear and persons aren't able to exploit mentioned above behaviour, then their action has character of the maladaptative aggression.

Next essential definition comes from the frustration – aggression hypothesis. One of prominent psychologists who used this approach is Dollard. He assumed that every aggressive behaviour is being preceded by feeling of frustration in a given individual (Stach, 1989). It is a result of the impossibility to achieve the desired purpose. He shows the certain relation explaining power also existing of aggression. Namely, he states, as for them greater desire for the purpose at the given individual, all the greater frustration by failure but it alone greater force of displayed aggression. This line was broaden in the works of Berkowitz. He claimed

that frustration caused anger and it causes the standby mode for aggressive behaviour. The power of the aggressive behaviour will be: the degree of the readiness for it and the strength of situational called also stimuli release. Moreover, the theoretician marked, in the opposition to one's predecessor, that the standby mode for aggressive behaviour does not have to unavoidably lead to triggering it.

The representatives of this way of thinking who joined aggressive behaviour with frustration were Lewin and his associates (Ranschburg, 1980). According to them, anger caused by frustration does not have to lead to aggression, but certainly causes the regression. In the process of experimental research on children they discovered that systematically frustrated people were demonstrating lower frustrated immunity which potentially had almost none aggression causing results.

Social-developmental psychologists constitute the next group of researchers dealing with aggressions. It is necessary here mainly to underline the contribution of the leading researcher of this group, that is Bandura (1968). He conducted experiments among children with the "Bobo" doll. On the basis of these research he drew a conclusion that we were learning aggressive behaviour through the copy or/and through own experience which are left awarded and strengthened.

It is worthwhile also to recall certain of divisions of contemporary characteristic in researches. He is favouring aggressions instrumental and hostile (Guerin, Hennessy, 2008). Instrumental aggression interchangeably is being named proactive and hostile behaviour having the distinct purpose, desire for getting concrete benefits are characteristic. Hostile aggression is called also reactive according to authors and it is aimed at damaging, destructive, hurting mainly in the psychological sphere.

Amongst Polish researchers who dealt with aggression it isn't possible to omit Frączek who tried to explain the connection positive and negative of taking a stance to different and with direction of acting at leaning against the theory of dissonance – consonance. He stated, as for the more approving different offenses a given individual has, all the more he is ready to direct aggression to oneself than to people positively judged by oneself from her environment (Frączek, 1993).

The next presented theory of aggression was created by the Polish researcher Stach (1989). He formulated assumptions about the type of aggression which he called adaptive. Conversion aggression concerns the primitive man and it serves surviving the kind. The author emphasizes that he surrendered to certain transformations in the course of the development of the human kind. Can it have the secondary form rising as the result of stratifying uniform so far societies but it increased the amount and the intensity inner species of aggressive behaviour. The researcher pays attention to primitive determinants of a man for displaying aggressive behaviour as serving survival and uniquely awarded in the route of acrobatic manoeuvres. Showing social transformations of the man shows that

at the certain stage of the evolution he abandoned group cooperation, and next after the plateau then again returned to help and work together. The man has also emphasizing benefits as a result of this vision with every single time this specific action takes place.

Apart from all mentioned above theories we should mention biological mechanisms of the behaviour i.e. the influence of physiology and biochemistry on the vision of aggression. Excitation of an amygdale in a brain causes that a mild animal behaves aggressively (Walsh, 2000). Blocking the access of the annoying stimulus to the aggressive animal will occur that it will not be aggressive. However, also to the ultimate result social factors have influence. There were also studies of people with injured frontal lobe – damage of the medial supraorbital part. Aggressive personalities resulting from changes have displaying behaviour. Keeping an eye on regions is the consequence of hippocampus participation in the process of the feedback. Testosterone is determined as the connection having male hormone with aggressive behaviour. This relation exists both with respect to men, as well as to women. Moreover, amongst means psychoactive it is possible to change alcohol which standing each other causes of borders among acceptable social norms what often lead to aggressive behaviour. Research carried out that people being under the influence of alcohol behave more hedonistically, they are taking the liberty of revealing usually hidden desires. This vision amongst the therapeutic community is regarded as the aggressive expression acting-out, of immature form of stretching lowering the collected level, on one's persecution object.

When we present these theories it is important to give the wider image of the problem. Nowadays, it is difficult to accept the only right definition. Therefore in this peculiar case one should be open to different types of psychoanalytical – social – cognitive – biological juxtapositions and be aware of diversities of factors freeing such behaviour.

