

PUPILS' VIEW ON SOCIO-PATHOLOGICAL PHENOMENA

Tereza Fajmonová¹
Jan Viktorin¹

Abstract

The main goal of the research was to determine the degree of occurrence and prevention of socio-pathological phenomena in primary school pupils established according to Paragraph 16, Section 9 of the Education Act. Based on the main goal, partial goals were set, which were focused mainly on finding the most common socio-pathological phenomena at the primary school established according to Paragraph 16, Section 9 of the Education Act, as well as how pupils perceive primary prevention at the primary school established according to Paragraph 16, Section 9 of the Education Act, and which topics in the field of prevention of socio-pathological phenomena are most often dealt with by teachers, educators, parents and legal guardians at the primary school established according to Paragraph 16, Section 9 of the Education Act. Three hypotheses were based on the goals given, which were verified in a research survey. To achieve the objective of the research survey, a quantitative method was used in the form of a self-designed questionnaire. The sample consisted of 83 respondents who participated in the research survey. The research survey showed that the appearance of socio-pathological phenomena in pupils in selected primary schools established according to Paragraph 16, Section 9 of the Education Act is more frequent than expected. Most of the pupils in selected primary schools face socio-pathological phenomena, most of them substance abuse and aggressive behavior. On the other hand, the issue of cyberbullying occurs the least among primary school pupils established according to Paragraph 16, Section 9 of the Education Act. From the point of view of pupils, primary prevention in selected primary schools is sufficient.

Keywords

socio-pathological phenomena, bullying, truancy, aggressive behavior, pupils with mild intellectual disabilities, prevention

¹ Faculty of Public Policies, Silesian University

INTRODUCTION

The increase in various socio-pathological phenomena, including substance abuse in the pupil population, is a societal problem. Pupils belong to the most endangered group. Therefore, it is important to start primary prevention at the time of primary schooling, to provide pupils with as much information as possible about socio-pathological phenomena (appropriate to the age of pupils), to listen to their problems, and to talk openly with them at the informal level. School is the second place where pupils spend most of their time. Therefore, it has a large space, the possibility, and the obligation to carry out primary prevention. This applies not only to ordinary primary schools, but also to primary schools established according to Paragraph 16, Section 9 of the Education Act, which, due to negative phenomena, deal mainly with bullying, truancy, smoking of tobacco products (including marijuana) from a very young age, and from experimentation to addiction, with drinking already in middle-aged pupils.

Theoretical Background

Socio-pathological phenomena can sometimes appear as phenomena close to social deviations. However, the professional public does not place these undesirable phenomena on the level of similarity, although close similarity may be obvious. They are characterized by a high degree of risk, susceptibility, and disposition to disrupt existential, social, societal, cultural, and other homeostasis, and generally go from individual to group of people. Furthermore, they are characterized by considerable heterogeneity and their degree is also differentiated. There are consequences and ways of possible correction. Pathological means all unhealthy, abnormal, generally undesirable social phenomena, phenomena dangerous to society, all negatively sanctioned forms of deviant behavior. Defining socio-pathological behavior is based on the concept of normalcy. It is socially inconsistent. The company sets the criteria of normality, implies order (rules, standards). These are subject to moral, legal, statistical, sociocultural, or personal practices (Kaleja, Prečuchová Štefanovičová, & Šulovská, 2014; Urban, Dubský, & Bajura, 2012). Budínská (2014) and Chmelíková (2014) state that the concept of socio-pathological phenomena represents all phenomena that result in a demonstrable increase in health, social, educational and other risks for individuals and society. They cover a wide range of areas in which they can be defined, namely: interpersonal aggressive behavior (violent behavior, bullying, abuse, racial intolerance, extremism), delinquent behavior in relation to tangible assets (eg vandalism, theft), risky health habits (eg alcohol consumption, smoking, drug use, unhealthy eating habits, insufficient or excessive physical activity), risky sexual behavior (premature sex, promiscuity, unprotected sex, premature motherhood and parenthood, sexual intercourse with at-risk sexual partners), risky behavior in relation to social institutions (eg truancy, non-fulfillment of school obligations, early school leaving – non-graduation), gambling prepatology, risky sports activities (running adrenaline and extreme sports), risky behavior in transport, and other areas that may due to the dynamic development of the company.

