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DIGITAL VIOLENCE AMONG SECONDARY SCHOOL PUPILS**

Abstract: Today’s way of working and living involves the use of many products of new technologies. Many analyses of the influence of modern technologies on people and children emphasize benefits of modern technologies. But there are also some very bad effects of the use of modern technologies that are much less noted. One of the very frequent and very dangerous effects of the use of modern technologies is digital violence (cyberbullying). Increasing use of mobile phones, laptops, computers, the Internet, social networks and the like caused this type of violence to become very frequent, especially among school age children. The constant increase of this type of violence implies serious and detailed strategies for their reduction and elimination. This paper had both scientific and professional goals. The scientific goal of the paper was to identify the presence and exposure extent of digital violence among secondary school pupils. The professional goal was to present the results of the research conducted by a questionnaire as well as to emphasize the importance of such survey of pupils in order to better and more effectively monitor digital violence impact on pupils. The research presented in this paper was conducted by the author of this paper and included pupils from secondary schools in Niš.

Keywords: *digital violence, school, pupils, research.*

Theoretical Review of the Problem

The use of modern technologies in the last few years brought a great prosperity in almost every part of today’s life and work. Today, the number of media that can be used is bigger than before. The most commonly used media are mobile

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phones, laptops/desktop computers, tablets, TV and radio. Today's technology enables its users to, for example, watch TV, listen to radio, play video games, making phone or video calls, etc. on computer or mobile phone. The use of modern technologies mostly emphasized only their benefits, while the bad effects are less mentioned. These bad effects are various and can be very serious and dangerous, especially for children and pupils (Jevtić & Jevtić, 2015).

One of the most frequent bad effects of modern technologies is digital violence (cyberbullying). Digital violence is mostly described as aggressive and intentional act executed by an individual or a group using electronic media. There are also other terms used for digital violence, such as online violence, violence in cyber space, etc. Related to the traditional type of violence, there are some very important characteristics of digital violence. The most important characteristic of digital violence is, of course, high level of anonymity. Other specific characteristics include the availability of the victims, numerous and diverse audiences, permanence of the committed act, etc. (Popadić & Kuzmanović, 2013). Related to some studies, it was determined that digital violence demands certain level of digital literacy. This type of violence is not direct "face to face". An abuser usually doesn't see a victim's reaction. The roles of observers can be different and because of this, this type of violence is more complex than traditional violence. For example, observer(s) can be present with the bully at the moment of digital violence; observer(s) don't have to be present at the moment of digital violence. Related to the traditional type of violence, digital violence can occur in presence of a very large number of observers. Also, it is very difficult to avoid digital violence because of the variety of media used (Smith, 2012).

The traditional type of violence includes physical space where young people can gather themselves. The presence of the others, the "audience", increases the degree of torture and shame that victim feels. Traditional violence is characterized by direct verbal or physical act. On the other hand, digital violence doesn't have that kind of limitation. Bullies can be known to the victim or completely anonymous, they may hide behind their electronic medium. The typical profile of an electronic bully has not been determined yet. The characteristics of traditional bullies, such as physical strength or ability to control the others are not necessary in the case of digital violence.

Regarding the reason that motivates the bully, there are four different groups identified. The first group are so called "Vengeful Angel". This kind of bullies presents themselves as someone who seeks justice and tries to correct mistakes made to him or to others. Many of these bullies were victims of violence themselves, traditional or digital. The second group refers to these-called "Power hungry" bullies. This kind of bullies wants to have control over others and to show the power and authority over others. Very often, these bullies are physically weaker than their peers. They were not the victims of traditional violence, but they were the victims of digital violence. The third group is "Mean girls". The main motive of these bullies is monotony. This kind of bullies usually doesn't want to hurt the victim; they want to seduce and have fun. Although these bullies have the name "Mean girls", the

researchers showed that they can be both girls and boys. The fourth group is “The inadvertent cyber bullies”. This kind of bullies has no intention of hurting the victim or causing pain or damage to the victim. Their actions are instinctive, so they act without thinking or analysing potential consequences. They are completely unaware what they are doing to others (Ignjatović, 2018).