AGGRESSIVE BEHAVIOUR IN CHILDREN AND YOUNG PEOPLE

Aggression amongst children and young people is gripping biological, psychological and social forms as well as in adults. Mechanisms for rise of it are also similar to the ones that appear in adults. Aggression is a very difficult psychological and pedagogic problem. That means it is still growing and its forms are undergoing constant changes and transformations. A need of creating the pedagogic system is escalating in direction of counteracting aggression and

the violence at schools basic, secondary schools and high schools. Violence was already recalled peer aggression and can take various forms. Among children and young people most generally it is possible to favour three groups of aggressive behaviour and violence (Brzezińska, Hornowska, 2004). The first type is the aggression and the physical violence which constitute – beating, digging, pushing, cutting, spitting, extorting money, closing in rooms, destroying the property, different commissioned e.g. jobs carrying the file. The second is the aggression and the verbal abuse are making up – nicknaming, laughing, taking offense, gossiping, talking over, encouraging each other, manipulating with the bonds of friendship, threatening, blackmailing.

The third group constitutes aggression without using words and the physical contact – hostile gestures, faces, separating, manipulating the bonds of friendship, including the cyberviolence. Substitute, more available and defenceless pointing aggression to objects is characteristic of children. It takes a form of transference. For example: a child who feels anger towards an adult can behave aggressively with respect to different objects (other children, animals, objects) in his or her neighbourhood.

Aggression in children and young people examined in the global way results mainly from social factors. Contemporary researchers and teachers are behind such a post. They have tendency for use of social-developmental and psychophysiological approaches to it, and get to know with the new prospect of psychodynamic theories. According to them the main reasons for developing of aggression is child's home environment from which it socializes primal patterns of behaviour which are pathological. Here a material status of a family also ranks and it becomes the negative factor that leads to poverty. Researchers try to inquire into the importance of the poverty which in turn has influence on rising of strong stressful situations at home. Next very consequential, according to scholars, for the child a peer group is a social individual. On the basis of their research Bank and Patterson stated that boys examined by them who were ruled out by a peer group more often pick up aggressive antisocial behaviour (Ranschburg, 1980). Moreover, with important sources of models of behaviour for children and young people there are a school environment and mass media. The influence of available aggression in mass media to children is huge in its scale. Much research carried out on this problem showed that the more in childhood one has watched brutal movies the more often as teenager he behaves aggressively. Children after watching the aggressive scenes think that there exists a consent to express their own aggression. Influence of available aggression in mass media on adults has often been confirmed in courts. Watching acts of violence in the media also exerts influence on adults. However, frequent watching of violence causes, as seeing such situations in

the everyday life we stay indifferent to them, we accept them as an element of the contemporary world. Children and young people apart from the learning coming from an imitation of patterns of behaviour displayed by their circle of close persons, awarding or/and accepting, those aggressive scripts proceedings. Researchers Coie and Dodge came to such conclusions. They claim that at a child who won't be corrected and who is convinced about the helpful role of aggression thinks that aggressive behaviour is something worth to try (Frączek, 1993). According to some scientists, such opinions cause that aggressive behaviour intensifies, spreads and consolidates amongst children and of young people.

Apart from global factors influencing the level and the development of aggression it is possible to favour individual factors. For example relations in the family (child-parent relations, bonds and the parental warmth, educational methods) which in one's nature are characterized by a uniqueness and an individualism for every individual. Moreover for a chosen person it is an important factor of a typical way of his/hers interpretation of the world. Dodge's research results show that children who are aggressive differ under the reason of not only the behaviour but also interpretation of the world which they comprehend as dangerous, hostile, in which aggression as the certain kind the norm is acceptable. One should not forget about the fact that children and young people create peer bonds which in aggressive persons often are meagre because of the possibility of expelling from those groups. Consequently social abilities do not develop in this kind of people in the correct way.

Undoubtedly aggression has a global and diverse image which depend on the ways in which they are being considered. It can appear for instance in a immediate, indirect, psychological or a physical form. Aggression is heterogeneous and refers to every age group. Its new form and at the same time a reason of deliberations of this work is cyberbullying. Living in the times of the high technological advancement makes it necessary to keep an eye on not only undoubtedly its positive sides, but also on new traps resulting from it. The problem of this form of aggression afflicts children and young people mainly. It is possible to attempt to state that there is a degree of the technological advancement that individuals and groups use the new technology and the time in which for the first time they have contact with it. A new phenomenon named by researchers is also connected with it the generation of "cyberchildren" spending the majority of their time on-line. This group stays in the completely different dimension and with the great efficiency from their youngest years uses new technologies, especially the Internet. Their potential environment, their cyberworld in which they are born, is easy for them, simple and universal. From world news reports we know that there are studies led on the subject

that children have developed physiological changes in their nervous structures which are helpful for such functioning of young people. Nevertheless, problem cyberbullying also hurts adults and can concern every user of those new forms of the technology.