Jessor, Turbin, Costa, Dong, Znahg & Changhai (2003) define the concept of psychosocial risk, which covers a wide range of personal development and social adaptation in adolescence. Therefore, what is endangered by socio-pathological phenomena includes, but also goes far beyond, physical health and physical growth. Socio-pathological phenomena can jeopardize the fulfillment of normal developmental tasks, the fulfillment of expected social roles, the acquisition of basic skills, the achievement of a sense of adequacy and competence, and the correct preparation for the transition to the next phase of life, young adulthood. Thus, the term socio-pathological phenomena refers to any behavior that can negatively affect these psychosocial aspects of successful adolescent development. Obvious cases include, for example, drug abuse, school attendance, unprotected sex, etc.

Pupils who cannot successfully attend primary school are educated in the primary school established according to Paragraph 16, Section 9 of the Education Act. These are pupils with mild intellectual disabilities. The main objective of the primary school established according to Paragraph 16, Section 9 of the Education Act is to allow pupils with mild intellectual disabilities to achieve the highest possible level of knowledge, skills, and development of personal qualities while respecting their individual peculiarities. All educational and training work objectives aim to prepare pupils for their participation or full inclusion in daily life. Primary school pupils established according to Paragraph 16, Section 9 of the Education Act are educated under the guidance of qualified teachers, special educators. The primary school established according to Paragraph 16, Section 9 of the Education Act lasts nine years and is divided into the first stage (1st - 5th grade) and the second stage (6th - 9th grade). Pupils with mild intellectual disabilities are educated according to school educational programs created on the basis of the Framework Educational Program for Basic Education (FEP BE). The educational content is divided into educational areas in the FEP BE. The purpose of the educational process in the primary school established according to Paragraph 16, Section 9 of the Education Act is to equip pupils with mild intellectual disabilities with a set of key competencies at a level that is achievable for them and will allow them to act effectively and appropriately in various situations. Important competencies for pupils with mild intellectual disabilities include work, communication, social, and personal skills. The pupil obtains the level of basic education by successfully completing the basic education according to the relevant educational program in the primary school established according to Paragraph 16, Section 9 of the Education Act (Bartoňová, Sedláčková, & Vítková, 2020; Švarcová, 2011; Viktorin, 2018).

During adolescence, a child becomes an adult. In this phase of life, there is a total change in personality. This transformation affects all components of the physical, mental, and social personality. Physical development during adolescence is very rapid and striking. We could characterize these changes as dramatic and have a great impact on the psyche of adolescents. The changes that this period brings can have fatal consequences, such as anorexia nervosa, bulimia nervosa, substance abuse, and addictive behavior. An adolescent who feels disappointed in his appearance may still have feelings of injustice,

anxiety, disappointment, and tension, as physical attractiveness has a strong social value. These dissatisfied adolescents can then more easily fall into risky behavior and search for their identity, for example, through tendencies to uniformity. They can gravitate to groups where drugs, alcohol, and other addictive substances are the order of the day, so they can exacerbate addictive behavior. Mental development develops mainly in the cognitive and emotional areas. The adolescent can start thinking hypothetically and abstractly. The adolescent changes his thinking about the time dimension, he begins to think about his future. But in this rapid cognitive development, they are also more prone to cognitive errors. These mistakes manifest themselves in their emotional areas. It is about moodiness, relativity, labeling, trivialization, etc. It is the emotional development that is tumultuous and associated with a hormonal variable. The emotional manifestations of adolescents are inappropriate, more variable, and unstable. The feelings they experience are new to them and they do not know them. They cannot handle them adequately. Adolescence is a typical period for drug experimentation. Social development affects mainly the area of family relationships, the school area, and most affects the area associated with peers and peer groups. The family is still important to adolescents, despite the fact that these individuals often revolt against their parents, criticize them, and look for new role models to which they could attach. Peer groups are a source for adolescents for the first deeper friendships, but also for determining hierarchy, first love, and relationships. School is important for adolescents, especially in terms of future and professional perspective (Helus, 2009; Jedlička, 2011; Nielsen Sobotková et al., 2014; Smith, 2016; Thorová, 2015; Vágnerová & Lisá, 2021).

