

The Rise of Cyberbullying Among Adolescents During Covid-19 – Perspective of the Adolescents

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Abstract

Background and Originality: The aim of the article was to research if the occurrence of cyberbullying among Slovenian adolescents during the Covid-19 compared to the period before Covid-19. The originality of the article lies in the fact that it deals with a very relevant social issue, which affects the so far little-researched impact of the Covid-19 era on peer bullying and cyberbullying among adolescents.

Methods: In the article we used the descriptive method, with the help of which we described the theoretical starting points. In the empirical part of the thesis, we used a quantitative method, with the help of the survey method. In the survey questionnaire the Likert scale was used, in order to measure the extent to which the respondents agree with various statements in the field of cyberbullying.

Results: According to the surveyed adolescents, they rarely experienced cyberbullying both before and during the Covid-19 period, but some of the adolescents more often reported receiving messages with inappropriate content and messages that they did not want to receive and see. We also found that, compared to adolescent men, adolescent girls received messages with inappropriate content to a greater extent, which they did not want to receive and see, and which made them feel afraid, and they also more often received rude and insulting comments about their appearance, others threatened them more often online.

Society: The article deals with a socially relevant topic, as it deals with the presence of cyberbullying among adolescents in the period between Covid-19. Due to the fact that Covid-19 is a relatively new challenge in the field of virology, the mentioned area currently remains under-researched, so the present research represents only the beginning of the study of the selected area. The results of the present research can be used by many experts who want to study the topic further, or by adolescents, parents and teachers who want to get to know the mentioned field in more detail.

Limitations/Future Research: The limitations of the research are reflected in the limitation of the studied sample and in incompletely completed questionnaires. The research could be expanded to include in-depth interviews among the participants, both adolescents and parents as well as education professionals, as the quality of a school is strongly related to a safe and stimulating learning environment. As a result, this kind of a research could also be linked to the prevention of cyberbullying. Further research could allow us to understand open communication in school, which creates a stronger sense of belonging to the school, because a favourable climate can allow a

school to transform into a learning community, which means building a stimulating learning environment characterized by mutual respect and trust both for students and their teachers.

Keywords: bullying, cyberbullying, Covid-19, web, social media, adolescents.

1 Introduction

Because of the Covid-19 pandemic, people had to get use to a new normal, which included maintaining interpersonal distance and new forms of social contact. Thus, virtual interactions were encouraged, replacing real gatherings, and public meetings were also replaced by virtual calls. In addition, home-based work and distance learning were promoted and introduced, work meetings were moved online, and e-teaching supported by video conferencing was also introduced. Pandya and Lodga (2021, p. 1) note that the aforementioned social interactions led people to begin using digital devices more widely for social contact, which included virtual dating, virtual tourism, virtual parties, and virtual meetings with friends and families.

Alheneidi, AlSumait, AlSumait, and Smith (2021, p. 1-2) point out that information and communication technologies generally had a good effect in limiting social contact, which led many experts to suggest the use of these technologies at the beginning of the pandemic to manage feelings of anxiety, social isolation, stress, and panic. Thus, increased use of the internet led to greater feelings of social support and decreased loneliness. Pandya and Lodga (2021, p. 1) noted that during periods of limited social contact, there was a possibility that time spent online did not negatively impact individual well-being because it was the only way to remain socially connected. However, caution is needed as too much time spent online can lead to anxiety, sadness, insecurity, and negative emotions such as irritability and anger.

The aim of this article is to examine the area of cyberviolence among Slovenian adolescents in the Covid-19 period. In this article we want to investigate whether it is possible to detect an increase in cyberviolence among adolescents in the period of Covid-19, and how the presence and possible increase of the latter in the period of Covid-19 is perceived by adolescents.

The objectives of the research are to:

- Present a review of the literature on violence in general, types of violence, portrayal of intergenerational violence, and cyberbullying in particular.
- Conduct and analyse a survey among adolescents with the aim of investigating the area of cyberbullying among adolescents in Slovenia.
- Determine whether cyberbullying among adolescents in Slovenia has increased or decreased over the period of the Covid-19.
- Using the literature review and the empirical research conducted, identify, review and present the area of cyberbullying among adolescents in Slovenia and propose solutions to the above challenges.

2 Theoretical framework

In recent decades, increasing attention has been paid to the problem of peer aggression, both in school settings and online. For example, the World Health Organization defined peer violence as one of the major health problems in adolescence and emphasized the importance of protecting minors, which is particularly important in the online environment (Feijóo et al., 2021, p. 95).

Due to the lack of conceptual clarity, the topic of cyberbullying is also difficult to define (Notar, Padgett, & Roden, 2013, p. 2). However, Menesini and Nocentini (2009, p. 230) state that cyberbullying is an aggressive and targeted act that can be carried out by individuals or groups. It uses electronic means of communication, can occur over a long period of time, and victims cannot easily fight back.

Myers and Cowie (2019, p. 1-2) state that the definition of cyberbullying falls into two categories: (1) cyberbullying is a new form of traditional violence and follows the definition of Olweus (1993, p. 8-9) that such violence takes place over an extended period of time, involves an imbalance of power, and the purpose of such violence is to harm, with Olweus accepting cyberbullying as a mere extension of the traditional concept of violence that occurs in the virtual world; (2) cyberbullying differs from traditional bullying in that it targets an individual's private life, both during the day and at night, both at home and in a school setting. In addition, perpetrators of cyberbullying can successfully disguise their identities, reinforcing the violence against the individual.

Cyberbullying is any malicious and repeated use of information and communication technology with the intent to harm another, i.e., humiliate, tease, ridicule, threaten, or otherwise injure. Typically, cyberbullying manifests itself in the form of the following actions:

- Anonymous messaging, as online anonymity can serve to decrease self-awareness, leading to deindividuation, and a deindividuated person has a weakened ability to regulate their behaviour, leading to a decreased likelihood of caring what others think about their behaviour (Ang, 2015, p. 38).
- Sharing pictures without consent (Kričkić, Šincek & Babić Čike, 2017, p. 16).
- Hate speech or insults, such as spreading violent and abusive comments that promote group hatred (Miro-Llinares & Rodriguez-Sala, 2016, p. 406).
- Promoting violent privacy attacks, such as publicly posting personal information or even assuming the victim's identity, hacking into a private electronic site, e.g., e-mail, social network profile, more recently hacking into online classrooms and meetings (e.g., so-called zoom bombing) (Lee, 2021, p. 147).
- Creating websites that contain text or images to make fun of another person (Peterson & Densley, 2017, p. 193-194), but can also create fake profiles whose purpose is to steal the victim's online identity and harm that person (Policija, 2022).

- Stalking, harassment, extortion, e.g., through direct messages or emails (Peterson & Densley, 2017, p. 194), where the victim can be observed and monitored online (Policija, 2022).
- Sexual seduction or harassment (Kričkić, Šincek, & Babić Čike, 2017, p. 16).
- Stealing a personal profile using the victim's social network without permission and, as a result, publishing it in their name.
- Tricking the victim into reacting angrily; or various forms of defamation, insult, spreading false information, etc. (Policija, 2022).