CYBERBULLING

Contemporary scientists defining cyberbullying many times refer to theories concerning mobbing or school violence. Frequently they determine this problem as it was understood and known, but in the new form, as the act of persecuting persons with the help of new technologies. Cyberbullying (cyberbullying – cyber+bull from bully: the brute, the musclemán) is a form of an aggressive behaviour in which dominate such acts as persecution, intimidating, harassing, ridiculing different persons with using the Internet and tools of the electronic type such, as: SMS, the e-mail, websites, discussion forums in the Internet and others. This problem arose at the turn the 20th and the 21st centuries. The phenomenon is determined as having intentional, long-term and repeatable character. Aggressors as a rule will pester their victims with nastiness and offensive SMS or with e-mails. Making websites, entries out on discussion forums is a more drastic form of the attack whether of tormenting by network messengers so, of data as the Chit-chat or Skype of materials compromising and the like sending out, setting messengers to postal accounts and other accounts in order to send compromising news out, further sending out received and the message as the record of the conversation or the copy of the e-mail, creating compromising and ridiculing websites. The author of the major most often quoted and most complete definition Besley (2004) stated that cyberbullying is: using the technologies connected with the transmission of the information and such communications establishing as e-mailing, sending text messages with the help of mobile phones and pagers, constant sending the message, creating offensive personal websites, offending sending online messages, in order to support intentional, repeatable and hostile behaviour are aimed in individuals or groups of people in order to hurt them.

Such a form of an abuse of victims, according to the one among many of hypotheses results from the fact that it is easier to humiliate, to discredit and to harass, when a chance of hiding someone' identity exists behind the Internet pseudonym and there is no physical need of confrontation with a victim. According to Aouil (2009) frequently fear of becoming a victim is one of the motives for practicing the cyberviolence with victim as well as membership in

the strong group and desire for revenge. He claims that a person who becomes a perpetrator of the e-violence is also a perpetrator of the direct violence.

Internet persecution is particularly dangerous because the information being unfair is accessible in the short time for many people and they stay in the so-called web forever, and as time goes by the information is sent also as copies to many computers, even after establishing and punishing the perpetrator. One of the signs of cyberbullying is also development of anti websites. For example, they can be real physical people who create them as well as personating somebody the blog or the site.

Many scientists asked and still ask themselves whether cyberbullying is a new form of the old and known phenomenon. They have not answered this question so far. However, it is obvious what differentiates cyberviolence from traditional, old forms of violence. Probably these differences are in a wide range of hurting forms, an anonymity of the perpetrator, a scope, a dissemination/publicity velocity and a control over materials being unfair.

Moreover, it is possible also to add the exceptionally compound and difficult situation of people hurt by cyberbullying which isn't legally regulated. It happens in that way because cyberviolence is not declared as an act which might be legally punished. Therefore victims must use legal documents saying that punishable acts are: slander, insult, unlawful menace, destroying data and making it difficult to access computer data. And all of these mentioned above can be the signs of cyberviolence. Independently of legal-penal protection of the aggrieved party, such a person can sue the persecutor as an aggrieved party in a civil trial, e.g. infringing personal goods. Although the problem of cyberbullying is relatively new in the different parts of the world strong preventive action had begun. It is possible to include such attempts as: blocking or restricting people's liberty in the Internet, among them access to websites containing negative materials. In Poland, there is a suggested lawful amendment assuming putting the punishment even in the form of imprisonment for five years, also for underage persons, for putting recordings of intimate scenes, acts of slanders, of harassing, threatening and offending in the Internet.

We present such forms of the cyberviolence according to Merchant (2001):

- Fueling (flaming) comparing messages, often containing vulgarisms nastiness are being taken back. Inciting often takes place during cyber-fights and is a result of flame-wars.
- Harassing (harassment) can be promoted with the e-mail road, text messages / of sms, so-called fast/advertisements and on cottages. This behaviour contains sending repeated cruel and abusive messages.
- Marking (denigration) is a process in which a perpetrator is giving blasphemous theses about his or her victim and at the same time he is

spreading them in the electronic form. They are mainly lies being aimed at hurting a victim. Public destroying someone's reputation is the aim of this action of a person who is attacked, as well as spoiling the social contact and someone's friendships.

- Masquerade (masquerading) for this behaviour advanced mechanical abilities are demanded. Aggressor who pretends that he is a victim sends offending messages on his or her behalf.
- Ruling out (outing) and insidiousness (trickery) often appear together. A perpetrator manipulates a victim so that she or he reveals some pieces of information or gives declarations, which aggressor publicises in order to embarrass/humiliate a victim. It is tactics applied by former friends with whom victims shared their secrets or shy photographs which were entrusted them in the secret.
- Public shutdown (social exclusion) usually manifests itself online, in the same way as it happens in everyday life. A person being bullied in this way is not allowed to join to certain chat groups, or acquaintance/social lists.
- Cyberthreats and cybertaunts/cyberoverlapping (cyberstalking) is particularly a very threatening form of cyberaggression. As examples we may include: repeatable sending containing threats which cause physical harm, close to hurting it messages, wreaking severe losses. These messages strongly are connected with creating fear, pain, anxieties – generally of negative, uncomfortable emotional states.