Under the term prevention, we mean all measures aimed at preventing and minimizing phenomena associated with socio-pathological phenomena and their consequences. Thus, any type of educational, training, health, social, or other intervention aimed at preventing the occurrence of socio-pathological phenomena, preventing their further progress, can be prevented, alleviating preexisting forms and manifestations of socio-pathological phenomena, or helping to address their consequences. The most effective prevention is one that achieves its objectives with the least time, personnel, and financial investments. The basic rule applies to prevention, and the less the pupil is aware that he is being influenced in a targeted way, the more effective the process of formation of the personality of the adolescent, and vice versa, if the pupil realizes that we want to influence him (examples of sudden nonconceptual and nonsystemic preventive activities such as lectures and discussions), the lower the effectiveness of influencing the desired attitudes of the pupil. The aim of prevention is to warn yourself and others and also to protect and support them. Prevention is not, although it often seems, costly, but it is not. Regarding diagnosis and intervention, it can be stated that the sooner they are performed, the better and more effective steps can be implemented. School primary prevention of socio-pathological phenomena is a very dynamically developing area. Increasingly, the question of its real effectiveness and quality is being asked. Quality standards are gradually evolving and responding to new practical and research findings. This continues to implement the intention of making prevention programs

safe for pupils in schools and school facilities, to be carried out by professionals with adequate qualifications and practical training, using interventions that are proven, safe and truly effective. Primary prevention should be timely and long-term, comprehensive and systematic, coordinated, professional and well-founded, non-violent and non-forced. To meet expectations, primary prevention must occur much earlier than the child is immediately at risk. The ideal lead is two years (Čech, 2011; Černý & Lejčková, 2007; Kaleja, 2015; Martanová et al., 2012; Miovský et al., 2012).

Objectives and Methodology of Research

The main goal of the research was to determine the degree of occurrence and prevention of socio-pathological phenomena in primary school pupils established according to Paragraph 16, Section 9 of the Education Act. The partial goals were focused mainly on finding the most common socio-pathological phenomena in the primary school established according to Paragraph 16, Section 9 of the Education Act, as well as how pupils perceive primary prevention in the primary school established according to Paragraph 16, Section 9 of the Education Act, and which topics in the field of prevention of socio-pathological phenomena are most often addressed by teachers, educators, parents, and legal guardians at the primary school established according to Paragraph 16, Section 9 of the Education Act.

In the research survey, three hypotheses were established. Hypotheses make it possible to minimize the subjectivity of the researcher, because its untruthfulness or truthfulness is confirmed independently of its wishes or opinions (Walliman, 2020).

Hypothesis H1: Aggressive behavior is more common in boys than in girls.

Hypothesis H2: Pupils growing up in a complete family are more informed about the prevention of socio-pathological phenomena than pupils growing up in institutional care.

Hypothesis H3: Teachers address the topic of substance abuse more often with eighth and ninth grade pupils than with sixth and seventh grade pupils.

The research survey was quantitative in nature, the main research tool of which was a self-designed questionnaire. According to Gavora (2010), quantitative research is based on the existence of a single objective reality that verifies theory and explains phenomena. Her approach is based on numbers, examines large groups of people, and aims at generalization. A very effective research tool is a questionnaire that can obtain a considerable amount of information in a relatively short time. The questionnaire contained a short introduction text with an introduction, an indication of the purpose of the research, and a brief explanation, including the time required and a declaration of anonymity of the completed questionnaires. The questionnaire contained closed elements, where the respondents chose one of the options offered, and semi-closed elements, where, in addition to the variants offered, there was also the option "other", for which the respondents stated their own opinion. At the end of the questionnaire, an item was included inviting a free form of response, where respondents had space

to express comments on the questionnaire or comments on the topic. The processing of individual items was performed by analysis and subsequent tabular representation. For some items, it was possible to choose more than one response; this information is given for specific items.

Data were expressed as absolute values. The individual elements of the questionnaire were subjected to statistical analysis using the MS Office Excel 2010 and EpiInfo statistical packages (v. 6en). These were mainly variables related to research hypotheses and some data that did not relate to the hypotheses, but could help to explain the context, dependencies and relationships. The hypotheses were examined through contingency tables, where the corresponding examined variables were compared and where one variable always acted as an independent explanatory variable (difficult to change) and the other as a dependent explanatory variable (depends on something). We examined whether the observed traits are represented equally in both variables or not at the level of significance (α). Pearson's chi-square test was used to analyze the hypotheses. The statistical significance of this research was established at $p < 0.05$. This figure can be interpreted as meaning that there is a 5% probability that what is claimed does not apply to the selected population. On the other hand, the remaining 95% apply to this selected population (Dean et al., 1994; Hendl, 2015).