With regard to the manifestation of digital violence, many researchers agree that there are several manifestations of digital violence: flaming, harassment, denigration, impersonation, outing, trickery, exclusion, cyberstalking, cyberthreats, etc. Flaming represents exchange of electronic messages with offensive and aggressive content. Harassment represents permanent sending of messages with offensive content. Denigration represents damage of a person’s reputation by sending or posting offensive content. Impersonation represents pretending of a person to be someone else with the aim of causing damage to the reputation of the other person. Outing represents sharing of confidential information, files, pictures and similar without people’s prior consent. Trickery represents a similar form of digital violence to outing, but it leads the victim to share information, files, pictures and the like with others. Exclusion represents intentional exclusion of a person from a social group. Cyber stalking represents permanent and intensive bullying of victim and implies threats and feelings of fear. Cyber threats represent a very specific way of digital violence – the perpetrator sends threats or messages with disturbing content where s/he seems to be emotionally unstable and prepared to hurt himself/herself or someone else by committing a murder or suicide. All of these manifestations of digital violence have the same characteristics: number of potential victims is high, degree of anonymity is high, and violence can be perpetrated any time, every day (Milovanović, 2019).

Considering these facts, it is very important to have an insight into the influence of modern technologies and digital violence on population, especially on school age population. This insight can be gained in different ways and represents a very important method for the prevention and elimination of digital violence. The present paper presents results of the research conducted among secondary school population related to the influence of modern technologies and digital violence influence.

The paper consists of six parts: theoretical review of the problem, methodology, analysis of the research results, discussion of the results, conclusions and suggestions for future research.

Methodology

This paper had two goals. The first goal was scientific and included the identification of the presence and extent of modern technologies and digital violence among secondary school pupils. The second goal was professional and included the research conducted by means of a questionnaire, there by drawing attention to the importance of such survey of pupils in order to better and more effectively monitor modern technologies and digital violence impact on pupils.

The research included secondary school pupil population in 2020 and 2021 in Niš. It consisted of 1.400 pupils in secondary schools in Niš, divided per classes, 350 pupils per every class. The research was conducted in the form of anonymous questionnaire which consisted of 17 questions, classified in three groups. The first group of questions (six questions) included those about the general influence of modern media on pupils: possession of modern media by pupils per class, average time spent on some modern media a day by pupils per class, average time spent on the Internet by pupils per class, the reasons for pupils' using the Internet per class, the use of social networks by pupils per class, and learning platforms used by pupils. The second group of questions (five questions) included questions about pupils' exposure to digital violence: information that can be seen on some pupils' profile, pupils' reactions to contact and friendship requests from other Internet users, pupils' digital devices and profiles on the Internet, pupils' opinion about the time spent on the Internet and pupils' opinions about life without the Internet. The third group of questions (six questions) included questions regarding the presence of digital violence among pupils, the understanding of the term "Digital violence", the understanding of some types of digital violence, pupils' reaction to digital violence, the ways of media harassment, visiting, watching or listening about violence and whether they themselves have inflicted violence on someone.

The results presented in this paper represent a small part of the conducted longitudinal research and measurements related to the usage and impact of modern technologies on school children, students, teachers and people of other different professions, such as exposure, presence and influence of digital violence among elementary and secondary school population. It turned out that this way of collecting data was very appropriate and useful, mostly because of anonymity (Jevtić, 2020; Jevtić & Jevtić, 2019; Randelović, Veljović, Papić, 2019).

Results

Results related to the general influence of modern media on pupils

This part of the research included six questions about the general influence of modern media on pupils. The first question referred to the possession of modern media by pupil population, per class. Popular prices, easy accessibility, communication, fun, potentials of the Internet access, ergonomic reasons, etc. all determine the types of modern media pupils use. The results of the research about modern media possession by pupils, per class, are presented in Table 1 below.