CYBERBULLING AMONGST CHILDREN AND YOUNG PEOPLE

Children and young people are the age group most examined and monitored in terms of manifesting cyberviolence. It happens so probably for many reasons but from them the main causes are the frequency and the high ability of using the latest technologies of the mass transmission. Both boys and girls are perpetrators of the cyberviolence. There are no greater divergences between these two groups. The similar situation seems to take place with groups of victims of the cyberviolence. Depending on the form of that act more often girls become victims to non direct forms, however boys more often become victims of slandering and harassing during conversations. It is possible to state that the notable part of cyberaggressors earlier were aggressors and sometimes even victims of traditional violence. Furthermore victims of the cyberviolence surrendered to traditional forms of violence like school violence.

Pyżalski (2009) described the following kinds of perpetrators of the e-violence:

The type I Cyberaggressor – whose peer familiar to him is a victim.

We deal then with the no balance of powers, the repetitiveness of an act of aggression (in the real and virtual world). The classical history already became known is the example assailed by classmates not even from the secondary school No. 2 in Gdańsk which filmed this act with mobile phone and decided to put in the Internet. This type of aggression is potentially more harmful than the traditional violence: because a permanence is characterizing it (as long as long it is available in the web and after all as a result of copying the time and the reach of the trouble are extended ad infinitum).

The II type arranging the aggrieved parties – a weaker person is always a victim.

Recording made by an oppressor is always directed to a person who is weaker (e.g. on account of the age, impairment, illness, dependence and similar). His activity usually relies on recording and spreading texts or concerning images of a victim, and this action is sometimes connected with some kind of provocation. It is happening that a salary, charities having character as a matter of fact are proposed to a victim (e.g. in a situation, when a token sum is being played to a child, they would let film it in a situation when he or she is humiliated).

The III type Aggressor towards so-called Celebrities – choosing the known public person for oneself as a victim.

In the Internet we can find attacks of this type both of in the form printed on someone's sides of comments on gossipy character, full of slanders or insinuation of entries, or specially created, so-called anti – fan pages. The popular person here is treated as some object (symbol) substitute, on which the attacker perhaps tries to release his own frustration, complexes, not necessarily therefore to cause something unpleasant.

The risk of the electronic violence may be increased by factors such as: the availability of the tool, the lack of the consciousness of the consequence, feeling the clean disciplinary record, the problem of detecting perpetrators, feeling the anonymity, difficult to determine intentions of perpetrators. Amongst factors of the risk of becoming a cyberbully we may include: the high indicator of an absence from school, the positive attitude towards acts of violence, low self-esteem, frequent lying, the will to retaliate, the negative bond among the perpetrator and his parent, loneliness in a peer group or just the opposite popular existence in one's environment, displaying antisocial behaviours, earlier conflicts with law, staying in Internet circles devoted to beliefs and antisocial manners e.g. in circles of persons about racist, coming from low – life's and about avocations with pornographic views.

Certainly general consequences of participating in cyberbullying affects both sides of this peculiar conflict. For perpetrators they are the following: strengthening an aggressive pattern of behaviour, lowering a sense of responsibility for one's action, getting the feeling of power from humiliating others and inflicting pain and increase of feeling that someone would not be punished. General consequences for victims are as follows: social isolation/withdrawal, autodestructive behaviour, decrease in the feeling of self-worth and lower self-esteem, having the victim syndrome – in extreme cases belief in the rightness of statements of its torturer, having intense and very extreme emotions, feeling shame, humiliations.

Despite still uncompleted process of the exploration of problems and issues of cyberviolence, there are being organised research and preventive programs of a psychoeducational character. More and more it is possible to come across the information about this form of threatening in the press, the radio and television. New educational portals appear for parents and teachers. Some new initiatives have started: foundations and programs such as *Sieciaki.pl*, *Child in the web*. *Youth Protection Roundtable* project carried out as part of the program of the *Committee of European Safer the plus Internet*, *Dynamic Coalition it Child online Safety*, *Dynamic Coalition for the Safety of Children in the Internet*, *Awareness project as part of the Safer program the plus Internet*, the program of the European Commission devoted to the education for the safety of children in the Internet have been realized in 25 countries of the European Union.

At the beginning the problem of cyberbullying was left to theoretical problems of children who behave aggressively. The research on the cyberviolence is at present in its initial phase. Temporarily a definitional outline of the problem is arising. There is the need for development of preliminary preventive plan for victims and perpetrators of the e-violence. Therefore the proposed form of some kind of psycho prophylaxis on account of her coincidence with issues of aggression among children and young people. It is possible initially to accept the program created by the Lower Silesia Centre of Psychotherapy in Wrocław.

PREVENTING AND CONTROLLING AGGRESSION

Administrative initiatives

1. The visibility and the approachability of a headmaster for teachers and students.
2. Support from a headmaster and administration for teachers.
3. Just and consistent reaction to complaints of teachers and students.