The research sample represents a group of interviewed individuals who are preselected for research purposes (Skutil et al., 2011). The research sample consisted of secondary school pupils who attend a primary school established according to Paragraph 16, Section 9 of the Education Act in the Opava district, specifically Opava and Vítkov. Research was carried out using a printed questionnaire. Schools were contacted by phone, and subsequently the questionnaires were distributed to the school principals. Respondents completed the questionnaire in March 2022. 91 pupils were contacted and a total of 83 respondents participated ($N = 83$). The return rate for the questionnaires was 91 %.

Interpretation of Research Results

Within the presented article, some partial research results related to the objectives of the research survey are listed below. In the first part, the personal identifiers of the pupils were determined. The research sample consisted of 83 pupils (100 %), of which 43 were boys (52%) and 40 girls (48 %). The numbers of boys and girls in the research sample were slightly different, the numbers were not fundamentally different. The eighth and seventh grades were the most represented, when the eighth grade was represented by 25 pupils (30%) and the seventh grade also by 25 pupils (30 %). Furthermore, the sixth grade included 19 pupils (23 %). The ninth grade was the least represented, including 14 pupils (18%) of the total sample. The differences between the individual grades are not significant; in the research survey, all four grades were represented in a similar proportion.

Tab. 1 Representation of school grade pupils

Options	Girls	Boys
sixth grade	7 (8 %)	12 (15 %)
seventh grade	15 (18 %)	10 (12 %)
eighth grade	13 (16 %)	12 (14 %)
ninth grade	5 (6 %)	9 (11 %)

More than half of the pupils (48) said they grew up in a complete family, showing a higher proportion than expected. 24 pupils stated that they grew up in an incomplete family, and 11 pupils mentioned that they grew up in institutional care. A research survey by Vavrysová & Charvát (2016) showed that pupils growing up in institutional care have less social, especially friendly contacts, rely mainly on each other, tend to break the rules, do not contradict the failure to keep their promise, are distrustful and insecure about their surroundings. However, there are significant differences between boys and girls. Boys are more impulsive in acting and making decisions and show greater emotional stability. Girls are emotionally unstable, impulsive, internally insecure, more anxious, and more difficult to establish friendly relations.

Tab. 2 Family background of pupils

Options	Designation frequency	Percentage
complete family	48	58 %
incomplete family	24	29 %
institutional care	11	13 %

The second part concerned socio-pathological phenomena, which most often occur in selected primary schools established according to Paragraph 16, Section 9 of the Education Act. Because the pupils could choose multiple responses, the total number of responses exceeded the sample size ($N = 194$). Most of the pupils (53) stated that the most common socio-pathological phenomenon in the school they attend is substance abuse (alcohol, cigarettes, marijuana, etc.). Furthermore, 48 pupils chose aggressive behavior, 40 pupils chose truancy. Bullying has been chosen by 38 pupils and, according to pupils, it is the least common in primary schools established according to Paragraph 16, Section 9 of the Education Act Act on Cyberbullying (15). Skopal, Dolejš & Suchá (2014) state that pupils who show reckless and aggressive behavior without restraint, emotional instability, and irritability are at risk and are more likely to have socio-pathological phenomena.

Tab. 3 Occurrence of socio-pathological phenomena in primary schools established according to Paragraph 16, Section 9 of the Education Act

Options	Designation frequency	Percentage
substance abuse	53	27 %
aggressive behavior	48	25 %
truancy	40	21 %
bullying	38	19 %
cyberbullying	15	8 %

We also focused on what or what socio-pathological phenomena the pupils currently consider to be the biggest problem. Again, there was the possibility to select more responses, so the total number of responses was higher compared to the sample (N = 253). Among the two most chosen responses were bullying, which was chosen by 42 pupils, and substance abuse, which was also chosen by 42 pupils. The aggressive behavior was chosen by 37 pupils. In addition, self-harm (34) and netolism (31) were represented in similar numbers. Cyberbullying was chosen by 26 pupils. The response „truancy“ was chosen by 24 pupils. 17 pupils selected eating disorders.