From the findings of the aforementioned authors, it can be concluded that the traditional form of peer violence is basically not anonymous, since the victim usually knows the perpetrator and it takes place in schools or other physical spaces. The victim can report it to the authorities, which makes the perpetrator face the consequences of his or her actions. Whereas cyberbullying, despite the easier evidence and at the same time longer lasting consequences of such behaviour, is often not reported due to the anonymity of the perpetrator and the victim's fear of the possibility of further access to the Internet, which manifests itself in the fact that the perpetrator does not feel the consequences and consequently does not regret his inappropriate actions.

Hicks, Clair, Waltz, Corvette, and Berry (2019, p. 2-3) note that cyberbullying involves multiple individuals:

- *The role of bystanders*: These are any individuals who are present when the violence occurs or know that the violence is occurring. These individuals passively observe the violence but do not participate in the violent acts or take action. They often feel the consequences, such as guilt, anger, or sadness, but do not help the victim because they are afraid of these consequences. Those who choose to help victims are more empathetic, confident, and angry about the cruel actions of others.
- *The role of the perpetrator*: perpetrators are those who repeatedly make fun of or harass others. They differ in their popularity and self-confidence. However, what they have in common is that they want to control other people, they pay attention to how popular they are, and they have a parent or other caregiver that they look up to regarding their behaviour. Perpetrators are often encouraged by bystanders.
- *The role of instigators*: even if they are not the direct perpetrators, instigators encourage this behaviour by enabling this form of violence. They make the perpetrator feel like they have an audience and break down any internal boundaries the perpetrator may have.

In the context of cyberbullying, we can highlight some legal provisions, such as Article 297 of the Criminal Code (KZ-1), which speaks of public incitement to hatred, violence or intolerance. Thus, the first point of Article 297 of the Criminal Code (KZ-1) states that persons who publicly incite hatred, violence or intolerance at various levels may be punished

by imprisonment for up to two years: Nationality, race, religion, ethnicity, gender, colour, origin, wealth, education, social status, political or other beliefs, disability, sexual orientation, or other circumstances (KZ-1, Article 297).

In addition, as part of KZ-1, we can highlight Article 176, which deals with the display, production, possession, and distribution of pornographic material. According to this article, anyone who sells, shows or otherwise makes available various pornographic content to persons under the age of 15 shall be punished by imprisonment of up to two years or a fine. Similarly, anyone who obtains or encourages pornographic content from various persons, including minors, shall be punished by imprisonment for between six and eight years (KZ-1, Article 176).

Finally, we can highlight Article 173a as part of KZ-1. According to it, whoever recruits persons under fifteen years of age to a meeting through the Internet with the intention of committing the crime of producing pornographic content is punished with imprisonment for up to one year (KZ-1, Article 173a).

It is also worth highlighting Article 145 of the Code of Criminal Procedure (CCP, 1995), which deals with the duty to report. According to this article, state authorities and all organizations with public powers must report criminal offenses when they become aware of them. Article 91(2) of the Social Assistance Act (ZSV, 1992) states that authorities must inform the social work agency when they find that children and adolescents are at risk. Article 6 of the Domestic Violence Prevention Act (ZPND, 2008) states that various authorized agencies and organizations must inform the Social Work Centre when violence occurs, and the victim is a child or a person who is unable to care for himself or herself.

Consequences of cyberbullying by adolescents

Cyberbullying has the same risk factors as traditional peer violence, but includes additional factors, such as limited control over personal information, which can result from individuals being unaware of the consequences of sharing personal information, passwords, addresses, and phone numbers online and being unaware of the harmful consequences of communicating with strangers.

The Odklikni Project (2019, p. 9) notes that many people can engage in cyberbullying also as an audience, and that the victim is sensitive, accessible, and vulnerable and therefore can feel even stronger consequences, which can often be worse than an example of traditional peer violence. With cyberbullying, it is difficult for the victim to distance themselves because the messages can reach them wherever they are. Cyberbullying can be permanent, as certain messages, posts, and videos are not deleted, and a single click is all it takes for a victim to experience this form of violence, which reveals an imbalance of power. The fact that it is not possible to identify the perpetrator of cyberbullying is often problematic and contributes to the victim not feeling safe.

Lim and Lee (2021, p. 28-29) point out that victims suffer social and psychological consequences. Thus, cyberbullying is associated with internalizing and externalizing problems, and cyberbullying can increase suicidal thoughts and behaviours, depression, anxiety, psychotic, psychosomatic, and psychological symptoms, illicit substance use, emotional problems, sleep disturbances, decreased self-esteem, and a decline in academic performance. For this reason, the quality of the school that promotes a strong connection with a safe and stimulating learning environment is of great importance. This is also supported by Peled (2019, p. 6), who points out that in addition to the psychological impact on victims, their academic performance can also suffer, as the negative effects of cyberbullying prevent victims from achieving good grades and other academic performance, as well as creating a safe learning environment.

Using the internet during Covid-19 among adolescents

Because of the Covid-19 pandemic, people had to get used to a new normal, which included maintaining interpersonal distance and new forms of social contact. Thus, virtual interactions were encouraged, replacing real gatherings, and public meetings were also replaced by virtual calls.

In addition, home-based work and distance learning were encouraged and implemented, work meetings were moved online, and various educational lectures were also delivered via video. Pandya and Lodga (2021, p. 1) note that the aforementioned social interactions led people to begin using digital devices more widely for social contact, including virtual dating, virtual tourism, virtual parties, and virtual meetings with friends and families.

Adolescents used the Internet extensively before the Covid-19 outbreak, and they often did so to cope with negative feelings and thoughts, as the time they spent online was a form of escapism for them, however, usage only increased during the pandemic (Fernandes et al., 2020. p. 62). Pandya and Lodga (2021, p. 1) find that internet use among adolescents increased by 50 to 70 percent during the pandemic, with 50 percent of that time spent on social networks. Ozlem Ozturk and Ayaz-Alkaya (2021, p. 595-596) also find that the amount of time youth spent online increased, and that this also increased the risk of internet addiction.

The Covid-19 pandemic and limited social interactions with friends have many consequences for adolescents, such as feelings of loneliness and a higher risk for developing mental health problems such as depression, anxiety, traumatic experiences, and sleep disorders (Siste et al., 2021, p. 2). Englander (2021, p. 547) cites the results of a survey showing that 17 percent of adolescents always or often felt depressed during the pandemic or movement restrictions, a quarter of them reported anxiety, nearly a third had sleep problems, and 30 percent of adolescents were afraid of infection with the Covid-19 virus.

Because of the adolescents' urgent need to connect with their peers, they felt an even greater need to maintain these contacts online during the pandemic, and using the Internet allowed them to stay in touch with their friends and cope with the effects of the pandemic (Fernandes,

Biswas, Tan-Mansukhani, Vallejo, & Essau, 2020, p. 62). Thus, they used the internet for various purposes, such as maintaining communication with friends, playing games, solving homework problems, and obtaining information on various topics (Ozlem Ozturk & Ayaz-Alkaya, 2021, p. 595-596).