4. Consistent fulfilling duties and norms.
5. Clear distribution of duties to teachers and administration.
6. Little number of students falling to one teacher.
7. Effective system of information and observation.
8. Organising and financing trainings.
9. Team for safety at school.
10. Charter of civil rights.
11. Charter of rights and duties.
12. Inspiring action which is directed for the cooperation with factors outside school (parents, counselling centres, police).

PREVENTING AND CONTROLLING AGGRESSION

Pedagogic initiatives

1. Resolute, consistent and just sport.
2. Appropriate organising of classes.
3. Concern for determining principles (number, agreed, positive with sanctions, compulsory, published, visible).
4. Optimistic training expectations.
5. The program and content of classes meeting associated with real environment.
6. A class tutor as a person who ensures security.
7. Strategies of teaching adapted for individual potentiality.
8. Participation in trainings (e.g. replacing aggression by the training).
9. Information exchange with students (principles, problems, and program).
10. Contact with students outside classes.
11. Initiating some kind of cooperation with parents.

The counselling and forms included in the help given to children and young people with the behavioural disorder: the individual therapy, the group therapy, the family therapy, the individual teaching, special for special needs, sending children with behavioural disorder to special needs educational centres. The described forms concern the problem of aggression above all, but discussing cyberbullying as well as possible initially to treat those guidelines like the consequence as the preliminary preventive and therapeutic plan.

Sensitizing our society to the threat of contemporary world should have a peculiar character, broken down between warning but with raising an alarm, so which won't be spreading the panic to demonize and to put techniques

off from using modern forms, but will increase the circumspection in users of those technologies. The problem of violence is present in different forms and in different configurations from beginnings of the existence of people and our civilization. Detecting perpetrators and finding victims is unusually difficult. New technologies are cherishing the burden of rising new threats with themselves, but also and of new conveniences. The majority of information about possible help, the information characterizing that vision, potential use of support groups, the ability to diagnose and the access from using the possible guidance on legal procedures are printed in the Internet. Thanks to it, scientists are earlier able to construct theoretical outlines of this problem and conduct wide research in the international scale. In this case increasing the consciousness is not only a very good action for victims as well as for perpetrators but also for teachers, school authorities, marshals authorities, caregivers and parents of children. It is necessary here to emphasize that the knowledge concerning this problem should not only concern different forms of aggressive behaviours, but ahead of for everyone reflecting its consequences which they have in the reality.

OVERVIEW OF THE RESEARCH FROM THE SCOPE OF CYBERBULLING – FOREIGN RESEARCH

From European research it is worth to mention research carried out in 2005 in Great Britain initiated by *Anti-Bullying Alliance Regional Programme London*. Those who participated in it were *Unit for School and Family Studies*, *Golgsmiths College* and *University of London* ([cyberbullying-researchsummary.pdf](http://www.antibullyingalliance.org.uk/downloads/pdf), <http://www.antibullyingalliance.org.uk/downloads/pdf>). 92 students participated in it at the age of 11 to 16 from 14 schools in London. The research has indicated seven most frequent forms to the cyberviolence. Text messages, photographs sent with the help are them of mobile phones, telephone conversations, e-mails, on-line violence, constant sending messages and creating websites. 22% of the examined children had been victims of some forms of cyberviolence at least once, 6.6% were often victims of this form of aggression. There were not any relationships between age and sex of participants of this study and being a victim of cyberviolence. Only girls were much more often to be victims of forms of the violence taking place through mobile phones. Consciousness of occurring the cyberviolence is considerable: 46% of the examined knew about violent photographs and recordings, tracking phones with the help a 37% knew, 29% were aware of the danger caused by sms text messages, 12% knew about the violence on-line chat-rooms. Victims will usually admit to such incidents

alone, similar amount of cyberviolence comes from classes or through friend/friends of victims. Cyberbullying can last in this way for weeks and months. Unfortunately, unreported cyberbullying may last far longer, especially in the form of intimidating through the mobile phone.

The work by Katzer, Fetschenhauer and Belschak was published in 2008. These researchers attempted to determine who are the victims of cyberbullying. They asked three basic questions. Namely: how often this phenomenon happens during conversations on so-called chats, who are victims of such incidents, and also what are determinants to become victims on on-line chats. Scientists examined 1700 students of elementary schools in Germany. Results show umbilical ties between being a victim of persecution at school with being a victim of cyberbullying. Here is a quite strong positive relation that is occurring between these variables. German researchers also proved the influence of self-esteem, the parent – child relation and age of being a victim. Simply inversely of proportional influence of one's popularity, integration with a group and being an aggressor at school or being a victim of this form of the violence. (Katzer and others; 2009).