Tab. 4 The biggest problem today

Options	Designation frequency	Percentage
bullying	42	17 %
substance abuse	42	17 %
aggressive behavior	37	15 %
self-harm	34	13 %
netolism	31	12 %
cyberbullying	26	10 %
truancy	24	9 %
eating disorders	17	7 %

Currently, violence and aggression related to the use of the internet, especially social networks, are among the most important. Therefore, we focused on what form of violent behavior pupils have toward their classmates through social networks. Most of the pupils (27) responded that they most often encountered violent behavior toward their classmates through social networks (Facebook, Instagram, etc.) by sending inappropriate messages. 16 pupils chose the response „publishing photos without consent“. This was followed by slander and ridicule, which introduced 15 pupils, swearing, and insults selected 12 pupils. 13 pupils did not encounter violent behavior.

Tab. 5 Violent behavior towards classmates through social networks

Options	Designation frequency	Percentage
sending inappropriate messages	27	33 %
publishing photos without consent	16	19 %
slander and ridicule	15	18 %
swearing and insults	12	14 %
I have not encountered violent behavior	13	16 %

We also focused on ridicule against classmates. Again, the pupils could choose more than one response, so the total number exceeded the sample size ($N = 192$). More than half of the pupils marked their skin color (52) and appearance (50). The weight (41) was chosen as the next in order. 22 pupils chose poor school achievement. In the lower proportion, the pupils chose the responses „excellent school achievement” (15) and „height” (12).

Tab. 6 Ridicule against classmates

Options	Designation frequency	Percentage
skin color	52	27 %
appearance	50	26 %
weight	41	21 %
poor school achievement	22	12 %
excellent school achievement	15	8 %
height	12	6 %

Aggressive behavior is one of the socio-pathological phenomena, which we can very often understand as a means to achieve goals. We found out what form of aggressive behavior the pupils experienced toward their classmates. Most of the pupils (34) stated that they experienced aggressive behavior toward a classmate in the form of vulgar insults. The response “physical harm” was chosen by 29 pupils, and damage to personal belongings was chosen by 15 pupils. Only five pupils said that they did not experience aggressive behavior towards a classmate. Murray, Obsuth, Eisner & Ribeaud (2016) discussed aggressive personality in adolescents, the effect of self-control and how aggressive thoughts turn into aggressive behavior. Their research shows that self-control is related to aggressive thoughts and that aggressive thoughts are as stable as aggression.

Tab. 7 Aggressive behavior toward a classmate

Options	Designation frequency	Percentage
vulgar insults	34	41 %
physical harm	29	35 %
damage to personal belongings	15	18 %
I have not experienced aggressive behavior	5	6 %

We were also interested in what substance abuse is the most often used by classmates in selected primary schools established pursuant to Section 16, Paragraph 9 of the Education Act. Cigarettes and tobacco have the largest share of substance use. 42 pupils chose this response. The responses were "marijuana" chosen by 16 pupils and "alcohol" chosen by 15 pupils. Only six pupils chose the response that their classmates do not abuse substance. Four pupils chose the response "hard drugs". Experiences with substance abuse tend to increase with the grade of school of the pupils.

Tab. 8 Substance abuse

Options	Designation frequency	Percentage
cigarettes and tobacco	42	51 %
marijuana	16	19 %
alcohol	15	18 %
hard drugs	4	5 %
clssmates do not substance abuse	6	7 %

Previous responses showed that more than half of the pupils interviewed had experience with an addictive substance, so another item was aimed at the pupils, which focused on the first experience with an addictive substance according to the age period of the pupils. Most of the pupils (25) responded that they had tried an addictive substance in middle school age. 21 pupils stated that they had never tried an addictive substance. This was followed by a period of younger school age, when 14 pupils chose this response. Then 13 pupils chose the response from 10-11 years and 9 pupils chose the period of older school age. With the lowest frequency (1), the age of more than 15 appeared. Most of the pupils in the schools surveyed experiment between the ages of 12 and 13. Therefore, effective prevention should precede this age period. Here, however, we can ask the question whether the beginnings of prevention are not applied late in the second stage. Substance use prevention should precede the first experiment.