Cyberbullying and the impact on the mental health of adolescents during Covid-19

Because people were socially isolated during the pandemic, they were more active on the Internet and visited it more frequently, which often resulted in them being more vulnerable to various forms of cyberbullying (Jain, Gupta, Satam & Panda, 2020, p. 2). It is also a fact that schools were closed and therefore adolescents spent more time at home, which led to higher exposure to various forms of violence, including domestic violence and cyberbullying (Han, Wang, & Li, 2021, p. 2). Thus, adolescents have been given more opportunities for cyberbullying, which can also be attributed to increasing digitalization. Due to the increasing use of the Internet, adolescents are often victims of cyberbullying, online sexual exploitation, risky acts, and exposure to violent or harmful online content (Nazir & Thabassum, 2021, p. 481). Adolescents who increased their use of the social network Instagram, played online games, and expressed their opinions on various platforms during the pandemic were more susceptible to cyberbullying (Shoib et al., 2022, p. 1).

The Covid-19 pandemic has led to an increased risk of mental health problems due to the increased occurrence of cyberbullying during a time when social contact is limited (Nazir & Thabassum, 2021, p. 481). Victims of cyberbullying often report feelings of anger, helplessness, fear, and sadness, which is consistent with traditional forms of violence. However, the difference between the two forms of violence is that anonymity is also an important factor in cyberbullying, which makes victims feel powerless and do not know how to stop this form of violence (Jain, Gupta, Satam & Panda, 2020, p. 2).

High-quality, safe and stimulating learning environment in schools

Numerous studies show the importance of a safe and stimulating learning environment for the quality and success of education, and this is also important for the study and prevention of cyberbullying. Authors Kranjc et al. (2019, p. 7) highlight several studies: In schools where the school climate was rated higher and more positive, there were better results in science and mathematics (TIMSS, 2007, in Kranjc et al., 2019, p. 7), and also in schools where a more positive climate is perceived, there is better cooperation between teachers, better teamwork, and more active participation of students in class. As a result, they read more readily, participate to a greater extent, achieve better results, and their attitudes toward school are evaluated more positively.

Effectively organized work also establishes clear rules and procedures in which important matters are agreed upon, has interesting and designed lessons in which students are actively involved, is encouraging, respectful, and open in communication, gives constructive

feedback, treats fairly, and involves all students. By acting wisely and leading the class, we can indirectly influence factors seemingly independent of us, such as conflict management, peer relationships, student stress, systemic issues, and social conditions. Instruction must be designed to enhance student self-esteem and empower students to self-regulate their learning. Involving students in discussions about all topics that are important to them contributes to a good climate (Kranjc, 2019, p. 28).

This shows that cyberbullying can also be examined from the perspective of a high-quality, safe, and stimulating learning environment, as it is at the school level that cyberbullying among adolescents can be actively addressed and eliminated.

Based on the literature we examined, we formulated the following hypotheses in the theoretical part of the article:

H1: Cyberbullying among adolescents increased during Covid-19.

H2: Female adolescents were more likely to experience cyberbullying than male adolescents.

H3: Adolescents are insufficiently educated about the challenges of cyberbullying.

3 Method

In the empirical part, we used the questionnaire within the survey method. In the questionnaire that we used to investigate the attitudes of adolescents and the possible increase of cyberbullying among them during Covid-19, we used a Likert scale that measured the extent to which respondents agreed with various statements in the area of cyberbullying. The questionnaires were designed so that respondents answered three sets of questions in addition to demographic data: One set of questions, "Cyberbullying before Covid-19," included 13 statements about cyberbullying before Covid-19; the second set of questions, "Cyberbullying during Covid-19," also included 13 statements about cyberbullying during Covid-19; and for both sets of questions, a Likert scale was used with values ranging from 1, meaning "did not occur," to 5, meaning "occurred very often." The final set of questions, "Challenges from cyberbullying," contained 14 questions for which we also used a Likert scale with values ranging from 1, meaning "strongly disagree," to 5, meaning "strongly agree." We analysed the collected responses from the respondents using the program IBM SPSS and presented them using the arithmetic mean. The survey was conducted through the online application 1ka and was done completely anonymously in the month of May 2022. Figure 1 below shows the research model we created for the purpose of this article.

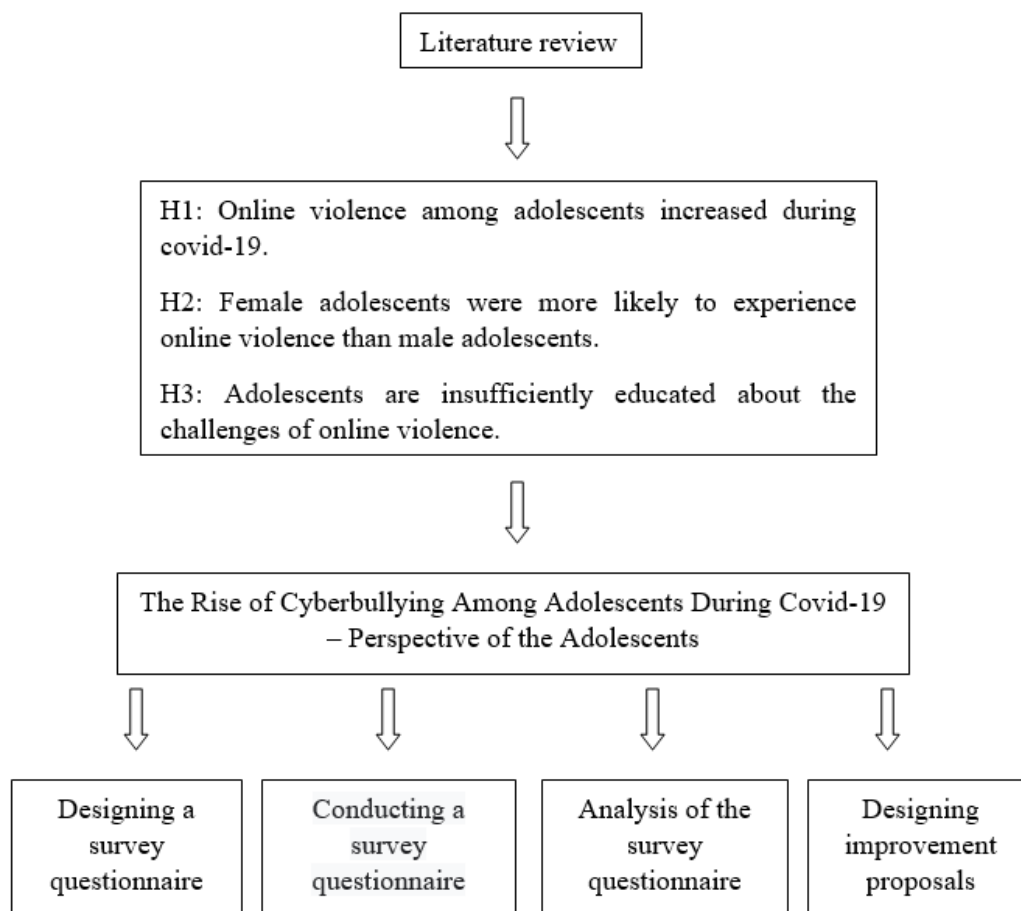


Figure 1. Research model

After collecting data from the questionnaires, they were transferred to the program IBM SPSS, where incomplete questionnaires were eliminated. In this program, we analysed the data, created frequency distributions, and calculated relevant descriptive statistics, and last but not least, we checked the reliability and validity of the measurement instruments, which we present in the next chapter.