In 2008, Hinduja and Patchin published the book titled *Bullying beyond the schoolyard: Preventing and responding to cyberbullying*. They put facts recapitulating the profession of the research on the cyberviolence in this publication. Collected data came from such sources as: *The National Crime Prevention Council, Stanford University*, the research of Heimowitz, *I-Safe.Org.*, *Interactive Harris, Crimes against Children Research of Centres at the University of New Hampshire, National Children's Home Charity and Tesco Mobiles* and their own research. Randomly chosen young people from secondary schools were examined in the United States of the North America. Research groups counted 2000 and 1500 students. Some collected results have proven that: 10% of the examined were victims of cyberviolence in the past 30 last days from the research, 17% admitted to be a victim of this violence for a period longer than three months. Results from this analysis show the total number of people who were victims and/or participated in the act cyberbullying were 60% of the examined. The researchers consider that over the half of the population of American teenagers are touched with this problem. If we recall mentioned earlier *I-Safe.Org report*. from 2006: 42% of children were attacked while they were on-line, 35% of children was threatened while being in the Internet, the 21% received e-mails or different electronic messages with threats from other children, 58% of children admitted receiving unpleasant, hurting commentaries during while being on-line, 58% of children claim that their parents or any adults do not know the fact that while using the Internet something unpleasant and wounding happened to them, they also have a tendency not to inform them about this fact even later on.

Interactive questionnaire form was carried out by Harris in 2006. He found that 43% of children were touched with this form violence. This Canadian report shows that: 23% of children give similar results to students of secondary schools and they underwent the cyberviolence in the e-mail form, 35% were victims during a conversation on-line chat-rooms, 41% got the text flame to one's mobile phones, 41% of the examined didn't know the identity of her torturers fully.

In 2005 a research on 1500 high school teenagers using the Internet was performed by Hinduja and Patchin. They stated that one third of the examined fell that they were victims of some forms of cyberviolence on-line and 16% of them were granted for being aggressors. The majority of acts were: insulting – 41%, demanding – 19%, 12% was mentally intimidated, 5% felt fear for their lives. However, less than 15% of those who were victims informed about the fact of cyberbullying their parents or other adults (Hinduja, Patchin, 2009).

Similar to these data research findings come from study performed on American children aged from 12 to 18 in the century about tormenting in the web and reality pose cybernetic, by Kowalski and Kimber from *Clemens University*. They found out that: 22% of girls had contact with cyberbullying, 11% of boys had some kind of contact with cyberbullying. According to a research led by *Fight Crime: Invest in Kids* in a group of 1000 persons: one third was offended by teenagers or laughing in the Internet, 10% met with threats of physical attacks published on-line. According to *the Safer report Internet 2007* in the period from 6 February to 31 December 2007, 524 to 1408 applications for *helpline.org.pl* concerned exactly a cyberviolence were placed. This problem stands on the second place in terms of proposing the frequency (on the top one spot questions about principles of the safety were online – 549 applications) (Aouil, 2009).

In the years 2006-2008 group of researchers from *Aggression Reduction Massachusetts Centre in Bridgewater State carried the College* carried out questionnaire measurements in three research groups. At the Bridgewater College the first-year students belonged to the first group, the second involved teachers, paediatricians constituted the third group. Englander presented collected results of two first groups in his work. It turned out that there were victims of cyberbullying 42% from the examined, 8% stated that this problem still exists in their life. During the school education women surrendered more to become victims, but there are no significant differences between sexes (both groups were becoming victims in similar way). 20% of the examined admitted practicing the cyberviolence. The scientists found out that 43% of students knew a person who left a school because of victimization and also the same number of people knew somebody who was a perpetrator of the school violence

and/or the electronic violence. The examined students were asked about reasons for which somebody else is a cyberaggressor – they answered most of the times that the aggressor didn't know the victim of 71%, 56% said that the aggressor is anonymous, 42% thinks that parents and teachers won't get to know about it, the 22% regards it as group, 22% decipher this behaviour as a joke, 21% doesn't think of this behaviour as it is cyberbullying, and the 19% thinks on planning to continue cyberbullying himself despite everything. There were reasons for which men applied this form of the violence mainly: 38% boys had a strong desire for annoying joking, a desire for revenge was a trigger for 44%, 15% didn't find special causes for their behaviour – they were bored and wanted to do something. Women were driven by: 30% – a strong desire for annoying joking, a desire for revenge in 54% of cases, 13% didn't find special causes for their behaviour – they were bored and wanted to do something (Englander 2008).

