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Risk behavior in electronic communication¹

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Abstract

The paper deals with the issues of risk electronic communication and its negatives and consequences that entails. It also deals with cyberbullying as the most frequent form of electronic communication. Despite on considerable public and experts' attention cyberbullying is still increasing. When you enter the word „cyberbullying” in Google, you may find nearly 9 million references about this topic. The direct help which can help to reduce cyberbullying is still unclear. Some of the studies dealing with these problems point to the fact that particularly teachers and parents don't know how to deal with this and also how to help. They have problem to recognize the signals, they don't know the exact process that would eliminate the cyberbullying and also protect the protagonist of cyberbullying. This paper presents a summary of the findings of the risk of electronic communication, the excessive problematic use of Internet, the effects of cyberbullying and prevention programs and organizations to help in resolving this issue.

Introduction

In the context of the excessive problematic electronic communication Manfred Spitzer (2014) introduced the concept of „digital dementia” defined as a mental process which can lead to decomposition and evaluation of cognitive brain functions to the extent that can be compared to similar expressions, as in mentally diseased individuals.

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To answer the question why fails to halt growth of cyberbullying and the associated incidence of negative effects despite all the information about the risks of electronic communication we impact on fundamental problems. These basic problems are associated with availability of new media to a greater extent than in the past, poor teachers' ability to identify and solve problems bullying in schools and parents considerable ignorance on this issue. The growth and development of digitization on the one hand helps and facilitates our life, but on the other hand it shows a significant negatives associated with the digital time. Whether it's a new phobias (nomophobia, cyberphobia, logizomechanophobia, technophobia, internet phobia, prosophobia, cybersex, shopaholizmus, addiction to chat, addiction to pornography sites, internet voyeur etc.) or the results of research on the amount of spending hours with electronic communication.

1. Internet and its risks

The Internet in general is mostly used for online communication, for forming and maintaining relationships with strangers also with close friends. Interpersonal relationships are in real life an important part of life and identity formation. Spitzer (2014) says that the internet is not „good or bad”, but this is a rate of use, the limit at which positive aspects are begin to stand back (to subside) and starting psychological problems. This limit is not only the individual, but mainly depends on the age. Young children, whose brains are starting to develop, are more vulnerable than adults. Too intensive use of electronic media especially in childhood leads to memory disorders and concentration, together with distraction, with poor reading and lack of reading comprehension and overall emotional flatness.

The Internet has absorbed people of all ages and the actual electronic communication brings more and more negatives, even in the form of bullying, intimidation, sexual harassment, disclosure of personal information, photos or videos. Negative impact on the individual also on the company is more than enough. We can include here

psychic disorders at individual level, leading to the collapse of the value system of personality, which in the mass occurrence reflect in the social area (sphere) in the form of crime, social disintegration of the affected population, unemployment, homelessness, prostitution etc.

Studies dealing with problematic internet use described the problematic users like shy, with low self-confidence, with weaker social skills, neurotic and depressive (Caplan, 2002; Ceyhan & Ceyhan, 2007; Kim, Ryu, Chon et al., 2006). The studies (Tsai, Cheng, Shih, & Yang, 2009; Lee, 2000) also show a link between lack of social support, neuroticism, gender and problematic internet use. The Internet looks like a place for mental control of yourself and reducing tension, sadness or stress. Individuals, which are overwhelmed by feelings, problems at work or in relationships, or relation in family or at school, can sink into the virtual world and then is easy to get lost in any part of the Internet. Whether it's online pornography, online gambling, chat, forums etc. The space for escape from reality and from real-world problems is created (Haddadain, Abedin, & Monirpoor, 2010; Davis, 2001; Caplan, 2005; Kopuničová, 2013).

Research Hardin and Ming Yi Tee (2007) confirm, that respondents which spent excessive amount of time with online activity, were more neurotic, anxious and emotionally lonely and also less extroverted and sociable. They gained greater support from online social networks compared with the average internet users. Further analysis showed that neuroticism and perceived social support from online social networks are a significant predictor of excessive Internet use. Spitzer (2014) argues that many contemporary young people spend twice as much time on social networks as with learning. The Google searcher will search 31,500,000 references relating to the issue when you enter „Internet addiction”, what suggesting an increasing interest in electronic communications.