Table 1. The results of the research about the possession of modern media by pupils per class

Possession of modern media per class	I		II		III		IV		Total		Total (%)	
	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no
Mobile phone	350	0	350	0	350	0	350	0	1400	0	100	0
Laptop/desktop computer	345	5	343	7	347	3	344	6	1379	21	98.5	1.5
Tablet	39	311	21	329	37	313	19	331	116	1284	8.3	91.7
TV/Radio	350	0	350	0	350	0	350	0	1400	0	100	0

The second question referred to the average time spent on some media, per class. The results regarding the average time spent on some media, per class, are presented in Table 2 below.

Table 2. The results of the research about the average time spent on some media a day, per class

Classes/Media	up to 60 minutes	up to 120 minutes	up to 180 minutes	over 180 minutes	do not possess
Mobile phone	0	11	23	316	0
Laptop/desktop computer	58	89	156	42	5
Tablet	39	0	0	0	311
TV/Radio	289	56	4	1	0

	Classes/Media	up to 60 minutes	up to 120 minutes	up to 180 minutes	over 180 minutes	do not possess
II	Mobile phone	0	12	19	319	0
	Laptop/desktop computer	56	189	54	44	7
	Tablet	21	0	0	0	329
	TV/Radio	291	47	9	3	0
III	Mobile phone	0	0	3	347	0
	Laptop/desktop computer	89	107	124	27	3
	Tablet	37	0	0	0	313
	TV/Radio	273	61	11	5	0
IV	Mobile phone	0	0	0	350	0
	Laptop/desktop computer	151	102	78	13	6
	Tablet	19	0	0	0	331
	TV/Radio	327	18	5	0	0

The third question was about the average time that pupils spend on the Internet a day, per class. These results are presented in Table 3.

Table 3. The results of the research about the average time spent on the Internet

Classes	up to 60 minutes	up to 120 minutes	up to 180 minutes	over 180 minutes	do not use
I	24	37	211	78	0
II	34	56	204	56	0
III	19	34	113	184	0
IV	7	11	36	296	0
Total	84	138	564	614	0
Total (%)	6.00	9.86	40.29	43.86	0.00

The fourth question referred to the purposes of the Internet use. The results of the research are presented in Table 4.

Table 4. The results of the research into the purpose of the Internet use

Classes	Work and education	Communication	Online video gaming and the like	Social networks	Fun (films, music and other fun content)	Other
I	76	111	56	211	145	17
II	82	124	68	245	132	9
III	78	109	78	267	161	4
IV	68	117	74	259	172	13
Total	304	461	276	982	610	43
Total (%)	21.71	32.93	19.71	70.14	43.57	3.07

The fifth question was about the social networks used by pupils, per class. The results are presented in Table 5.

Table 5. The results of the research into the social networks use by pupils, per class

Classes	Facebook	Instagram	YouTube	LinkedIn	Twitter	Tik Tok	Other
I	141	178	211	11	45	37	11
II	123	156	232	27	39	31	14
III	137	174	256	19	42	29	13
IV	156	179	246	31	47	27	9
Total	512	687	945	88	173	124	47
Total (%)	36.57	49.07	67.50	6.29	12.36	8.86	3.36

The sixth question referred to learning platforms used by pupils, per class. The results are presented in Table 6.

Table 6. The results of the research into about learning platforms used by pupils, per class

Classes	Google	Moodle	Discord	MS Teams	Viber	Skype	Prezi	Other	Not use
I	92	41	56	350	190	23	2	3	0
II	78	29	32	350	278	9	1	4	0

Classes	Google	Moodle	Discord	MS Teams	Viber	Skype	Prezi	Other	Not use
III	97	27	78	350	311	31	5	2	0
IV	104	19	24	350	302	19	2	2	0
Total	371	116	190	1400	1081	82	10	11	0
Total (%)	26.50	8.29	13.57	100.00	77.21	5.86	0.71	0.79	0.00