Tab. 9 First experience with an addictive substance

Options	Designation frequency	Percentage
less than 10 years	14	17 %
10-11 years	13	16 %
12-13 years	25	30 %
14-15 years	9	11 %
more than 15 years	1	1 %
I have never tried an addictive substance	21	25 %

The issue of truancy is very important as high absence can lead to incomplete education. Therefore, we focused mainly on whether pupils were or were not behind school. I did not go to school; the most frequent response was from 43 pupils (52 %). 26 pupils (31 %) chose the option "repeatedly" and 14 pupils (17 %) "once". We also found out why the pupils go to school. 38 pupils stated that they did not go to school. 16 pupils chose the response "I did not want to". 12 pupils responded to the response "I had health problems". In addition, nine pupils chose the response that they did not feel well at school and eight pupils chose the option "I did not have time to learn the difficult test".

Tab. 10 Reasons for truancy

Options	Designation frequency	Percentage
I do not go to school	38	46 %
I did not want to	16	19 %
I had health problems	12	14 %
I did not feel well at school	9	11 %
I did not have time to learn the difficult test	8	10 %

The third part concerned the prevention of socio-pathological phenomena from the perspective of pupil. First, we find out about the leisure time of the pupils. 35 pupils like to spend their free time on a mobile phone. 16 pupils spend time with friends, as might be expected given their age. This activity could be evaluated as a protective factor, but the degree of protection or risk cannot be evaluated because we do not know whether there is a socio-pathological phenomenon among friends or in a group. 11 pupils spend their free time on the computer. Some pupils spend their free time with their families (9). The responses with the partner (5) and him / her (5) had the same

representation. The pupils spend their free time on a tablet at least (2). The most chosen leisure activity is to spend free time on a mobile phone. The result could be evaluated as potentially risky for the emergence of addictive behavior of a non-submissive nature. Sharp, Caldwell, Graham & Ridenour (2006) reported in a research study that adolescents seek experiences in their spare time that are interesting and meaningful, but unfortunately most adolescents are bored in their spare time, which limits their development, and thus there is a higher risk of drug, alcohol, or delinquent activities. The results showed that the older the pupils, the less motivated they were to look for leisure time that would be interesting for them.

Tab. 11 Spending free time

Options	Designation frequency	Percentage
mobile phone	35	42 %
friends	16	19 %
computer	11	13 %
family	9	11 %
partner	5	6 %
alone	5	6 %
tablet	2	3 %

Prevention of socio-pathological phenomena is very important in order to prevent possible problems. Therefore, we found out whether the pupils are sufficiently informed about the prevention of socio-pathological phenomena at the school they attend. More than half of the pupils (46; 55%) indicated that they are sufficiently informed about the prevention of socio-pathological phenomena in selected primary schools established pursuant to Section 16, Paragraph 9 of the Education Act. 25 pupils (30%) chose the response that they are not sufficiently informed about the prevention of socio-pathological phenomena. The remaining 12 pupils (15%) chose the response “I don’t know”. We also found out how information on the prevention of socio-pathological phenomena is provided in selected primary schools established according to Paragraph 16, Section 9 of the Education Act. Most of the pupils (30) stated that they obtained information on socio-pathological phenomena through films on bullying, cyberbullying, substance abuse, etc. Furthermore, 27 pupils stated that they obtained information on the prevention of socio-pathological phenomena through consultations with a school psychologist, school prevention methodologist, educational counselor, class teacher, etc. Then 15 pupils chose the response “education with the help of various articles and projects in the field of socio-pathological phenomena”. The fewest pupils (11) stated that they obtained information on the prevention of socio-pathological phenomena in the form of lectures and programs in the field of socio-pathological phenomena.

Tab. 12 Provides information on the prevention of socio-pathological phenomena

Options	Designation frequency	Percentage
films on bullying, cyberbullying, substance abuse, etc.	30	36 %
education with the help of various articles and projects in the field of socio-pathological phenomena	15	18 %
lectures and programs in the field of socio-pathological phenomena	11	13 %
consultations with a school psychologist, school prevention methodologist, educational counselor, class teacher, etc.	27	33 %

A significant number of pupils face socio-pathological phenomena and sometimes have no one to confide in. So, we were interested in who the pupils would confide in if they encountered a socio-pathological phenomenon. 23 pupils said that they would confide in a friend. 19 pupils would not confide in anyone. Furthermore, the pupils would confide in their parents (13). Eleven pupils said that they would confide in a teacher. The response to "classmate" (6) and "siblings" (6) was represented by the same number. The last pupils chose the response "tutor" (3) and "partner" (2).