1.1. Criteria of problematic internet user, risk behavior

From the available sources, we know that with the advent of computer technologies emerge problems such as the question, where be-

gins normal use of computer technology and where occurs pathology (Davis, 2001; Demetrovics, Szeredi, & Rósza, 2008; Caplan, 2002). Internet is part of everyday life, for many people is a great and often the only source of information, the possibility to communicate with family and friends (long separation over long distances etc) (Morahan & Schumacher, 2000; Young, 1998; Benkovič, 2007; Davis, 2001).

Block (2008), Beard and Wolf (2001) present that the criteria of problematic use of new media: excessive use of the internet, which is at the expense of basic need such as food, hygiene, sleep, fluid intake etc.; withdrawal symptoms such as anger, tension, depressive symptoms in case of unavailability of the Internet, tolerance with the increasing time and needs to be on the Internet, the negative consequences of Internet use in terms of hassle, lies, degraded work or school performance, social isolation or fatigue. Shapira et al. (2003) presents the diagnostic criteria of problematic internet use: preoccupation of Internet use, using the Internet longer than planned. Using the Internet or preoccupation of Internet use causes significant distress or deterioration in social, professional or other important areas.

Authors (Davis, 2001; Demetrovics et al., 2008; Young, 1998; Benkovič, 2007) indicate that the use of Internet emergent some form of risk behavior. These include excessive gaming, excessive chatting or sending emails, excessive use of sites with pornographic themes, but also risky electronic communication which present use of the Internet or mobile phone for the online social aggression (Oglivie, 2000; Willard, 2007).

Problematic behavior in the context of risk electronic communication causes a loss of interest in real life in direct social contact. Davis (2001) and Caplan (2002, 2005), which in their studies indicate that there is often a manifestation of depressive exhibition, impulsivity, aggression, disruption of relationship with family members, partner problems, poor results at work or at school.

Davis (2001) points that lack of social support from family or friend and social isolation are signed under the emergence of problematic internet use. The procrastination is playing an important role not

only with the development but also the maintenance of problematic Internet use (Benkovic, 2007; Caplan, 2002; Davis, 2001). It is also the problem when people are isolated from their friends in favor of online friends.

Benkovic (2007) presents a concept of new disease called „New age disorders of non substance dependences”, which include disorders associated with excessive internet use, computers, machines and mobile phones.

Internet is also abused for criminal activities such as illegal contents, spread viruses, spam, distribution of child pornography, misuse of information, dissemination of false or offending information etc. Among the recent criminal acts and social pathologies includes cyberbullying, cyberstalking, cybergrooming, sexting, happy slapping etc. (Lau, & Paulhus, 2010; Jaishankar, & Sankary, 2006; Oglivie, 2000; Mullen, Pathe, Purcell, & Stuart, 1999).

1.2. Rules for Internet work at school by Kavalir (2009)

To decrease the risk internet use is possible to determine the rules for Internet work for child. Among the frequently mentioned are some rules formulated by Kavalír (2009):

Prohibition to use mobile phone during the lessons in school (they should be turn off in bags) for the prevention of filming or photographing students and teachers.

Block the access to the Internet in classrooms and schools, retain access in the rooms with computers. Blocking of selected websites (especially pages containing pornographic material, some gaming sites, social networks etc.).

Ensure computer with software which is able to send information what students are doing on their desktop to teacher computer (iTALC application). About this action as well as about the etiquette and the Bill of Rights on the Internet, students should be informed in advance.

The school has set clear rules about using of computer technology, penalties relating to attempts to hack into a foreign account. Each

student has a school email address to which has access only the owner and can log into it from home.

2. Cyberbullying and its risks

The term of cyberbullying is sometimes replaced with the term of digital bullying, digital aggression, cyber bullying, electronic bullying, online bullying etc. In our text we will use the term cyberbullying and the concept of digital bullying.

In general bullying (traditional and digital) may be the work of an individual, but also the entire group. „Out of sophisticated technology, cyberbullying is not different from traditional bullying from part of aggressor. As in another form of bullying the object is the same: to hurt, to frighten and to humiliate the victim, either publicly or in private” (Kohut, in Vašutová et al., 2010). Among the protagonists there are the aggressor, witness and victim in traditional as well as in digital bullying.