The results of the research into the exposure of pupils to digital violence

This part of the research included five questions about the exposure of pupils to digital violence. The possession of different digital devices and presence of pupils on the Internet provide great benefits for pupils in the areas of education, sport, personal interest and fun. Of course, these things were created to make life easier and more interesting. But, these digital devices, such as the Internet, social networks and the like can be used with the intention of causing damage to other people. One example is digital violence. It implies that many users such as pupils can be exposed to different types of digital violence. Of course, there are many ways, procedures, techniques, etc. which can reduce the risk of digital violence, but also increase it. The communication of users via e-mail, social networks and the like implies using and disclosing other people's personal and other information. The greater availability of personal and other information about pupils on the Internet implies their greater exposure to digital violence. It was showed that primary and secondary school children pay little attention to the information being disclosed on the Internet. The first question of this part of the research was about the information that can be seen on some pupils' profiles. The results are presented in Table 7.

Table 7. The results of the research into the information that can be seen on some pupils' profiles

Classes	Profile photo	Name, surname or nickname	Address	e-mail	Phone number	School name	Other photos	Do not have profile
I	246	227	117	265	111	34	89	12
II	267	239	105	221	134	67	123	16
III	279	257	142	257	127	45	147	9
IV	267	275	126	229	10	28	131	15
Total	1059	998	490	972	382	174	490	52
Total (%)	75.64	71.29	35.00	69.43	27.29	12.43	35.00	3.71

The second question referred to the reactions to contact and friendship requests from other Internet users. The results of the research are presented in Table 8.

Table 8. The results of the research into the reactions to contact and friendship requests from other Internet users

Classes	Always accept	Only if there are common friends	Only if I know them	Do not accept
I	45	142	136	27
II	49	189	78	34
III	37	211	72	30
IV	41	202	88	19
Total	172	744	374	110
Total (%)	12.29	53.14	26.71	7.86

The third question referred to the use of digital devices and profiles on the Internet. The results are presented in Table 9.

Table 9. The results of the research into the use of digital devices and profiles on the Internet

Use of digital devices and profiles on the Internet per class	I	II	III	IV	Total	Total (%)
I use only my digital devices	247	212	198	206	863	61.64
I also use other people's digital devices	103	138	152	144	537	38.36
I use only my profiles on the Internet	104	99	124	71	398	28.43
I also use other people's profiles on the Internet	246	251	226	279	1002	71.57

The fourth question referred to pupils' opinions about time spent on the Internet. The results are presented in Table 10.

Table 10. The results of the research into what pupils think about the time spent online

Pupils' opinions about the time spent online per class	I	II	III	IV	Total	Total (%)
I spend too much time online	67	78	56	34	235	16.79
I spend the exact amount of time I need online	271	249	276	311	1107	79.07
I spend little time online	12	23	18	5	58	4.14

The fifth question referred to whether pupils can imagine life without the Internet. The results of the research are presented in Table 11.

Table 11. The results of the research into whether pupils can imagine life without the Internet

Classes	Yes	No
I	1	349
II	0	350
III	0	350
IV	1	349
Total	2	1398
Total (%)	0.14	99.86

The results of the research into the presence of digital violence

This part of the research included six questions regarding the presence of digital violence in secondary school population. It is an undeniable fact that the rate of digital violence has increased with the advancement of technology. The first question referred to the understanding of the term “Digital violence”. The results of the research are presented in Table 12.

Table 12. The results of the research into the understanding of the term “Digital violence”

Classes	Yes	I am not completely sure	No
I	337	13	0
II	333	17	0
III	329	21	0
IV	339	11	0
Total	1338	62	0
Total (%)	95.57	4.43	0.00

The second question was about the understanding of some types of digital violence. The results of the research are presented in Table 13.