Before conducting the questionnaires, we checked on a small sample whether both questionnaires were suitable and slightly adjusted them based on the results and responses. Their reliability was checked using Cronbach's alpha coefficient, whose value should be above 0.7 (Nunnally, 1975).

Table 1 shows that the questionnaire is reliable. From the interpretation of the results of the reliability analysis, it can be seen that the questions have a good level of reliability for adolescents, as Cronbach's alpha is between 0.70 and 0.90 (Statistics, 2022).

Table 1. Results of the reliability analysis of measuring instruments

Question set	Cronbach's Alpha	Reliability
Cyberbullying before Covid-19	0.792	Good
Cyberbullying between Covid-19	0.778	Good
Challenges of cyberbullying	0.760	Good

4 Results

Tables 2 and 3 show that half of the adolescents (15 respondents) were female, and the other half were male. None of the youth respondents selected the "I don't wish to answer" option. The adolescents were on average 15.9 years old with a standard deviation of 2.057 years. The adolescents surveyed were from all over Slovenia. Table 4.3 shows the time spent online daily by the adolescents surveyed.

Table 2. Adolescents gender

Gender	Number	Percentages
Male	15	50 %
Female	15	50 %

Table 3. Adolescents age

Age group	Number	Percentages
11 years	2	6.7 %
12 years	1	3.3 %
14 years	2	6.7 %
15 years	6	20 %
16 years	7	23.3 %
17 years	5	16.7 %
18 years	5	16.7 %
19 years	2	6.7 %

Table 4 shows that most adolescents (18 or 60%) spent between 1 and 3 hours per day online, followed by 9 respondents (30%) who spent between 3 and 6 hours per day online, and 2 respondents (6.7%) who spent more than 6 hours per day online, and one respondent (3.3%) who spent up to 1 hour per day online.

Table 4. The time that the interviewed adolescents spend daily online

Time spent online	Number	Percentages
Up to 1 hour	1	3.3 %
Between 1 and 3 hours	18	60 %
Between 3 and 6 hours	9	30 %
More than 6 hours	2	6.7 %

Table 5 below shows the most common purpose of Internet use by the youth respondents. Most respondents (27 respondents or 90%) use the Internet for chatting with friends, online dating, and other social contacts, while two respondents (6.7%) use the Internet to obtain various articles, information, news, or other online resources for both study and personal purposes, while one respondent (3.3%) uses the Internet most frequently for shopping.

Table 5. The most common purpose of using the web

The most common purpose of using the web	Number	Percentages
For chatting with friends, for online dating and other socializing.	27	90 %
For shopping.	1	3.3 %
To obtain various articles, information, news, or other online resources (both for study and for private purposes).	2	6.7 %

In addition, we focused on the results of the adolescents' questionnaire regarding the frequency of using certain social networks, which are presented in Table 6. Adolescents used the social network YouTube the most (AM = 4.60, SD = 0.563). Most respondents used it very often (19 respondents or 63.3 %), 10 adolescents (33.3 %) often, and one sometimes (3.3 %). It is followed by the social network Snapchat (AM = 4, SD = 1,414), which was used very often by 16 respondents (53.3 %), often by 7 respondents (23.3 %), not at all by 4 respondents (13.3 %), sometimes by 2 respondents (6.7 %), and rarely by 1 respondent (3.3 %) The third most used social network was TikTok (AM = 3.67, SD = 1.155), which was used frequently by 16 respondents (53.3%), very frequently by 6 respondents, rarely by 4 respondents (13.3 %), and either rarely or sometimes by 2 respondents (6.7 %). The next social network was Facebook (AM = 3.57, SD = 1.194), which most respondents (9 or 30 %) used very often, followed by those who used it rarely (8 respondents or 26.7 %) or often (7 or 23.3 %), while the fewest respondents (6 or 20 %) used Facebook sometimes. The least used social network was Twitter (AM = 1.30, SD = 0.596), which was never used by 23 respondents or 76.7 %, rarely used by 5 respondents or 16.7 %, and sometimes used by 2 respondents or 6.7 %. None of the respondents used the Tumblr or 9gag social network.

Table 6. Frequency of use of social networks

Social network	I do not use it at all	I rarely use it	I sometimes use it	I frequently use it	I use it very often	AM	SD
Youtube	0	0	1 (3.3 %)	10 (33.3 %)	19 (63.3 %)	4.60	0.563
Snapchat	4 (13.3 %)	1 (3.3 %)	2 (6.7 %)	7 (23.3 %)	16 (53.3 %)	4	1.414
TikTok	2 (6.7 %)	4 (13.3 %)	2 (6.7 %)	16 (53.3 %)	6 (20 %)	3.67	1.155
Facebook	0	8 (26.7 %)	6 (20 %)	7 (23.3 %)	9 (30 %)	3.57	1.194
Facebook Messenger	2 (6.7 %)	6 (20 %)	5 (16.7 %)	11 (36.7 %)	6 (20 %)	3.34	1.223
Instagram	4 (13.3 %)	6 (20 %)	5 (16.7 %)	6 (20 %)	9 (30 %)	3.33	1.446
Viber	7 (23.3 %)	7 (23.3 %)	9 (30 %)	5 (16.7 %)	2 (6.7 %)	2.60	1.221
Discord	24 (80 %)	4 (13.3 %)	0	0	2 (6.7 %)	1.40	1.037
Reddit	24 (80 %)	4 (13.3 %)	1 (3.3 %)	0	1 (3.3 %)	1.33	0.844
Whatsapp	22 (73.3 %)	7 (23.3 %)	1 (3.3 %)	0	0	1.30	0.535
Twitter	23 (76.7 %)	5 (16.7 %)	2 (6.7 %)	0	0	1.30	0.596
Tumblr	30 (100 %)	0	0	0	0	1	0.000
9gag	30 (100 %)	0	0	0	0	1	0.000

Below, we sought to determine the prevalence of cyberbullying among youth in the pre-Covid-19 pandemic period. The responses of the youth are presented in Table 7, which shows that the youth respondents rarely received messages with inappropriate content in the pre-Covid-19 pandemic period (12 and 40 %, respectively), and 9 respondents or 30 % never received them. 8 respondents or 26.7 % received them sometimes and 1 respondent or 3.3 % received them often. It never happened to the majority of the adolescent respondents that they received messages they did not want to receive or see (18 respondents or 60 %), 8 respondents (26.7 %) rarely received them and 4 (13.3 %) sometimes received them. 20 respondents (66.7 %) said that it has never happened to them that untrue rumours have been

spread about them on the Internet, 9 respondents (30 %) it has happened rarely and one respondent (3.3 %) sometimes. 24 respondents (80 %) have never had the problem of their recordings and photos being shared, even if they were not intended for the public, while this has rarely happened to 4 respondents (13.3 %) and sometimes to 2 respondents (6.7 %). 24 respondents or 80 % never received a message that scared them, while 6 respondents (20 %) rarely received this message (AM = 1.20, SD = 0.407). 27 respondents or 90% said they had never been blackmailed online, while 2 respondents (6.7 %) rarely experienced it and one sometimes (3.3 %) (AM = 1.20, SD = 0.407). There were similar responses in the case of claiming that respondents were threatened online (AM = 1.10, SD = 0.403), as we can see from the responses that 28 respondents (93.3%) never experienced this, one (0.3 %) responded answered either rarely or sometimes. When it came to the statements that they had received rude and insulting comments about their appearance and that they had been entrusted with secrets that they had only confided in one person (AM = 1.07, SD = 0.254), it was the case that this had never happened to 28 respondents (93.3 %) and rarely to 2 respondents (6.7 %). None of the respondents had created a fake social network profile in their name, set up a fake website, altered their photos in an offensive way, and impersonated a respondent and spread harmful messages in their name in the time leading up to Covid-19.