In traditional bullying the aggressor is often manifested with physical superiority, but in digital space the physical strength of aggressor is not important. It also doesn't have to be persons, which are in the real world social dexterous. On the contrary, we can meet with the opinion that those who are non-pushing, shy and can't establish relationship with the others in real world, are turning in to very active and also aggressive in the electronic communication (Vašutová et al., 2010, p. 90). One of the major factor which supports the individual in developing his aggressive behavior in cyberspace is anonymity (or pseudonymity). The anonymity is active on both sides – the victim doesn't know the aggressor, but also aggressor doesn't know his victim. „When people use technologies, they lose tactile feedback, interaction in the face to face, which provides guidance of consequences of their actions on others.” (Willard, 2007, p. 80).

Aggressor, as he sees his victim, he loses inhibitions and attend disinhibition effect. An attacker in cyberbullying is allowed much more than they afford to the victim in the face to face. Disinhibition

is enhanced by anonymity, time and physical distance and also lack (of complex) of sensory perception. Another important concept in the context of electronic communication is deindividualization. Many experts define new technologies, especially the Internet, as a place without barriers also in a case where people are named in it and hence less anonymous (Joinson, Šmahel, in Vašutová et al., 2010).

The audience, witness of bullying is itself a social experience that directly teaches individual the basic knowledge of power, authority, empathy, social responsibility, courage (or lack thereof) or injustice. Who is a witness of bullying but also who is informed about bullying, is usually little (less) trained in how to be properly maintained, so they prefer to perceive bullying as a normal part of their lives (Vališová & Kasíková, 2007).

New technologies create new quality of sociability, the digital sociability. In cyberspace or in the digital space, arise and live new relationships, create new communities. These new communities operating in new forms of communication will likely create a new social norm of action. Crossing the state borders, nations and cultures are the main features (Sak, & Saková, 2004, s. 124).

Anyone can be a victim of digital bullying. The victim may be chosen randomly (e.g. randomly selected by phone numbers). The predictor of individual risk may be its use or misuse the new technologies e.g. the addiction of new technologies. Many Internet users (not only the victim) live in social isolation and many of them search for mutual support on the Internet, which would encourage them to future violence. This suggests that victims of bullying are at risk because of low social adjustment experience.

The consequences of cyberbullying are compared with the impact of traditional form of bullying. The president of American Academy of Child and Adolescent Psychiatry Jerry M. Wiener, in Vašutová (2010) states that cyberbullying can have a serious impact on the health of individual, especially as precipitating factor of development of psychiatric disorders. The most common consequence is depression which if is untreated, leads to a limitation of the ability to function in everyday life. It has been shown that individuals which have been

victimized in childhood and in adolescence, suffer with depression and low self-esteem also at age 23 (and beyond), when they are not bullying. Victims of cyberbullying are manifested frequent sadness, tearfulness, decreased interest in activities or inability to enjoy the previously favorite activities, boredom, lack of energy, increased irritability, anger or hostility, frequent complaints of physical problems such as headaches or stomach. The greatest risk is suicide (Vašutová et al., 2010).

2.1. Preventive programs and organizations dealing with cyberbullying

The following text describes some of preventive programs and organizations that emphasize the importance of involving families, educators, schools and adolescents to the issue of cyberbullying. The programs also include recommendations how to recognize actors of bullying and how to treat them. The role of the school is to participate in the issue of bullying to the curricula (traditional and digital) and thus increase awareness among pupils and students about the consequences of bullying.

Olweus preventive program against cyberbullying (OBPP, Olweus, 2005) – Norwegian school program focused on reducing aggression and bullying in schools. It includes social skills training, parental involvement, and direct intervention for children, adolescents and victimized. The program contains sections for students, educators / schools, parents and interaction.

Key Stage Three (Paul, Smith & Blumberg, 2012) – The education program developed in the UK designed for schools to reduce the occurrence of bullying. Participates in the program not only students but also educators and parents. The main intention of the program is to encourage the development of proactive strategies.