OVERVIEW OF RESEARCH FROM THE SCOPE OF CYBERBULLING – POLISH RESEARCH

The results of Polish research of the problem of cyberbullying confirm certain world tendencies. A multi-lane program of research is conducted by certain foundations such as *No One's Children (Dzieci Niczyje)* associated with *Gemius*. They carried out several questionnaires in January 2006. Results showed behaviour, experience and attitudes of young internet users. Internet users at the age between 12 to 17 and their parents were the direct respondents of research. In October 2004 and in January 2006 dangerous contacts and experience of young internet users in the range of meetings with people who got to know each other in the Web were the subject of the research line. September 2006 was the time of investigating children and young people contacts with dangerous plots. In January 2007 *Foundation of No one's Children* together with *Gemius* fulfilled the first Polish research concerning the phenomenon of the peer violence using electronic media. Research findings were presented in report 7 in February 2007 during the conference organised as part of the program *Internet in Poland* on the occasion of the *Day of the Safe Internet*. The research was aimed at estimating the scale of cyberbullying among children and young people in Poland. Children were asked about their experience in the following situations: verbal violence in the web (vulgar challenging, humiliating, ridiculing, frightening, blackmail), registering movies and photographs against the will of the child, publishing in the web movies, photographs and the information ridiculing the child, personating the child in the web. The author of the conception of research is Łukasz Wojtasik

(*Foundation of No One's Children*). In cooperation with the research team *Gemius* the program was prepared and the research tool was filled out with the help of Internet questionnaire forms transmitted with the use of the audit free of charge site-centric *stat.pl/PBI*. Random emission of questionnaire forms carried out in the period from 24 January 2007 and ended on the 1 February in the same year with. 3,252 questionnaire forms were filled out (there were 3 119 completed questionnaires). Altogether 2 981 internet users divided in two intentional groups which provided to fill up the test. The first one constituted 891 internet users at the age between 12 and 17 (including 241 children till 14 years), the second combined 2 090 people over the age of 18. The researchers asked for parents' consent and in the case it was not obtained 7% of participants were excluded from the study. The answers of 35% children in the age from 12 to 14 were also not analyzed because there was a chance of cheating about parents' consent (children answered in less than 10 seconds). The most important research findings were: more than half of researched sample (52%) dealt with the verbal violence in the Internet or through the mobile phone, afflicted 47% of children were challenging vulgar conversations; 21% kids were humiliated, 16% kids were frightened and blackmailed, the 29% were proposed by somebody in the Web to give himself up against their will. Over half (57%) of these kids at the age between 12 and 17 had been an object of photographs or made against their will movies at least once, 14% of children were proposed to spread through the Internet or GSM of materials compromising them. Acts of the cyberviolence often cause irritation, fear and the embarrassment of the victims (too: Wojtasik, 2007)

Aouil's research points that every 1/5 examined resident of Bydgoszcz in the age between 12 and 18 is touched with these terrifying occurrence. About 20 percent of teenagers from Bydgoszcz were victims of cyberviolence. This phenomenon is quickly growing and spreading itself to a bigger range. The results are comparable for earlier described juxtapositions of world results (Auil, 2009).

At present with certain more important and dynamically working centres in Poland, apart from the foundation of *No One's Children*, dealing with issues of cyberbullying there is a group of researchers from the *Higher Pedagogical School* (Wyższa Szkoła Pedagogiczna) in Łódź under the supervision of Pyżalski. They created the questionnaire form called ŁKRAE, which examined Łódź secondary school young people with. 719 people took part in the research, there were among them 46% of girls. Additionally it is obvious that in the examined group the most of them were sixteen year olds – 36%, fourteen year olds – 30% and the 30% of fifteen-year-olds. Total results state that most of the times aggression manifests itself in games on-line, offending during virtual talks in so-called chat-rooms or during the direct communication on discussion forums or Internet circles.

Above it young people tend to expel their victims from the virtual familiar circle. They purposely try to hurt and laugh out eliminated person. Additionally, in the questionnaire form the researchers collected data about characteristics of victims. It shows that: every third examined kid answered that he did not know his victims, a part of respondents showed that peers were their victims – well known, even if not being familiar family and friends, 15% of the examined admitted to completely accidental attacks. The results showed that frequently handicapped people, alcoholics, homeless, ex-partners, teachers and celebrities were victims of cyberbullying. To sum up – at least once in a lifetime each fifth of the examined had been a perpetrator of the cyberviolence, 4% of people showed that they were perpetrators of cyberbullying for four times and more. The researchers determine the problem of the cyberviolence as multidimensional, growing and universal (Pyżalski, 2009).

CONCLUSIONS

Cyberviolence is a relatively new topic of reserch. Therefore specifying it in a theoretical way has to combine important different issues in its basic action which should be present to help the scientists conduct more studies on the subject. The passing time is altering the surrounding reality, its positives and negatives, threats and phenomena supporting human action. Different perspectives are undertaken for understanding what actually is cyberbullying. It leads scientists to diversified definitions of this topic. Cyberbullying above all is being examined online, or led amongst secondary school children in questionnaire forms. These research are mostly being concentrated on the experience of participants (as perpetrators, victims or witnesses) with the cyberviolence and specify their forms. In spite of these explorations on the account of still changing data researchers are not able to generate one definition of this phenomenon and its individual parts. Therefore, together with the technological development, new forms of functioning a consciousness of its users it should also grow. We have just begun exploring the subject matter of the cyberviolence. It is worthwhile to find answers to a few fundamental questions such as: what are the characteristics of victims of cyberbullying, what are the characteristics of the perpetrators, what are the consequences of such forms of violence. Above all it is necessary to make everybody aware of preventive steps which should at present be undertaken to help stopping the spreading of the problem.