Table 7. Prevalence of cyberbullying among adolescents in the pre-Covid-19 era

Statement	It didn't happen	Rarely	Some-times	Often	Very often	AM	SD
I have received messages that had inappropriate content.	9 (30 %)	12 (40 %)	8 (26.7 %)	1 (3.3 %)	0	2.07	0.944
I have received messages that I did not want to receive and see.	18 (60 %)	8 (26.7 %)	4 (13.3 %)	0	0	1.53	0.730
There were false rumours about me on the Internet.	20 (66.7 %)	9 (30 %)	1 (3.3 %)	0	0	1.37	0.556
My videos and photos have been shared even though they were not meant for the public.	24 (80 %)	4 (13.3 %)	2 (6.7 %)	0	0	1.27	0.583
I received messages that scared me.	24 (80 %)	6 (20 %)	0	0	0	1.20	0.407
I have been blackmailed online.	27 (90 %)	2 (6.7 %)	1 (3.3 %)	0	0	1.13	0.434
I have been threatened online.	28 (93.3 %)	1 (3.3 %)	1 (3.3 %)	0	0	1.10	0.403
I have received rude and insulting comments about my appearance.	28 (93.3 %)	2 (6.7 %)	0	0	0	1.07	0.254
Secrets have been shared about me that I have only confided in one person.	28 (93.3 %)	2 (6.7 %)	0	0	0	1.07	0.254
A fake social network profile was created in my name.	30 (100 %)	0	0	0	0	1	0.000
A fake website was created about me.	30 (100 %)	0	0	0	0	1	0.000
My photos were altered in an offensive way.	30 (100 %)	0	0	0	0	1	0.000
They impersonated me online and shared hurtful messages in my name.	30 (100 %)	0	0	0	0	1	0.000

Table 8 shows that respondents rarely received messages with inappropriate content even during Covid-19 (13 respondents or 43.3 %), followed by 12 respondents (40 %) to whom this never happened, 4 respondents (13.3 %) to whom this sometimes happened, while one respondent (3.3 %) indicated that he received messages with inappropriate content very often.

Regarding the claim that respondents received messages that they did not want to see and receive, it should be noted that this was never the case for 19 respondents (63.3 %), rarely for 6 respondents (20 %), and sometimes for 5 (13.3 %). 22 respondents (73.3 %) never received messages that made them feel distant, and 8 respondents (26.7 %) rarely received this message (AM = 1.27, SD = 0.450).

Table 8. Frequency of violence against adolescents during Covid-19

Statement	It didn't happen	Rarely	Sometimes	Often	Very often	AM	SD
I have received messages that had inappropriate content.	12 (40 %)	13 (43.3 %)	4 (13.3 %)	0	1 (3.3 %)	1.83	0.913
I have received messages that I did not want to receive and see.	19 (63.3 %)	6 (20 %)	5 (13.3 %)	1 (3.3 %)	0	1.57	0.858
I have received messages that scared me.	22 (73.3 %)	8 (26.7 %)	0	0	0	1.27	0.450
My videos and photos were shared even though they were not meant for public consumption.	22 (73.3 %)	8 (26.7 %)	0	0	0	1.27	0.450
False rumours were spread about me on the Internet.	25 (83.3 %)	3 (10 %)	2 (6.7 %)	0	0	1.23	0.568
I have been blackmailed online.	25 (83.3 %)	4 (13.3 %)	1 (3.3 %)	0	0	1.20	0.484
I received rude and insulting comments about my appearance.	25 (83.3 %)	5 (16.7 %)	0	0	0	1.17	0.379
I have been threatened online.	27 (90 %)	3 (10 %)	0	0	0	1.10	0.305
A fake social network profile was created in my name.	30 (100 %)	0	0	0	0	1	0.000
A fake website was created about me.	30 (100 %)	0	0	0	0	1	0.000
My photos were altered in an offensive way.	30 (100 %)	0	0	0	0	1	0.000
Secrets were spread about me that I only confided in one person.	30 (100 %)	0	0	0	0	1	0.000
They impersonated me online and spread harmful messages in my name.	30 (100 %)	0	0	0	0	1	0.000
I have received messages that had inappropriate content.	30 (100 %)	0	0	0	0	1	0.000

When claiming that their recordings and photos were shared even though they were not intended for the public, 25 respondents (83.3 %) answered that untrue rumours about them were never shared online, 3 respondents (10 %) rarely did, and 2 respondents (6.7 %) sometimes did (AM = 1.23, SD = 0.568). 25 respondents (83.3 %) have never been

blackmailed online, 4 respondents (13.3 %) rarely did and one (3.3 %) sometimes did (AM = 1.20, SD = 0.484). 25 respondents (83.3 %) have never received rude and insulting comments about their appearance, 5 respondents have rarely received such comments (AM = 1.17, SD = 0.379), and 27 respondents (90 %) have never been threatened online, while 3 respondents (10 %) have rarely been threatened (AM = 1.10, SD = 0.305).

It has never happened to the respondents that a fake profile was created in a social network, or a fake website was created in their name. Also, their photos were not altered in an offensive way, they did not reveal secrets about themselves that only one person would trust, and they did not impersonate them online and share harmful messages in their name.

Below, we were interested in the adolescents' attitudes toward challenges related to cyberbullying, and the responses to the questionnaire are shown in Table 9.

The surveyed adolescents highly agreed that cyberbullying can lead to suicide (AM = 4.77, SD = 0.430), as 23 respondents (76.7 %) fully agreed with this statement, while 7 respondents (23.3 %) agreed. This is followed by the statement that cyberbullying is a serious problem (AM = 4.70, SD = 0.794), which 24 respondents (80 %) fully agreed with, 5 respondents (16.7 %) agreed, and one respondent (3.3 %) disagreed at all.

The statement that cyberbullying is detrimental to adolescents's mental health (AM = 4.47, SD = 0.629) was fully agreed by 16 respondents (53 %), agreed by 13 respondents (40 %), and undecided by 2 respondents (6.7 %). 14 respondents (46.7 %) either agreed or strongly agreed with the statement that schools should pay more attention to cyberbullying, while one respondent (3.3 %) indicated they strongly disagreed and one agreed (AM = 4.33, SD = 0.844). 24 respondents (80 %) agreed with the statement that most youth have noticed cyberbullying toward another person but have not taken action, and 6 respondents (20 %) strongly agreed with this statement (AM = 4.20, SD = 0.407).