ConRed (Ortega-Ruis, Del Rey & Casas, 2012) – Spanish program, which is focused on the risk factors of cyberbullying and it is based on the successful defensive strategies emanating from previous preventive programs. It underlines the promotion of relations: school – family – school community, development of key competencies of students and educators, the development of technical support in school. It also contains advices for families how to recognize whether a child is being bullied.

School program against bullying, Part B – The program was developed and applied in Hradec Kralove at primary and secondary school. It includes parts for schools in which the emphasis is on the protection of victims, consistent testing and introduction of measures to prevent the spread of bullying. Further comprises parts for parents, children and adolescents, which emphasize awareness-raising and skills building to orientate in bullying.

For awareness raising, prevention and possible action against cyberbullying in the Czech Republic is focused several organizations and projects. There are: **Safer Internet** – www.saferinternet.cz. This is the first Czech Cultural Centre for European Safer Internet program, which has received the support of the European Commission. In early 2007 it has been renamed to **Czech Safer Internet Combined Node** and includes the following modules: *Safer Internet Awareness/Helpline* (Awareness and assistance center of Safer Internet) and *Safer Internet Hotline* (Internet Hotline). Furthermore, **E-Bezpečí** (E-Safety) – www.e-bezpeci.cz, **E-Nebezpečí pro učitele** (E-Danger for educators) – www.e-nebezpeci.cz and **Projekt Minimalizace šikany** (Project Minimization of bullying) – **MiŠ** – www.minimalizacesikany.cz (Vašutová et al. 2010; Orosová, Janovská, Kopuničová, & Vaňová, 2012)

Centre for the Prevention of Risky Virtual Communication, the Faculty of Education, Palacký University in Olomouc – www.prvok.upol.cz – implements through its educational programs (E-Security, E-Synergy

etc.) prevention of risky behavior associated with ICT, particularly in the form of education and through media campaigns.

E - Safety Program works primarily with case studies of model cases in the Czech Republic and all over the world, mainly from the UK, USA, Poland and other countries. The theoretical interpretation is in this program of education involved in a minimum amount. It is based on a detailed analysis of cases in which the child, adolescent was a victim of cyberbullying or sexual assault. Most of the studies are complemented by photographs of attackers and victims to occur the interconnection and identification of participants of educational activities with the victims. Educational and preventive effect was multiplied when using photographs (Szotkowski et al., 2013).

3. Prevention of risky behavior in cyberspace for schools and parents

The issue of traditional bullying and digital bullying prevention has a major character, and should have a systemic constitution, the individual components of the whole system should be linked to each other, thus producing the most effective results. Prevention, remediation and assistance are complex processes, educational, sociological, psychological, and last but not least a moral problem. The main role has to be played by family and school, because that is where most of human personality is formed. This prevention issue of risky behavior in context of using electronic media (prevention of cyberbullying) is discussed in Czech society for many years. There are a large number of prevention programs, which are implemented as government agencies, and private entities. Prevention is very often underestimated, because a preventive effect on negative risky phenomenon is very difficult to capture and measure (for example, a longitudinal comparison of experimental results of institutions at which prevention takes place, with those on which the preventive program is not implemented). Prevention in the field of safe behavior on the Internet at national level falls within the area of crime prevention and the prevention of risky

behavior within the Ministry of Education. The topic of risky behavior on the Internet is fairly new, and the resulting documents that have to be focused on this area, constantly undergoing a process of revisions and editing. Examples include changes in the methodological recommendations for the primary prevention. An emerging regulatory standard could lead to the change such as Cyber security law (law number 181/2014 Statute). Positive result of prevention requires direct education aimed at vulnerable target group and those who work with this group and with media campaigns focusing on each phenomenon. Further functional form of prevention, is offering alternatives to risky behavior on the Internet. For example, strengthening the leisure activities and offering interesting ways of spending free time. Another form of preventive activities represents prevention implemented by presenting positive role models for parents, teachers and peers (Szotkowski, Kopecký, & Krejčí, 2013).

