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PREVENTION OF BULLYING IN SECONDARY SCHOOLS

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Abstract. The article is devoted to studying the problem of the bullying prevention in general secondary education institutions. The results of studying the state of pupils' psychological safety, teachers' protection, their emotional well-beings concerning the question under consideration have been presented. The system of bullying prevention in general secondary education institutions has been substantiated, which covers the implementation of legal, psychological and pedagogical, social and medical, informational and educational measures aimed at counteracting violence; control over the level of students and teachers' emotional stresses; examination of the psychological safety of the educational environment and conditions for ensuring the emotional comfort of the subjects of the educational process. The ways of the implementation of the anti-bullying program that require coordinated actions of the school administration, the unification of efforts of all subjects of the educational process, class leaders, teachers, educators, school psychologists, social pedagogues, as well as parents have been determined.

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Introduction

Today, one of the indicators of the educational institution effectiveness should be the level of psychological safety of pupils, protection of teachers and their health. Therefore, the formation of a psychologically safe educational environment, prevention of bullying is one of the main tasks of the educational institutions. It is worth noting that bullying (psychological violence in the form of harassment, boycott, ridicule, misinformation, damage to personal belongings, physical violence, etc.) is not a problem of one child or one educational institution. This is a complex psychological, pedagogical and social problem, a psychological catastrophe that is gaining momentum every year. This problem is most acute in the educational environment, where the child spends most of his time.

Unfortunately, not for all pupils and teachers school days are joyful. Not all educational institutions are dominated by the psychological safety of pupils, the security of teachers, and the conditions for their psychological comfort. According to the study done by the UNICEF Ukraine in 2017 (Bullying. The situation in Ukraine, 2020), 67% of pupils aged 11-17 have experienced bullying (were a victim or a witness), almost a quarter of schoolchildren have been bullied, and 40% have been bullied. They did not turn to anyone for help, and 22% of respondents believed that this was normal. According to the HBSC survey in 2018, among children aged 10 to 17, 35% of respondents in the last two months participated in humiliation or bullying of others, and 37.9% were victims of humiliation and bullying of other adolescents

In addition, children are bullied in the information space, in social networks. According to the public organization La Strada - Ukraine (Bullying, sexting, trolling, phishing, ...on the Internet, 2020), the national children's hotline has received almost 11,500 complaints about the dangers that a child may or has already encountered on the Internet. This is cyberbullying (harassment of a child on the Internet); sexting (intimate correspondence or sending erotic photos that can be used against a child); trolling (certain ridicule, provocations to bring the child out of balance); phishing (a type of Internet fraud, the main purpose of which is to gain access to confidential information of the child, to learn logins, passwords to use information against the child); grooming (adults pretend to be teenagers, trust a child); mobbing (harassment of a child by a group of other children), etc.

Therefore, the issue of forming a psychologically safe educational environment in a general secondary education institution, counteracting bullying in it is relevant. An important role in this is played by the administration, psychological service of the educational institution, coordinated activities of the entire teaching staff and each teacher in particular, who will be able to model and design an educational environment free of violence, where the student's personality will function freely, where all participants, satisfaction of basic needs, will strengthen mental health.

Therefore, an important task is to prevent bullying in general secondary education, creating safe conditions for teaching and educating students and teachers.

Literature review

Large-scale international projects and programs InnoSchool, TALIS (Teaching and Learning International Survey), “Child-Friendly Schools” (UNICEF), etc. are dedicated to the search for the optimal school environment in which a person feels safe, secure and emotionally comfortable. The Department of Juvenile Prevention of the relevant Department of the National Police has announced the launch of a project to combat bullying among children “I have the right to be myself” together with the Ukrainian Institute for the Study of Extremism. On January 19, 2019, the Law №2657-VII on Combating Bullying came into force in Ukraine, which provides for the introduction of fines and bringing perpetrators to administrative responsibility.