Most respondents (24 or 80 %) agree with the statement that Covid-19 has increased the occurrence of cyberbullying (AM = 4.07, SD = 0.450), followed by those who fully agree (4 respondents or 13.3 %) and 2 (6.7 %) who do not. 18 respondents (60 %) agreed, and 6 respondents (20 %) strongly agreed with the statement that poor relationships between parents and adolescents can lead to cyberbullying, while 3 respondents (10 %) either strongly disagreed or disagreed with the statement (AM = 3.90, SD = 0.845).

Regarding the statement that girls are more likely to be victims of cyberbullying, 11 respondents (36.7 %) were undecided, 9 respondents (30 %) strongly agreed, 7 respondents (23.3 %) agreed, 2 respondents (6.7 %) disagreed with the statement at all, while one respondent (3.3 %) disagreed. Regarding the statement that people who spend more time online are more likely to be victims of cyberbullying, 13 respondents (43.3 %) were either undecided or agreed. 2 respondents (6.7 %) disagreed with the statement, one respondent (3.3 %) indicated they agreed with the statement, and one respondent fully agreed.

Most respondents (17 or 56.7 %) agreed with the statement that parental rules on Internet use can lead to a lower incidence of cyberbullying (AM = 3.37, SD = 0.928), followed by those who were undecided (10 respondents or 33.3 %), and those who disagreed at all (3 respondents or 10 %). Regarding the statement that poor family financial situation can lead to cyberbullying (AM = 3.33, SD = 0.994), 13 respondents (43.3 %) were undecided, 10 respondents (33.3 %) agreed with the statement, 3 respondents (10 %) fully agreed, and 2 respondents (6.7 %) either disagreed or disagreed at all.

Regarding the statement that youth with poor academic performance are more likely to be victims of cyberbullying, half of the respondents were undecided, 11 respondents (36.7 %) agreed with the statement, and 2 respondents (6.7 %) indicated that they disagreed with the statement and two that they fully agreed. Most respondents were undecided on the statement that cyberbullying is less of a problem than traditional forms of violence (14 respondents or 46.7 %), 7 respondents (23.3 %) agreed with the statement, 5 respondents (16.7%) strongly agreed, 3 respondents (10 %) disagreed, and one respondent (3.3 %) strongly agreed (AM = 2.87, SD = 1.074).

The lowest rated statement in the group of questions about the challenges of cyberbullying was that teachers in schools have enough knowledge about the problems of cyberbullying (AM = 2.80, SD = 1.064). Most respondents (11 or 36.7 %) were undecided, followed by those who disagreed (9 or 30 %), those who agreed (5 or 16.7 %), and those who disagreed at all (3 or 10 %), while the fewest respondents (2 or 6.7 %) fully agreed with the statement.

Table 9. Attitudes of adolescents regarding the challenges of cyberbullying

Statement	It didn't happen	Rarely	Some-times	Often	Very often	AM	SD
Cyberbullying can lead to suicide.	0	0	0	7 (23.3 %)	23 (76.7 %)	4.77	0.430
Cyberbullying is a serious issue.	1 (3.3 %)	0	0	5 (16.7 %)	24 (80 %)	4.70	0.794
Cyberbullying is harmful to adolescents's mental health.	0	0	2 (6.7 %)	13 (40 %)	16 (53 %)	4.47	0.629
Schools should pay more attention to cyberbullying.	1 (3.3 %)	1 (3.3 %)	0	14 (46.7 %)	14 (46.7 %)	4.33	0.844
The majority of adolescents have noticed that another person is being cyberbullied but have not acted.	0	0	0	24 (80 %)	6 (20 %)	4.20	0.407
Covid-19 has increased the incidence of cyberbullying.	0	0	2 (6.7 %)	24 (80 %)	4 (13.3 %)	4.07	0.450
Poor relationships between parents and teens can lead to cyberbullying.	3 (10 %)	3 (10 %)	0	18 (60 %)	6 (20 %)	3.90	0.845

“to be continued”

“continued”							
Girls are more likely to be victims of cyberbullying.	2 (6.7 %)	1 (3.3 %)	11 (36.7 %)	7 (23.3 %)	9 (30 %)	3.67	1.155
People who spend more time online are more likely to be victims of cyberbullying.	1 (3.3 %)	2 (6.7 %)	13 (43.3 %)	13 (43.3 %)	1 (3.3 %)	3.37	0.809
Parents' rules for Internet use can lead to a lower incidence of cyberbullying.	3 (10 %)	0	10 (33.3 %)	17 (56.7 %)	0	3.37	0.928
A family's poor financial situation may lead to cyberbullying.	2 (6.7 %)	2 (6.7 %)	13 (43.3 %)	10 (33.3 %)	3 (10 %)	3.33	0.994
Adolescents with poor academic performance are more likely to be victims of cyberbullying.	2 (6.7 %)	2 (6.7 %)	15 (50 %)	11 (36.7 %)	0	3.17	0.834
Cyberbullying is less problematic than traditional forms of violence (physical violence, family violence, etc.)	5 (16.7 %)	3 (10 %)	14 (46.7 %)	7 (23.3 %)	1 (3.3 %)	2.87	1.074
I think that teachers in schools have enough knowledge about the topic of cyberbullying.	3 (10 %)	9 (30 %)	11 (36.7 %)	5 (16.7 %)	2 (6.7 %)	2.80	1.064

In the following sections, we wanted to show the differences in cyberbullying in the pre-Covid-19 and during Covid-19 periods from the adolescent's perspective, which can be seen in Table 10, which shows that there were no major differences between the respondents' answers in the studied periods.

However, prior to Covid-19, respondents were more likely to report receiving inappropriate messages, rude and insulting comments about their appearance, having untrue rumours spread about them online, and confiding secrets to only one person.

During the Covid-19, respondents were more likely to report receiving messages they did not want to receive, having their videos and photos shared even though they were not intended for public consumption, receiving messages that scared them, and having others blackmail them online.

Table 10. Differences in pre- and during the Covid-19 period, concentrating on the level of cyberbullying from the perspective of adolescents by mean and standard deviation

Statement	Before the Covid-19	During the Covid-19
I have received messages that had inappropriate content.	2.07 (0.944)	1.83 (0.913)
I have received rude and insulting comments about my appearance.	1.97 (0.254)	1.17 (0.379)
I have received messages that I did not want to receive and see.	1.53 (0.730)	1.57 (0.858)
False rumours have been spread about me on the Internet.	1.37 (0.556)	1.23 (0.568)
My videos and photos were shared even though they were not meant for the public.	1.27 (0.538)	1.37 (0.450)
I received messages that scared me.	1.20 (0.407)	1.27 (0.450)
I was blackmailed online.	1.13 (0.434)	1.20 (0.484)
Secrets were spread about me that I only confided in one person.	1.07 (0.254)	1 (0.000)
I have been threatened online.	1,10 (0.403)	1.10 (0.305)
A fake social network profile was created in my name.	1 (0.000)	1 (0.000)
A fake website has been created about me.	1 (0.000)	1 (0.000)
My photos were altered in a way that was offensive.	1 (0.000)	1 (0.000)
They impersonated me online and spread harmful messages in my name.	1 (0.000)	1 (0.000)

Last but not least, we can show below the difference in the occurrence of cyberbullying during the life year according to the gender of the adolescents, which can be seen in Table 11. This table shows that adolescent girls received to a greater extent messages with inappropriate content that they did not want to see and receive and that scared them, and they also received to a greater extent online rude and insulting comments about their appearance and were also threatened online. Adolescents, on the other hand, experienced untrue rumours being spread about them online to a greater extent.