Table 13. The results of the research about the understanding of some types of digital violence

Digital violence type	The understanding of digital violence per class	I	II	III	IV	Total	Total (%)
Flaming	I know what that is	311	315	309	334	1269	90.64
	I don't know what that is	39	35	41	16	131	9.36
	I saw examples of this type of violence	12	9	17	19	57	4.07
Harassment	I know what that is	323	341	339	346	1349	96.36
	I don't know what that is	27	9	11	4	51	3.64
	I saw examples of this type of violence	23	21	26	31	101	7.21
Outing	I know what that is	324	321	332	327	1304	93.14
	I don't know what that is	26	29	18	23	96	6.86
	I saw examples of this type of violence	26	34	29	42	131	9.36
Happy slapping	I know what that is	299	304	303	311	1217	86.93
	I don't know what that is	51	46	47	39	183	13.07
	I saw examples of this type of violence	11	9	7	16	43	3.07

The third question referred to pupils' reactions to violence if they witnessed it? The results of the research are presented in Table 14.

Table 14. The results of the research into the reactions of pupils to violence if they were to witness it

Reactions of pupils in case they witnessed digital violence, per class	I	II	III	IV	Total	Total (%)
I would report it	324	315	319	324	1282	91.57
I wouldn't report it	15	22	19	13	69	4.93
I am not sure what I would do	11	13	12	13	49	3.50

The fourth question referred to the ways of harassment by media. The results of the research are presented in Table 15.

Table 15. The results of the research into the ways of harassment by media

Ways of harassment, per class	I	II	III	IV	Total	Total (%)
Harassed by SMS messages	56	69	84	92	301	21.50
Harassed by phone calls	89	115	178	145	527	37.64
Harassed by e-mails	23	27	34	52	136	9.71
Harassed by being recorded with phone, camera etc.	9	18	23	29	79	5.64
Harassed by social networks	73	98	95	94	360	25.71
Harassed used by others	33	29	37	44	143	10.21
Harassed by viruses	82	88	93	111	374	26.71
Harassed by false introducing	31	42	40	49	162	11.57
Other way of harassment	12	9	7	11	39	2.79
Never harassed	259	224	165	197	845	60.36

The fifth question was about pupils' visiting, watching or listening to violent content. The results of the research are presented in Table 16.

Table 16. The results of the research into visiting, watching or listening to sexual, porno or violent content

Visiting, watching or listening to sexual, porno or violent content, per class	I	II	III	IV	Total	Total (%)
Have you ever visited site with explicit sexual or porno content	103	94	114	116	427	30.50
Have you ever played video game with violent, sexual or porno content	16	23	17	22	78	5.57
Have you ever watched a movie with violent, sexual or porno content	344	312	332	341	1329	94.93
Have you ever listened to the music with violent, sexual or porno content	104	78	82	94	358	25.57

The sixth question referred to whether pupils have ever committed digital violence against someone. The results of the research are presented in Table 17.

Table 17. The results of the research into whether pupils have ever committed digital violence with or without intention against someone

Classes	Yes	I am not completely sure	No
I	36	107	207
II	42	124	184
III	44	154	152
IV	63	132	155
Total	185	517	698
Total (%)	13.21	36.93	49.86

Discussion of the Results

The research results related to the general influence of modern media on pupils showed that modern media have a great influence on pupils' lives and that pupils do use modern media.

The research results related to the possession of modern media presented in Table 1 showed that the most popular media were mobile phones and TV/radio, as every pupil who participated in the survey has them. The least used media was tablet, being used only by 8.3% of the pupils.

The research results related to the average time spent on some media per day, presented in Table 2, showed that the largest number of pupils spent their time on their mobile phones (1.332 pupils spent more than three hours on their mobile phone). The least amount of time is spent on tablets (116 pupils spent up to one hour on tablets).

The research results related to the average time spent on the Internet a day, presented in Table 3, showed that every pupil uses the Internet and that the biggest number of pupils (43.86%) spent more than three hours on the Internet per day.