But the introduction of fines will not reduce the aggression of pupils, will not increase the attention of teachers and parents to the psychological state of children, and will not improve the psychological well-being of teachers at school. The context of the law does not provide for the improvement of psychological well-being, psychological health of the subjects of the educational process. In order to deter the pupil from aggressive actions, an environment is needed that must be formed so that the background of aggression decreases and the need for dominance is directed in a constructive direction. It is necessary to radically change the environment in the educational institution, the way pupils study.

There should be less psychological violence from teachers. The teacher must become a responsible safe adult in the school. From primary school, pupils need to form the idea that they need to provide information about the violation of their own rights or the rights of their friends. Teach that it is not normal to give false testimony, to degrade another child.

Anti-bullying is also about working with parents by explaining to them the nature of the problem and how to prevent it. It is advisable to accompany the administrative punishment of parents with coercive measures (for example, lectures on raising a child). Pupils need to be taught to defend themselves physically, to form in them psychological stability, self-confidence and responsibility for their actions and deeds.

That is why on April 2, 2019, the Ukrainian public project of mass open online courses Prometheus together with the Ministry of Education and Science of Ukraine and with the support of the International Renaissance Foundation launched an online course on combating and preventing bullying (Counteraction and prevention of bullying in educational institutions, 2019), aimed at educators and parents, who are direct participants in potential conflict situations between children. The course provides answers to the following questions: the essence of bullying, its manifestations and participants; organization of counteraction and prevention of bullying in an educational

institution; diagnosis of bullying in an educational institution; algorithm of actions in case of detection of bullying; prevention and prevention of bullying in an educational institution.

The results of domestic and foreign research indicate the need to develop the concept of a psychologically safe educational environment, a system of combating violence in the educational institution. I. Baev, J. Kordzinsky, O. Laktionov, N. Merzlyakov, L. Naydenov, M. Novitskaya, O. Obozova, S. Petrov, V. Rubtsov, V. Simikin devoted their works to the research of the problem of psychologically safe educational environment. E. Symanyuk, V. Slobodchikov, S. Tarasov, M. Tarashkevich, T. Tsyuman, V. Yasvin and others.

In the scientific literature, a psychologically safe educational environment is defined as an environment of interaction, free from manifestations of psychological violence, which has a reference significance for the subjects of the educational process (in terms of positive attitude to it), characterized by a predominance of humanistic essence and essence of other people) and is reflected in the emotionally personal and communicative characteristics of its subjects (Baeva, 2002b, p. 27).

Central among the structural components of the educational environment is the psychological component. The psychological component of the educational environment is, first of all, the nature of communication between the subjects of the educational process. This component bears the main burden of providing opportunities to meet and develop the needs of the subjects of the educational process in the sense of security, in maintaining and improving self-esteem, in the formation of a positive “self-concept”, in recognition of others, in self-actualization. Many scientists (I. Baeva (2002a), O. Obozova (2011), M. Tarashkevich and J. Kordzinsky (2009), M. Chorniy (2018), V. Yasvin (2001), etc.) are key psychological characteristics of the educational environment consider psychological security. Psychological security, refusal of psychological manipulation, subject-subject interaction of participants in the educational process, reference significance, satisfaction of the need for trusting communication are the basis of the psychological model of psychological security of the educational environment.

Thus, a psychologically safe educational environment of an educational institution is an environment in which the majorities of participants have a positive attitude towards it, are characterized by high indicators of the index of satisfaction of needs and protection from psychological violence. Psychologically safe educational environment acts as an effective interpersonal interaction that contributes to the emotional well-being of students and teachers, the development of psychologically healthy personality, personal growth of students, professional growth of teachers, and harmonization of their personality (Meshko, & Meshko, 2017).

Important for our study is the approach of O. Obozova (2011), which identifies the following components of a safe educational environment: material and technical

conditions of work and study (architectural and aesthetic organization of the living space of the subjects of the educational process); content and methodological conditions (the concept of the functioning of the educational institution; the system of educational work; educational programs; technologies, forms, methods of organizing the activities of the educational institution); relations “teacher – teacher”, “teacher – student”, “student – student”; safe person (knows about the existence of various sources of danger; understands that there are prerequisites for the emergence and overcoming of dangers; acts as an active subject, able to prevent dangerous situations or get out of them without harm to themselves and others).