Table 11. Differences in youth cyberbullying by gender during Covid-19 by mean and standard deviation

Statement	Adolescent girls	Adolescent boys
I have received messages that had inappropriate content.	2.00 (1.195)	1.67 (0.488)
I have received rude and insulting comments about my appearance.	1.67 (0.976)	1.47 (0.743)
I have received messages that I did not want to receive and see.	1.33 (0.488)	1.20 (0.414)
False rumours have been spread about me on the Internet.	1.27 (0.458)	1.27 (0.458)
My videos and photos were shared even though they were not meant for the public.	1.20 (0.414)	1.27 (0.704)
I received messages that scared me.	1.20 (0.561)	1.20 (0.414)
I was blackmailed online.	1.20 (0.414)	1.13 (0.352)
Secrets were spread about me that I only confided in one person.	1.13 (0.352)	1.07 (0.258)
I have been threatened online.	1 (0.000)	1 (0.000)
A fake social network profile was created in my name.	1 (0.000)	1 (0.000)
A fake website has been created about me.	1 (0.000)	1 (0.000)
My photos were altered in a way that was offensive.	1 (0.000)	1 (0.000)
They impersonated me online and spread harmful messages in my name.	1 (0.000)	1 (0.000)

5 Discussion

With the help of the survey conducted, we were able to show that cyberbullying was not common among the respondents in our study, both before and during Covid-19. The prevalence of cyberbullying has also been studied by other authors, such as Dehue, Bolman, and Völlink (2008, p. 217), who perceived a more significant presence of cyberbullying,

finding that 16 % of the adolescents surveyed had already engaged in cyberbullying and 23 % of youth were victims of cyberbullying. Hamm et al. (2015, p. 770) also reported that the incidence of cyberbullying in the literature ranged from 11 to 42.6 %. In our opinion, the stated deviation can be related to a relatively low, non-representative sample of the survey, as we captured a smaller number of respondents, but at the same time we can also show a slight scepticism about the reality of the answers given by respondents regarding the non-perception of cyberbullying, which is reflected in a more noticeable perception of the occurrence of (online) violence towards others due to their own inactivity, which can also be explained by the fact that due to the more frequent use of the Internet, adolescents infer the increase of the mentioned form of violence, which they did not perceive in themselves.

Differences in the period before and during the Covid-19 pandemic in relation to cyberbullying among adolescents were also examined by authors Jain, Gupta, Satam, and Panda (2020, p. 1), who found that in the period before the pandemic, respondents differentiated according to the extent to which they communicated online with unknown people and whether they maintained online relationships, and that during the Covid-19 pandemic, they shared their opinions more frequently on social networks. The aforementioned statement supports the claim that there are differences between and before the Covid-19 pandemic in the occurrence of cyberbullying. The aforementioned finding is partially consistent with the results of the current study, as more than three-quarters of youth agreed with the statement that Covid-19 had an impact on the increase in the amount of cyberbullying, which is otherwise not evident from the responses of the youth surveyed, as no significant change in the increase in perceptions of cyberbullying was noted in their responses compared to the time before and during Covid-19. The wide range of views on the impact of Covid-19 on the increase in the level of violence may also be related to the aforementioned assumption that, due to the more frequent use of the Internet, the adolescents inferred an increase in the aforementioned form of violence that they did not perceive in their own case. Nevertheless, it can be noted that for the period before Covid-19, the interviewed adolescents rated slightly higher the statement that they receive messages with inappropriate content and rude and insulting comments about their appearance, and for the period during Covid-19, they rated slightly higher the statement that they receive messages that they do not want to receive and see.

From the results of our research, it cannot be concluded that cyberbullying among adolescents increases during the Covid-19. The mentioned result is in line with the findings of author Petri (2022, p. viii-ix), who investigated the relationship between social isolation, dependence on electronic devices, and differences in cyberbullying before and during the Covid-19 pandemic. Based on a survey of 331 university students, he found that the majority of respondents felt more isolated and consequently used more social networks, and the author also found that cyberbullying among adolescents not only did not increase during the Covid-19 pandemic, but actually decreased. In contrast to the results of our study, Barlett, Simmers,

Roth, and Gentile (2021, p. 408) found that during Covid-19 cyberbullying was more common.

In our research, we showed that adolescents are aware of the seriousness of the challenges posed by cyberbullying, as they agreed with the fact that cyberbullying is a serious problem, and that more attention should be paid to this form of violence and its mitigation and prevention. As we now intend, as it has many negative consequences for adolescents, which may include suicide. However, in the context of the above, the result of our study is worrying, because according to the adolescents, the majority of adolescents perceived the occurrence of violence against another person, but did not take any action, which indicates that in the future, more attention should be paid to increasing awareness in order to empower victims or bystanders (witnesses) to report such behaviour to competent/adult persons (teachers, parents, police...).

The first hypothesis, "Cyberbullying among adolescents increased during Covid-19," is rejected, as the adolescents' responses do not reveal any significant changes in the frequency of cyberbullying before and during the Covid-19. It is interesting to note, however, that when asked if the frequency of cyberbullying increased because of Covid-19, respondents answered yes on average. This may be related to the fact that respondents assumed that there was an increase in cyberbullying during Covid-19 because adolescents were online more frequently during that time, which they believed contributed to the increase in the aforementioned form of violence that was not found in their own case.

The second hypothesis, "Female adolescents were more likely to experience cyberbullying than male adolescents" can be confirmed. Adolescent girls were more likely to receive messages with inappropriate content that they did not want to see and receive and that scared them, and they were also more likely to receive rude and offensive comments about their appearance and were also more likely to be harassed by others online. Threatened than adolescents. On the contrary, male adolescents were more likely than female adolescents to report that untrue rumours were spread about them online. Differences in cyberbullying according to gender were examined by Alsawalqua (2021, p. 1), who found that male adolescents are more likely to be perpetrators of cyberbullying than female adolescents, which was also confirmed by Sun, Fan, and Du (2016, p. 61), while Heiman and Olenik-Shemesh (2015, p. 146) further added that females are more likely to be victims of cyberbullying compared to males.

We reject the last, third hypothesis "Adolescents are insufficiently educated about the challenges of cyberbullying" as we have shown that both groups considered are sufficiently educated about the challenges associated with cyberbullying. They are aware that cyberbullying can lead to suicide, that it is a serious problem, that it can be detrimental to adolescents' mental health, that schools should pay more attention to cyberbullying, and that most adolescents noticed that cyberbullying was being perpetrated against someone else but did not act. They were least likely to agree that cyberbullying is less problematic than

traditional forms of violence (physical violence, family violence, etc.) and to believe that teachers in schools are sufficiently informed about the issues surrounding cyberbullying. Of concern, however, is the fact that youth agreed that they believe some youth witnessed cyberbullying but did not act on it, suggesting that awareness needs to be raised to encourage victims or bystanders (witnesses) to report such behaviour to competent adults (teachers, parents, police, etc.).