Tab. 13 Entrusting with the issue of socio-pathological phenomena

Options	Designation frequency	Percentage
friend	23	28 %
parents	13	16 %
no one	19	23 %
teacher	11	13 %
siblings	6	7 %
classmate	6	7 %
tutor	3	4 %
partner	2	2 %

In the last part, we dealt with topics in the field of prevention of socio-pathological phenomena, which are most often addressed by teachers, educators, parents, and legal guardians. We were interested in the topics that the pupils most often discuss with their parents / legal guardians / educators. Because the pupils could choose multiple responses, the total number of responses exceeded the sample size ($N = 206$). The most selected responses included bullying (38), risky sexual behavior (31) and aggressive behavior (31). 27 pupils chose the responses "substance abuse". Then 21 pupils chose the responses "netolism (internet addiction)" and 20 pupils cyberbullying. The response to "self-harm" was chosen by 15 pupils. The fewest pupils chose truancy (14) and eating disorders (9).

Tab. 14 The most frequently solved socio-pathological phenomena with parents / legal guardians / educators

Options	Designation frequency	Percentage
bullying	38	18%
cyberbullying	20	10%
aggressive behavior	31	15%
truancy	14	7%
substance abuse	27	13%
netolism (internet addiction)	21	11%
eating disorders	9	4%
risky sexual behavior	31	15%
self-harm	15	7%

Since in the previous item we found out which topics in the field of prevention of socio-pathological phenomena pupils most often deal with their parents / legal guardians / educators, another item was directed at the pupils, where we asked which topics are most often discussed with teachers at school. Again, the pupils could choose more than one response, so the total number exceeded the sample size ($N = 258$). The results were similar to those of the previous item. The topic most frequently discussed with teachers is bullying (55) and aggressive behavior (46). In addition, 37 pupils chose the response "cyberbullying" and 33 pupils chose the response "substance abuse". 22 pupils selected truancy and 21 pupils at risk of sexual behavior. With a similar number, the pupils chose the response "netolism (internet addiction)" (17) and the response "self-harm" (16). The smallest proportion was the response to eating disorders chosen by 11 pupils. The results show that in selected primary schools, teachers are more often involved in bullying and aggressive behavior with pupils. Topics that are closely related to the school environment are the most often frequently addressed. On the other hand, the topic of eating disorders is very neglected and teachers at school are hardly talking about or mentioning it.

Tab. 15 Most discussed topics on socio-pathological phenomena with teachers

Options	Designation frequency	Percentage
bullying	55	21 %
cyberbullying	37	14 %
aggressive behavior	46	18 %
truancy	22	9 %
substance abuse	33	13 %
netolism (internet addiction)	17	7 %
eating disorders	11	4 %
self-harm	16	6 %
risky sexual behavior	21	8 %

The goal of prevention programs is the primary prevention of socio-pathological phenomena. We found out whether the pupils participated in any preventive programs on socio- pathological phenomena and how many times in selected primary schools established according to Paragraph 16, Section 9 of the Education Act. The pupils participated mainly in prevention programs on the topic of bullying (26), cyberbullying (25), substance abuse (25), aggressive behavior (23) and also eating disorders (21). Furthermore, 18 pupils stated that they had repeatedly participated in a prevention program on the topic of truancy and 17 pupils on the topic of self-harm. The fewest pupils (13) have repeatedly participated in a preventive program on netolism (internet addiction), and the remaining 12 pupils have repeatedly participated in a program on risky sexual behavior. Furthermore, the pupils participated at least once in the prevention program for bullying (25), netolism (internet addiction) (21), and risky sexual behavior (21). After that, 19 pupils once participated in a prevention program for aggressive behavior and cyberbullying (19). 18 pupils stated that they had once participated in a preventive program on truancy, 16 pupils had eating disorders, and the other pupils had at least once participated in a preventive program on substance abuse (13) and self-harm (13). Furthermore, there are also results on the nonparticipation of pupils in prevention programs. Contrary to our assumption, the results are higher for some socio-pathological phenomena, while for some they exceeded our expectations. Most pupils have never participated in a prevention program on self-harm (53), risky sexual behavior (50), netolism (internet addiction) (49), truancy (47) and eating disorders (46). 45 pupils stated that they had never participated in a substance abuse prevention program. After that, 41 pupils never participated in a preventive program for aggressive behavior. The smallest results related to the nonparticipation of pupils in prevention programs were recorded on the topic of cyberbullying (39) and bullying (32). The results show that prevention programs in the primary schools are more concerned with bullying, cyberbullying, and substance abuse. Again, the results point to the highest representation of prevention programs on the topic of bullying, which is a problem closely related to the school environment.