To prevent bullying, the principles of forming a psychologically safe educational environment, proposed by I. Baeva, are decisive: 1) protection of the personality of each subject of the pedagogical process through the development and realization of its individual potentials, elimination of psychological violence; 2) reliance on developmental education, the main purpose of which is not learning, but personal development, development of physical, emotional, intellectual, social and spiritual spheres of personality; 3) assistance in socio-psychological skills that allow a person to make a competent choice of life path, analyze the situation and choose appropriate behavior that does not degrade other people’s dignity, prevents psychological violence and promotes personal self-development (Baeva, 2002a, p. 27-28).

Psychologically safe educational environment is specially formed in the educational institution, and the prevention of bullying requires the definition of specific areas of purposeful activity. The purpose of the article is to study the state of psychological security of the educational environment and substantiate ways to prevent bullying in general secondary education in the coordinates of the functioning of a psychologically safe educational environment.

Research results

The results of our study [5] show that about 70% of children suffer from school violence. Pupils suffer from stressful tactics of pedagogical influence (inadequacy of requirements, humiliation, and threats); due to conflicts with the teacher, peers; low social status in the classroom, psychological and physical violence by teachers, economic, psychological and physical violence by peers and high school pupils. Only every third pupil feels cozy and comfortable at school. The child, especially when it does not consist in learning, begins to prove its “steepness” by other, often aggressive actions. Namely, due to various disorders, unresolved conflicts, unmet needs, conflicts between children are exacerbated. Children are afraid to ask for a help because of fear of being a “loser”, “slanderer”, “snitch”. Important reasons pupils call the lack of a reliable adult in terms of trust, who can be told about failures, ask for help. The results of the study show a close connection between the emotional well-being of pupils and the level of psychological security of the educational environment.

Our study of the state of psychological security in secondary education (using the method of I. Baeva (2002a)) shows low values of the index of psychological security of the educational environment, an integrated indicator of the attitude to the educational environment and the index of satisfaction with significant characteristics of the educational environment. In particular, a positive attitude to the educational environment was recorded in 42.1% of pupils' answers, a neutral attitude - in 21.7%, a negative attitude - in 26.2% of pupils.

At the same time, a survey of teachers (Meshko, & Meshko, 2015) showed that almost every third teacher (30.1%) does not feel safe and secure in the teaching staff, teachers have a low level of emotional well-being. The main difficulty, the problem for them is that children are undisciplined, rude, humiliating, do not respect them, and sometimes bully. Difficulties for many teachers arise when interacting with parents, who see in the activities of teachers the cause of all the problems in the academic achievements of pupils, their level of education. In many general secondary schools there is hostility, envy, unhealthy competition, harassment of individual teachers. No wonder the Kyiv City Trade Union is initiating the Law on Teacher Protection, which wants to approve the status of a pedagogical and scientific-pedagogical worker who would protect against bullying by parents. To date, the Verkhovna Rada has registered the Law on Combating Mobbing in Labor Collectives.

The results of the survey of heads of general secondary education institutions showed that they do not pay enough attention to the management of the process of forming a psychologically safe educational environment, prevention and counteraction to bullying; only 22.7% of the surveyed principals name measures to prevent bullying at school, the majority (57.2%) consider it the task of class teachers and psychological services of the school.

Discussion

Based on the analysis of the scientific literature, the results of the study identified ways to prevent bullying in general secondary education, which accumulate in a comprehensive anti-bullying program. The bullying prevention system requires concerted action by the school administration, the joint efforts of all actors in the educational process, class teachers, teachers, school psychologists, social educators, as well as parents and the public.