Children form a group which is socio-pathological phenomena, cyberbullying most endangered. Another subject taking part in the massive expanding of cyberbullying among children are adults, especially parents and teachers affected by their lack of information about risks of technology use, passive approach to supervision of their children how they use of new media. Part of the reason why this is so, is the fact that they are often inadequately informed about possible misuse of information and communication technology. The child has a head start in the field of electronic communication if has older parent or educator (Sak et al., 2007). Great danger that arises from cyberbullying consists in the fact that the victims do not confer victimization with an adult. Children are less likely to rely on parental support. This assertion is also indicated by Hinduja, Patchin (2007) that over 40% of the victims of cyberbullying did not confide to anyone, and only 14% reported that they had entrusted the adult. Children and adolescents are often afraid to confide the parents. They think that if they told it their situation would be even worse. Among other things, they also fear the restrictive measures taken by the parents, which

could follow, especially the prohibition of access to their mobile phone or computer.

The family is the most important group of individual's life and even in case of access to technology and solving problems associated with cyberbullying family can be the most important element. Therefore, monitoring the use of electronic communication of their children is very important. Results of research realized by TNS AISA conducted in the Czech Republic in early 2009, state that 17 percent of parents do not check what their children do at home, in leisure time on the Internet. The majority only carries out random checks. Programs restricting children's access to unsuitable sites uses only 8 percent of parents (www.nebudobet.cz/?cat=pomoc).

A s s i s t a n c e a n d e d u c a t i o n o f p a r e n t s. It is indisputable that the crucial social factors affecting acting on the personality development of the child is family. If child has is to develop mentally in healthy and socially useful personality, he needs to grow up in an environment of constant, emotionally favorable, warm, kind, sympathetic. Family stands at the beginning of a child's life, thus has the possibility to influence its development in the most sensitive phases. Children obtain basic information about the outside world from parents they learn to relate to other people. In various families, conditions for the formation of a child's confidence are different. If a child lives in a family full of nervousness, tension, mutual disrespect, dislike and distrust, could no longer pass his own life without problems. A deposit that parents give the child in the childhood, shall be borne with him for the rest of his life (Vašutová, 2008). Cyberbullying prevention should begin at the time when cell phone is given to the child for the first time or when they first connect to the Internet. So such as we prepare our children how to cope with trappings of a real world, we have to teach them how to overcome the problems they may encounter in the virtual world. Parent should give a good example to children in the use of new media technologies (e.g. do not use a mobile phone while driving, watching TV), should not trivialize the spreading rumours over the Internet, etc. The most important preventive measure that is already

starting to be used actively in the Czech Republic is the contract for Internet use. It regulates the rules of how the child should use a computer and internet. Knowing these rules, following them, leads to preventing possible problems, including cyberbullying. To give the child a contract to keep in mind, it is recommended to hang mentioned document in a visible location, preferably next to the computer (Kavalír ed., 2009). The issue of education of parents is very problematic simply because the parent is the most difficult educable element in the prevention of risky behavior associated with ICT. Parents are usually workloaded and they do not have a lot of spare time, wherein they could be educated. Therefore, an appropriate form of prevention focused on parents seems to be especially prevention implemented through the mass media – through television programs or campaigns performed in the Internet environment (Szotkowski et al., 2013).

A s s i s t a n c e a n d e d u c a t i o n o f e d u c a t o r s. Educators, of course, have to be informed as well as their pupils about the socio-pathological phenomena associated with ICT. Educators have to acquire in addition to the basic theoretical information (psychology, pedagogy, IT aspects, etc.) also the information about possibilities of designing individual situations in accordance with applicable legal standards. It is necessary within the education to explain how to proceed if the school shows a case of cyberbullying, how to deal with situations associated with eg. mobile phones recordings, publishing photographs of children on the school website, the problems associated with Facebook, complying with the rules defined by the Internal Guidelines of the school, etc. (Szotkowski et al., 2013). The school has to be a safe place for a child. The Convention on the Rights of the Child guarantees the children in educational establishments staying safe without deleteriously affecting the health, both physical and mental. If a child turns to his educator alerting him about being bullied, it is necessary to act immediately. Krejčí (2010) takes the view that if we are pre-equipped with a set of information about traditional bullying, cyberbullying (what exactly cyberbullying is, how it is manifested,

how to deal with it, who to ask for help, etc.), we will have a much better chance to handle the problem. In terms of prevention, of course, attention is turned to the role of an educator, whose responsibility includes formally provision of explicit rules, drawing on professional assessment of students, maintaining secure and reverent school education, installing, monitoring and filtering of software, implementation and evaluation of formal programs preventing cyberbullying and parental guidance. The first active step that can an educator do is to assess the level of cyberbullying that occurs at school, and the impact of this on the physical aspect of the student and the learning environment. Determination of current condition of online behavior among the population of the school may be assessed the best by an anonymous survey of attitudes of students and school personnel (Hinduja & Patchin, in Vašutová, 2010).