Regardless of a young person's role in cyberbullying, such violence is unacceptable, and for this reason we must not remain passive in awareness, but take an active role in reporting such perceptions, for which it is important to raise people's awareness. The detection and prevention of cyberbullying should be included in the quality systems in education, as this issue can also be approached from an institutional point of view, which is very important.

6 Conclusion

The research we have carried out is very important because it can be used by various educational and non-educational professionals, as well as by researchers dealing with the mentioned area, in their work. We have shown that the adolescents interviewed believe that teachers in schools often do not have enough knowledge about the problem of cyberbullying. This problem needs to be addressed in an appropriate way, as teachers are often the first professionals to come into contact with adolescents who are perpetrating or exposed to cyberbullying and can therefore be the professionals who can most influence adolescents, either by talking to and helping victims individually or by teaching students about the problem of cyberbullying in classrooms. For this reason, this article highlights the fact that teachers should strengthen and expand their knowledge about cyberbullying. For this reason, the article provides good guidelines for the topic of cyberbullying to be studied and included in educational quality systems, as the article is based on both the theoretical starting points of the selected topic and empirical findings that point to real responses regarding the occurrence of cyberbullying.

Violence among adolescents is an important social problem, that is why cyberbullying has become very pressing in recent years with the spread of the use of the Internet and social networks, leading to great and threatening negative psychological and physical consequences. For this reason, with this article we have tried to contribute to the social awareness of the chosen topic, which is also increasingly common in Slovenia, with an additional focus on the Covid-19 period, which also had great social consequences in the context of online presence among adolescents.

In the article, especially in the empirical part, we have highlighted several aspects of cyberbullying by adolescents that need to be studied in more detail for the benefit of the society. We have shown the prevalence of cyberbullying in different time periods, which we have studied from the perspective of both male and female adolescents. This article is therefore also useful for studying the aforementioned social groups, as it provides a solid

basis for dealing with cyberbullying, what to look out for, how to prevent it, and how to generally deal with the challenges we may encounter in this group.

Despite the fact that the article on the topic of the increase in cyberbullying among adolescents during Covid-19 provides useful information from the field, including empirical research, we can also point out some of the limitations that we found after completing the analysis. First, we can highlight the fact that the sample of respondents could be larger than it is now. If the sample were more extensive, the results could also be more useful, because if the representativeness of the sample were achieved, they could be generalized to the whole population and would not apply only to our sample.

In the future, research on cyberbullying during Covid-19 could be expanded in several ways. Expanding the quantitative survey could include more respondents, which would provide the opportunity to make comparisons across different groups of respondents - for example, differences between youth based on age, school performance, and frequency of Internet use could be examined. In the future, quantitative research could also be conducted to focus only on a specific sample of respondents, thus examining cyberbullying in one school, one class, or in a single location.

It would be also very useful to expand the research by supplementing the results of this existing research and supporting it with qualitative research. For example, we could conduct various interviews, starting by pointing out that we could conduct interviews with adolescents who frequently encounter cyberbullying, as this would give us a realistic insight into the issue of cyberbullying, the reasons why it occurs, and their feelings about it. The results could then be used to derive relevant findings that would help prevent this form of violence. Furthermore, the qualitative research could be extended by interviews with teachers in elementary schools, as they are often confronted with different forms of violence, with cyberbullying also playing a role. In this way, we would get a good insight into the topic from a professional's point of view, which would make our conclusions even more professional. Finally, the research could also be extended by conducting different focus groups with adolescents of different demographics who are not necessarily victims of cyberbullying, as this would give us a good and useful insight and allow us to explore in more depth the selected topic of the increase of cyberbullying among adolescents during Covid-19.

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Romana Likar se je po končani srednji Farmaceutski šoli zaposlila kot Obratni tehnik v obratu Sterilna proizvodnja injekcij v Krki d.d. Zaradi želje po znanju se je vpisala na dodiplomski študij Fakultete za organizacijske študije v Novem mestu., ki ga je v oktobru 2022 tudi uspešno zaključila. Pridobljeno znanje na Fakulteti za organizacijske študije si želi uporabiti v dobrobit podjetju, kjer je trenutno zaposlena.

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Povzetek:

Porast nasilja na spletu med mladostniki v času covida-19 – perspektiva mladostnikov

Ozadje in izvirnost: Namen pričujočega članka je raziskati, ali je moč zaznati porast nasilja na spletu med slovenskimi mladostniki v času covida-19 v primerjavi z obdobjem pred covidom-19. Originalnost pričujočega članka je moč zaznati v preučevanju zelo aktualnega družbenega vprašanja, ki posega na zaenkrat še malo raziskan vpliv obdobja covida-19 na medvrstniško in spletno nasilje med mladostniki.

Metoda: V pričujočem članku smo uporabili deskriptivno metodo, s pomočjo katere smo opisali teoretična izhodišča. V empiričnem delu članka smo uporabili kvantitativno metodo, v kateri smo uporabili metodo anketiranja. V anketnem vprašalniku je bila uporabljena Likertova lestvica, ki je merila, v kolikšni meri so se anketiranci strinjali z različnimi trditvami na področju spletnega nasilja.

Rezultati: Po mnenju anketiranih mladostnikov so le-ti tako v času pred covidom-19 kot tudi v času covida-19 redko doživljali spletno nasilje, vseeno pa so nekateri anketirani mladostniki pogosteje poročali o tem, da so prejeli sporočila z neprimerno vsebino in sporočila, ki jih niso želeli prejeti in videti. Ugotovili smo tudi, da so mladostnice v primerjavi z mladostniki v večji meri prejemale sporočila z neprimerno vsebino, ki jih niso želele prejeti in videti in zaradi katerih so čutile strah, prav tako pa so pogosteje prejemale nesramne in žaljive komentarje glede svojega videza, drugi so jim na spletu pogosteje grozili.

Družba: Članek se ukvarja z družbeno relevantno temo, saj obravnava prisotnost nasilja med mladostniki v času med covidom-19. Omenjeno področje zaradi dejstva, da je covid-19 relativno nov izziv na področju virologije, trenutno ostaja pod raziskano področje, zato pričujoča raziskava predstavlja zgolj začetek preučevanja izbranega področja. Rezultate pričujoče raziskave lahko

uporabijo številni strokovnjaki, ki želijo temo nadalje preučiti, oziroma mladostniki, starši in učitelji, ki želijo omenjeno področje podrobneje spoznati.

Omejitve/nadaljnje raziskovanje: Omejitve raziskave se kažejo v omejenosti preučevanega vzorca, poleg tega pa so se pri izvedbi anketnega vprašalnika pojavili nepopolno izpolnjeni vprašalniki. Hkrati bi se raziskava morala razširiti do te mere, da bi lahko zagotovili reprezentativnost vzorca. Raziskava bi se lahko razširila na način, da bi se med udeleženci izvajali poglobljeni intervjuji, tako med otroci in starši kot tudi med strokovnjaki v šolstvu, kajti kakovost šole je močno povezana z varnim in spodbudnim učnim okoljem.

Ključne besede: medvrstniško nasilje, spletno nasilje, covid-19, splet, družbena omrežja, mladostniki.

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