The priority task of the administration is to create safe conditions for teaching and educating pupils. This requires the organization of a system of measures to prevent threats to the development of the personality of both pupils and teachers, the introduction of a comprehensive anti-bullying program in general secondary education

The tasks of the administration (principal, deputies) in the context of bullying prevention in a general secondary education institution are as follows: 1) to create psychologically safe conditions for teaching and educating pupils and pedagogical

activities of teachers in a general secondary education institution; 2) to provide optimal conditions for pupils to acquire knowledge, practical skills that contribute to the conscious choice of safe behavior, increase the level of stress resistance; 3) to create an effective system of scientific and methodological support for teachers on the formation of a psychologically safe educational environment, combating bullying in the educational institution; 4) to introduce into practice modern methods of diagnosis, monitoring and correction of the state of emotional well-being of students and teachers; 5) to develop a system of measures of legal, psychological-pedagogical, social-medical, information-educational nature, aimed at the implementation of the anti-bullying program; 6) to form an information environment on bullying prevention in a general secondary education institution.

Purposeful and specially organized activities to prevent bullying in general secondary education should ensure: reducing the number of risk situations for the physical and mental health of children; adequacy of psychological and pedagogical support and special measures that guarantee the psychological safety of pupils in the educational institution; unity of efforts of the pedagogical staff, school psychological service, pupil self-government, family to create safe living conditions for pupils in the educational institution, the formation of their life competencies, a reasonable lifestyle.

The system of work on bullying prevention in general secondary education is aimed at:

1) implementation in the practice of the educational institution of valeological technologies of pedagogical interaction, focused on the formation of a safe person who knows about the existence of various sources of danger and is an active subject able to prevent dangerous situations or get out of them without harm to themselves and others;

2) reducing the level of anxiety of pupils, increasing the level of their stress and resilience, responsibility for their actions and deeds;

3) raising the level of awareness of pupils, teachers, parents about the causes and consequences of bullying, ways to prevent and overcome it;

4) construction of the educational process aimed at protecting the personality of its subjects through the realization of their individual potentials and the formation of personal significance and competence, socio-psychological skills;

5) creation of a system of effective preventive educational work in the institution of general secondary education, based on the joint actions of a practical psychologist, teacher-organizer, teachers, pupil government, parents, the public;

6) improving the emotional well-being of the subjects of the educational process.

Effective educational work to prevent bullying in general secondary education involves the use of various methods and forms of work with students that promote positive self-affirmation of pupils in important activities, the formation of personal significance and competence of pupils, their socio-psychological skills, safe psychologically healthy. These can be projects “Defend your position”, “Learning to be

safe”, the festival “We are against violence”, weeks of school stress prevention, communication hours, role-playing games, psychological workshops, psychological security training, anti-bullying training, memorabilia “Psychological security routes”, “How not to become a victim of bullying”, etc. An effective method of bullying prevention is to hold competitions for the best multimedia presentation on the topics “Stop bullying!”, “Cyberbullying - no!”, “Aggression through the eyes of teenagers” and others. It is advisable to demonstrate during breaks and after school hour’s popular educational thematic videos, social advertising, and presentations on combating violence in the school environment.

The complex anti-bullying program envisages the following areas of activity:

- creating safe conditions for studying and educating pupils and teachers;
- organization of educational work with pupils and their leisure activities aimed at the realization of individual potential and the formation of socio-psychological skills of pupils;
- providing psychological and pedagogical support to pupils;
- carrying out corrective and, if necessary, rehabilitation measures with victims of bullying, their parents;
- conducting educational activities of a coercive nature with bullies and their parents;
- organization and carrying out of preventive educational activity on prevention of violence in the staff of the educational institution;
- creation of an information environment on bullying in the educational institution;
- constant monitoring of indicators of emotional well-being of pupils and teachers.