There are a number of general characteristics and *indirect and direct signals* typical for cyberbullying, which should be included in the evaluation of the situation.

Indirect signals of the cyber victim. Sudden finished using of the computer. Variable behavior and mood. Nervousness when reading SMS or emails. Somatic difficulties or fear or reluctance to go to school, eventually frequent residing close to an educator. Deterioration of school results. Irritation, frustration or expressiveness when leaving the computer. The individual is fearful, sad, apathetic or unusually aggressive. Sleep disorders, nightmares.

Indirect signals of the cyber aggressor. A quick turning off the monitor or closing PC programs in case of an adult approach. Spending long hours at the computer, mainly at night. Anger in case of inability to use the computer. An overdone laughing at the computer (in the school suspiciously laughing bunch of kids standing around the computer). Avoiding conversations about what the child is doing at the computer. Using several online accounts or addresses.

Direct signals of the cyber aggressor. Intentional humiliation. Rough joking and ridiculing. Contempt. Swearing. Constantly criticizing and questioning. Harming or theft of personal be-

longings. Restriction of liberty, physical attacks (Kavalír, in Vašutová et al., 2010).

A necessity is to define for pupils and students exactly and concisely what risky electronic communications and cyberbullying means. One of the possible defense strategies leads through the demonstration of specific cases. Thus pupil or student can emotionally commit to the issue. They can realize their own vulnerability and pitfalls of not taking the internet seriously. It is important that the school should inform about the nature of online aggression both students and educators. The members of the school management should dedicate time to this, to instruct them on this issue and give all the important information further to educators and counselors. For example, the school management shall convene a meeting regarding to the safety of youth on the internet and invite a specialist, who will speak on the topic, provide information on the current case studies and summarize the results of recent researches. An important role in the further education of the teaching staff can play a prevention methodologist or school psychologist. Last but not least also currently offers opportunities for professional seminars within the school which are taking place below the guidance of experienced tutors on the territory of all the regions, for example Centre for the Prevention of Risky Virtual Communication, the Faculty of Education, Palacky University in Olomouc – www.prvok.upol.cz.

The work of an educator is very demanding in a number of aspects and contexts, nevertheless an educator in the context of solving cyberbullying should: Strengthen the empathy in students. In many cases, students do not realize that their actions may hurt someone else. It is advisable, therefore, to strengthen their sensitivity and respect towards others. Improve the classroom atmosphere. Cases of cyberbullying often appear in classes that are otherwise „difficult”. Preventively may operate regular activities that are focused on improving the relations and cohesion in the classroom. The positive role is played such as joint projects or group style of education. Leading up to the reverence towards others. Who appreciates other people perceives re-

lationships separately from material things, whether it is his clothing, appearance or grades. Giving positive feedback. Well-intentioned words may the other person often interpret differently. Establish good relationships between educators and pupils. Relationship of trust contributes to the fact that pupils affected ('handicapped') by cyberbullying turns to his educator with this problem. Thereafter it is much easier to help them quickly than if the case is developed elaborately „undercover" (Vašutová, 2010).

In accelerating the rate of the spread of cyberbullying definitely takes a share the development of technology and services, which creates an ideal place for spread a dangerous communication practices. That does not mean that the development of technology is something wrong. It depends only on us how we stand to the possibilities that are offered, whether we use it or misuse. Information and communications technologies are not weapons, they are instruments. They are neither good nor bad. It depends only on people to which activities they use them (Krejčí, 2010, s. 10).

It should be realized that there is absolutely no effective defense against the risky electronic communication and against cyberbullying. Introduction of at least partially effective preventive steps against it is condition to increasing general awareness of its threats. We have to be able to admit that cyberbullying represents a major threat which affects an increasing number of people and might have devastating consequences for the victims. The more technology develops, the greater the necessity to fight against cyberbullying all available resources it means (Kitliňská, 2009). Complex strategy of prevention of cyberbullying or other forms of aggression require the cooperation of a number of important articles. Parents, educators, assisting professions, police and other public administration representatives, as well as children themselves, play a significant role in combating cyberbullying.