REFERENCES:

- Aouil B. (2009). *Zdrowa i bezpieczna młodzież w Internecie*. (Healthy and safe youth in the Internet). Bydgoszcz: Uniwersytet Kazimierza Wielkiego.
- Bandura A. (1968). *Agresja w okresie dorastania. Wpływ praktyk wychowawczych i stosunków rodzinnych*. (Adolescent aggression). Warszawa: PWN.
- Besley B. (2005). Cyberbullying: An emerging threat to the „always on” generation. http://WWW.cyberbullying.ca/PDF/future_dec2005.pdf (Access date: 21.01.10)
- Brzezińska A., Hornowska E. (2004). *Dzieci i młodzież wobec agresji i przemocy*. (Children and youth against aggression and Violence). Warszawa: Wydawnictwo Naukowe Scholar.
- Campbell M. (2005). Cyber bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling*, 15, 68-76.
- Englander E. (2008). Cyberbullying & Bullying in Massachusetts: Frequency & Motivations. Massachusetts Aggression Reduction Center in Bridgewater State Collage. <http://webhost.bridgew.edu/marc/MARC%20findings%20summary%202008.pdf> (Access date: 21.03 2009)
- Frączek A. (1993). Socjalizacja a intrapsychiczna regulacja agresji interpersonalnej. (Socialization and intrapsychic regulation of interpersonal aggression). [w:] A. Frączek, H. Zumkley (red.). *Socjalizacja a agresja*. (Socialization and aggression). Warszawa: Wydawnictwo Instytutu Psychologii PAN.
- Freud Z. (1960). *Psychopathology of everyday life*. London: Hogart Press.
- Fromm E. (1964). *The heart of a Man*, New York: Harper, Row.
- Guerin S., Hennessy E. (2008). *Przemoc i prześladowanie w szkole*. (Violence and oppression in schools). Gdańsk: GWP.
- Herman J.L. (1998). *Przemoc. Uraz psychiczny i powrót do równowagi*. (Violence. Mental trauma and return to balance). Gdańsk: Gdańskie Wydawnictwo Psychologiczne.
- Hinduja S., Patchin J. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying*, Thousand Oaks, CA: Sage Publications.
- Katzer C., Fetchenhauer D., Belschak F. (2009). Cyberbullying: Who are the victims? *Journal of Media Psychology*, 21, 25-36.
- Kohnstamm R. (1989). *Praktyczna psychologia dziecka*. (Practical psychology of a child). Warszawa: Wydawnictwa Szkolne i Pedagogiczne.
- Merchant G. (2001). Teenagers in cyberspace: An investigation of language use and language change in Internet chatrooms. *Journal of Research in Reading*, 42, 293-306.
- Pyżalski J. (2009). Agresja elektroniczna dzieci i młodzieży, (Electronic aggression of children and youth). *Dziecko krzywdzone. Teoria, badania, praktyka*, 1, 12-27.
- Ranschburg J. (1980). *Lęk, gniew, agresja*. (Anxiety, anger, aggression). Warszawa: Wydawnictwa Szkolne i Pedagogiczne.
- Stach R. (1989). *Zachowania agresywne*. (Aggressive behaviours). Kraków: Polska Akademia Nauk.

- Walsh K. (2000). *Neuropsychologia kliniczna*. (Clinical neuropsychology). Warszawa: Wydawnictwo Naukowe PWN.
- Wojtasik Ł. (2007). *Przemoc rówieśnicza a media elektroniczne*. (Peer violence and electronic media). Fundacja Dzieci Niczyje Koordynator kampanii „Dziecko w Sieci”.
- Żebrowski J. (1997). *Psychospołeczne uwarunkowania zachowań agresywnych dzieci i młodzieży*. (Psychosocial determinants of aggressive behaviours in children and youth). Gdańsk: Sprawozdania Gdańskiego Towarzystwa Naukowego.

Internet:

- www.anti-bullyingalliance.org.uk/downloads/pdf/cyberbullying-researchsummary.pdf.
(Access date: 25.02 2009)
- www.stopcyberbullying.org (Access date: 21.03.2009)
- www.scholaris.edu.pl . (Access date: 21.03.2009)
- www.psychnet-uk.com/dsm_iv/_misc/complete_tables.htm. (Access date: 12.04.2009)
- www.symantec.com/pl/pl/norton/library/familyresource/article.jsp?aid=article1_02_8.
(Access date: 12.04.2009)
- www.cyberbullying.us. (Access date: 12.04.2009)