The research results regarding the purpose of the Internet use, presented in Table 4, showed that most of the pupils surveyed (70.14%) use Internet for social networks, and then for fun (43.57%). The Internet was least used for online gaming (19.71%).

The research results related to the use of social networks, presented in Table 5, showed that most of the pupils (67.50%) use YouTube and Instagram (49.07%). The least used social network was Tik Tok (8.86%), which was expected because this social network was mostly used by pupils from younger classes.

The research results related to the use of learning platforms, presented in table 6, showed that all the pupils use MS Teams as a learning platform, which was expected because every school used this platform for online teaching, so pupils had

to use this platform, too. The popular learning platforms also included Viber (77.21%). The rest of the learning platforms were under-represented: Google (26.50%), Discord (13.57%), etc.

The research results related to the exposure of pupils to digital violence showed an increase in the exposure of pupils to digital violence.

The research results related to the information that can be seen on pupils' profiles, presented in Table 7, showed that 75.64% of the pupils had a profile photo, while 71.29% of pupils had a name, surname or nickname as well as the e-mail address available on their profiles – 69.43%. The availability of personal information on the Internet results in an increase in the exposure of the users to various forms of harassment and attacks.

The research results related to the requests of other users for friendship and contact, presented in Table 8, showed that a smaller number of the pupils (12.29%) always accept requests, without any question, check or condition, which is not good and do enable potential attackers to realize some kind of harassment or violence. Almost half of the pupils (53.14%) accept other people's requests only on condition that they have some common friends, which can also result in harassment and violence. About one quarter of the pupils (26.71%) accept other people's request only on condition they know the person who sent request, while a small number of the pupils (7.86%) never accept other people's request for friendship and contact.

The research results related to the use of digital devices and profiles on the Internet, presented in Table 9, showed that 61.64% of the pupils use only their own devices, while 28.43% of them use only their own profiles on the Internet. 38.36% of the pupils use others digital devices, while even 71.57% of the pupils use other people's profiles on the Internet, which also increases the risk of harassment and violence.

The research results related to the pupils' opinions about the time spent online, presented in Table 10, showed that most of the pupils think that they spend the exact amount of time they need on the Internet (79.07%). A smaller part of the pupils were of the opinion that they spend too much time online (16.79%), while the smallest part of the pupils thought that they spend little time online.

The research results related to what the pupils think of life without the Internet, presented in Table 11, showed that 99.86% of them couldn't imagine their life without the Internet. This is one of the best signs of their dependence on the Internet and exposure to digital violence and harassment.

The results related to the presence of digital violence showed a greater extent of digital violence among the pupils.

The research results related to the understanding of the term "Digital violence", presented in Table 12, showed that 95.57% of the pupils do understand what digital violence is, whereas 4.43% of them were not completely sure.

The research results related to the understanding of some types of digital violence, presented in Table 13, revealed that a great number of the pupils were familiar with all of the offered types of digital violence (more than 86% – 90%). A small number of the pupils were not sure about digital violence types (about 3.64 – 13.07%). Also, a small number of the pupils noted that they had witnessed some of the offered types of digital violence (3.07% – 9.36%).

The research results related to the pupils' reaction to what they would do if they were to witness digital violence, presented in Table 14, and revealed that 91.57% of them would report it, which is a very important fact. Only 4.93% of the pupils wouldn't know what they would do in that case, while only 3.50% of the pupils wouldn't report it.

The research results related to the ways of harassment, presented in Table 15, showed that 21.5% of the pupils were harassed by SMS messages; 37.64% were harassed by phone calls; 9.71% were harassed by e-mail; 5.64% were harassed by being recorded with phones, cameras, etc; 25.71% were harassed by social networks; 10.21% were harassed by a profile theft; 26.71% were harassed by sent viruses; 11.57% were harassed by false introducing; 2.79% were harassed by other ways of harassment, while 60.36% of the pupils declared that they had never been harassed.