4. Conclusion

The issue of cyberbullying and Internet use are currently often mentioned topics, just because of showing the negative consequences which are based on them. The results of researches indicate, firstly the

growing tendencies in the prevalence of problematic Internet use, as well as the increasing incidence of cyberbullying. It shows an increasing trend of avoiding the reality and using a virtual world. Researches (Kopuničová, 2012) indicate that the Internet is used primarily for regulation of mood and there is a higher level of preferring an online communication. Mainly preference of online communication is associated with risky forms of behavior, such as cyberbullying. The problem is (both) the availability of new media and the Internet in a higher extent than in the past, leading to a higher risk of inappropriate Internet use among children and adolescents. Proper Internet use consists in fact that one learns to protect his own privacy, select virtual friendships with strangers, protect his accounts, photos, videos, and also protect his own family and friends. Primarily sharing personal information is a source of abuse and bullying in many cases. Similarly, children and adolescents are overwhelmed by online games, great variations in social networking, and no limits in accessing the Internet (availability of high-speed unlimited internet), dissemination of violence in the real and virtual world. Children and adolescents today are unable to spend time differently than on the Internet. Their level of Internet use rises, which leads to increase of digital dementia, where the ability to use a memory and communicate is proving problematic. Instead of effort to remember information is preferred using the Google browser. Excessive and problematic Internet use also leads to disorders related to diet and physical condition. Medical doctors warn the poor health and physical condition of children and adolescents, loss of interest in active movement in leisure time. Instead is preferred using Internet in a leisure time.

There is number of unpleasant consequences of problematic Internet use, from mental health problems through deterioration in social competences, which do not have the opportunity to develop in direct personal relationships, to abuse of the Internet to spread social aggression. Cyberbullying, which is close connected to traditional bullying, tends to increase in the developed countries, there suffer more and more children and adolescents. – The cases of negative impacts of

long-term bullying are increasing, but the worst are the ones that end suicidal attempts or suicide itself. Increasing the number of bullying cases leads to greater interest in this issue. This forms programs to reduce bullying or programs focused on preventing bullying aimed at improving and increasing awareness of bullying, enhancing communication and relationships between educators and pupils, as well as between pupils each other. The programs provide advices and recommendations how to recognize the signs of bullying, how to recognize bullying protagonists (victim, aggressor, witness) and how to provide effective intervention for the victims and the victimized. These programs emphasize the cooperation of school, parent, and educator to effectively reduce bullying. It underlines the status of the school, which should be a safe place for the children. Programs include information about the possibilities of technical support; provide advices and information which may be applied at all schools. Mainly the school should appeal to compliance with all rules and regulations governing the behavior of students. Failure to comply with these rules should lead to direct penalties even to the exclusion of a student from school. Parents are actively involved in programs in solving bullying. It provides them information and advices on how to ensure the Internet at home, how to recognize the signs of bullying, how to proceed further after the detection of bullying and other useful information. Preventive programs currently underway at schools in various countries recognize their effectiveness and reduce the incidence of cyberbullying at schools. It was found that after those programs children paid more attention to the sharing personal data and communication with strangers. Similarly, the Centre for help the victims of bullying are originate, where victims are given exact information how to deal with this problem. These centers provide the psychological advice as well as technical, legal, education and many others.

The aim of this article was to bring closer the issue of risky Internet use and the cyberbullying and its negative consequences which are entailed. Based on the available literature, we processed assisting strategies consisting in mutual cooperation between schools, edu-

tors and parents. The roles played in the identification of cyberbullying, its elimination and proper interventions are essential. It is also helpful to reliance on details from programs aimed at reducing cyberbullying which may stand as a good guidance for schools, parents and educators. This raises the important necessity to appeal to the formation, development and application of these programs to eliminate cyberbullying in schools. Precisely these strategies should assist to reduce the incidence of cyberbullying and to enhance the competences to deal with it.

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Zákon č. 181/2014 o kybernetické bezpečnosti a o změně souvisejících zákonů (zákon o kybernetické bezpečnosti).