Specific ways to implement a comprehensive anti-bullying program are:

- providing emotional comfort to pupils in the classroom;
- focusing the activities of class teachers on: creating a favorable psychological climate in the children’s team, reducing anxiety and aggression of pupils; formation of responsibility for their actions and deeds;
- directing the activities of the social and psychological service of the educational institution to prevent violence in the school community;
- the activities of the administration of the educational institution to optimize the socio-psychological climate in the teaching staff;
- conducting trainings of psychological safety, trainings of counteraction to bullying in a general secondary education institution for both teachers and pupils;
- conducting special educational activities to prevent violence in the school community;
- rational organization of reasonably rich leisure of pupils, where they could positively assert themselves, feels personal significance.

It should be noted that a necessary prerequisite for preventing violence, combating bullying in the educational environment, high levels of its psychological safety is anti-

stress management in the institution, aimed at getting rid of emotional intoxication of the educational process, as well as personality-oriented, psychotherapeutic position of teachers.

Conclusions

Thus, the system of work on bullying prevention requires concerted action of the school administration, the joint efforts of all actors in the educational process, class teachers, teachers, school psychologists, social educators, and parents. Prevention of bullying in general secondary education provides: legal, psychological, pedagogical, socio-medical, informational and educational activities; use of methods to ensure the emotional well-being of pupils and teachers, control over the level of their emotional loads; examination of the psychological security of the educational environment and the creation of conditions to ensure the emotional comfort of the subjects of the educational process; implementation of an anti-violence program in an educational institution.

The introduction of a comprehensive anti-bullying program will: create conditions to protect the personality of each subject of the educational process through the development and realization of its individual potential, a sense of self-importance and competence, responsibility for their actions, elimination of psychological violence; to form a safe person who knows about the existence of various sources of danger, is able to prevent dangerous situations or get out of them without harm to themselves, to choose appropriate behavior that does not degrade other people's dignity and does not allow psychological violence; to monitor indicators of their emotional well-being and mental health and to carry out appropriate psychological, pedagogical, corrective and rehabilitation measures.

We see prospects for further research in the development of a model of management system for the formation of a psychologically safe educational environment, which will allow at a new level to address the prevention of bullying in general secondary education.

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ПОПЕРЕДЖЕННЯ БУЛІНГУ В ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

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Анотація. Дослідження присвячено актуальній проблемі психолого-педагогічної науки – попередження булінгу у закладі загальної середньої освіти. На основі аналізу наукової літератури і результатів вивчення стану психологічної безпеки учнів, захищеності вчителів та їх емоційного благополуччя обґрунтовано систему роботи з попередження булінгу у закладі загальної середньої освіти, яка охоплює: проведення заходів правового, психолого-педагогічного, соціально-медичного, інформаційно-освітнього характеру для протидії насиллю; контроль за рівнем емоційних навантажень учнів і вчителів; експертизу психологічної безпеки освітнього середовища, а також створення умов для забезпечення емоційного комфорту суб'єктів освітнього процесу. Важливим компонентом запропонованої системи є комплексна антибулінгова програма, яка передбачає такі напрями діяльності: створення безпечних умов для навчання і виховання учнів та діяльності вчителів; організацію виховної роботи з учнями та їх дозвілєвої діяльності, спрямованої на реалізацію індивідуальних потенцій та формування соціально-психологічної умілості школярів; забезпечення психолого-педагогічного супроводу учнів; проведення корегувальних і за потреби реабілітаційних заходів із жертвами булінгу, їх батьками; проведення виховних заходів примусового характеру з булерами та їх батьками; організацію і проведення превентивної просвітницької діяльності з попередження насилля у колективі закладу освіти; створення в закладі освіти інформаційного середовища з питань протидії булінгу; постійний моніторинг показників емоційного благополуччя учнів і вчителів. Визначено шляхи реалізації антибулінгової програми, які потребують узгоджених дій адміністрації, об'єднання зусиль класних керівників, вчителів, шкільного психолога, соціального педагога, а також учнів і батьків.

Ключові слова: заклад загальної середньої освіти; психологічно безпечне освітнє середовище; попередження булінгу; система роботи з попередження булінгу; антибулінгова програма.

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