The research results related to visiting, watching or listening to sexual, porno or violent content, presented in Table 16, revealed that even 94.93% of the pupils had watched a film with explicit sexual or porno content. Almost one third (30.50%) of the pupils have visited a web site with explicit violent, sexual or porno content, while more than one quarter (25.57%) of them have listened to the music with violent, sexual or porno content. 5.57% of the pupils reported that they had played video games with violent, sexual or porno content.

The research results related to whether the pupils have ever committed digital violence with or without purpose against someone, presented in Table 17, showed that 13.21% of them were sure that they had inflicted some kind of digital violence on someone, with or without purpose. 36.93% of the pupils were not sure, while 49.86% confirmed that they had never inflicted any kind of digital violence on someone, with or without purpose.

Conclusion and Future Research

The research has showed that the secondary school pupils are under the great influence of modern media, which is very appropriate for them and which they don't want to change. Modern media has proved to be very useful in last two years, during the Covid-19 pandemic. The teaching and communication among the pupils would have been impossible without mobile phones, laptops and learning platforms. Of course, implications were bigger times spent on digital devices and Internet, bigger presence and communication on Internet, antilocalization etc. Modern media should be used, but not without any restrictions. It is very important that pupils know how to predict, set and apply these restrictions as well as whether they do want to do it. The research results indicated the opposite.

The increased use of modern media implies a higher exposure to digital violence. The types and forms of digital violence maybe different, but it is obvious that the more time one spends using modern media, the higher their exposure to digital violence is. The exposure to digital violence largely depends on pupils themselves; their behaviour, their procedures and respect or disrespect of the rules etc. Small changes in pupils' behaviour imply the reduction of digital violence.

A certain extent of presence of digital violence among secondary school people, related to these and other similar results, does exist and it is not small nor then negligible. Regarding the high exposure to the digital violence, the results showed that the presence of digital violence for sure will be greater in the future. Therefore, the best way for the elimination of digital violence is prevention. Continuous research such as the present one is a very good way of prevention, in that it provides an insight into the current situation regarding digital violence in the secondary school pupil population and in the sense of tracking digital violence in the secondary school pupil population. This is of crucial importance because only a complete and well-timed insight into this problem can result in the correct and the most efficient steps in digital violence elimination.

One of the very important tasks of the future research regarding the prevention and elimination of digital violence is the constant monitoring of digital violence, by means of a technical insight into pupils' digital media and constant education of pupils, their parents and teachers through lecturers, presentations, forums and the like. Also, all potentials forms of examinations, anonymous or non-anonymous, such as questionnaires, tests, different kinds of surveys should be used.

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ДИГИТАЛНО НАСИЉЕ МЕЂУ УЧЕНИЦИМА СРЕДЊИХ ШКОЛА

Резиме

Данашњи начин живота и рада подразумева употребу многих производа нових технологија. Многе анализе утицаја савремених технологија на људе и децу истичу предности савремених технологија. Али постоје и неки веома озбиљни ефекти употребе савремених технологија који су много мање примећени. Један од веома честих и веома опасних лоших ефеката употребе савремених технологија је дигитално насиље (енгл. *cyberbullying*). Све чешће коришћење мобилних телефона, лаптопова, рачунара, интернета, друштвених мрежа и сличног довело је до тога да је ова врста насиља веома учестала, посебно међу децом школског узраста. Стални пораст ове врсте насиља подразумева озбиљне и детаљне стратегије за њихово смањење и елиминисање. Овај рад има научне и стручне циљеве. Научни циљ овог рада био је да се утврди степен присутности и изложености дигиталном насиљу међу ученицима средњих школа. Стручни циљ овог рада био је да се представе резултати истраживања које је реализовано путем упитника и да се истакне значај оваквог истраживања ученика у циљу бољег и ефикаснијег праћења утицаја дигиталног насиља на ученике. Истраживања приказана у овом раду реализована су од стране аутора овог рада и обухватала су ученике нишких средњих школа.

Кључне речи: *дигитално насиље, школа, ђаци, истраживање.*