Tab. 16 Participation of pupils in preventive programs for socio-pathological phenomena

Options	Never	Percentage	Once	Percentage	Repeatedly	Percentage
bullying	32	39%	25	30%	26	31%
cyberbullying	39	47%	19	23%	25	30%
aggressive behavior	41	49%	19	23%	23	28%
truancy	47	56%	18	22%	18	22%
substance abuse	45	54%	13	16%	25	30%
netolism (internet addiction)	49	59%	21	25%	13	16%
eating disorders	46	55%	16	20%	21	25%
self-harm	53	64%	13	16%	17	20%
risky sexual behavior	50	60%	21	25%	12	15%

Finally, we found out who pupils with the issue of socio-pathological phenomena can turn to at selected primary schools established according to Paragraph 16, Section 9 of the Education Act. Here, most of the pupils (48) stated that they can turn to their class teacher regarding the issue of socio-pathological phenomena. 17 pupils would turn to an educational counselor, 8 pupils would turn to a school psychologist, and 6 pupils would turn to a school prevention methodologist. The last four pupils interviewed used the open option of "someone else", that is, the school's principal. In a research survey, Palová & Šamahaj (2020) found that working with a class and pupils is one of the third most frequently mentioned activities of a school psychologist. Most often, the school psychologist enters the class at the request of the class teacher, or regularly on his own initiative, or when he feels that he could help the pupils or pupils in a certain situation, e.g. in connection with socio-pathological phenomena.

Tab. 17 Solution of socio-pathological phenomena with the educational staff

Options	Designation frequency	Percentage
class teacher	48	58 %
school prevention methodologist	6	7 %
school psychologist	8	10 %
educational counselor	17	20 %
someone else	4	5 %

Evaluation of Established Hypotheses and Research Conclusions

Hypothesis H1: Aggressive behavior is more common in boys than in girls.

For this hypothesis, the gender of the pupils was chosen as an independent variable. The occurrence of socio-pathological phenomena in the primary school established according to Paragraph 16, Section 9 of the Education Act was chosen as a dependent variable. We compared the character distribution of the dependent variable with the individual characters of the independent variable.

Tab. 18 Contingency table to verify hypothesis H1

Gender	Socio-pathological phenomena at the primary school established according to Section 16, Paragraph 9 of the Education Act		Total sum
	aggressive behavior	other socio-pathological phenomena	
boys	11	32	43
girls	10	30	40
total	21	62	83

For hypothesis H1, Pearson's chi-square test was calculated $\chi^2 = 0.004$ and statistical significance $p = 0.952$. At the level of significance $\alpha = 0.05$, we **reject** this hypothesis.

Hypothesis H2: Pupils growing up in a complete family are more informed about the prevention of socio-pathological phenomena than pupils growing up in institutional care.

The family relationships of the pupils were chosen as an independent variable for this hypothesis. The awareness of the prevention of socio-pathological phenomena by pupils was chosen as a dependent variable. We compared the character distribution of the dependent variable with the individual characters of the independent variable.

Tab. 19 Contingency table to verify hypothesis H2

Family background	Awareness of the prevention of socio-pathological phenomena		Total sum
	yes	other options	
complete family	27	21	48
institutional care	6	5	11
total	33	26	59

For hypothesis H2, Pearson's chi-square test was calculated $\chi^2 = 0.010$ and statistical significance $p = 0.920$. At the level of significance $\alpha = 0.05$, we **reject** this hypothesis.

Hypothesis H3: Teachers address the topic of substance abuse more often with eighth and ninth grade pupils than with sixth and seventh grade pupils.

For this hypothesis, the school grade of the pupils was chosen as an independent variable. The topics most discussed on socio-pathological phenomena with teachers at school were chosen as a dependent variable. We compared the character distribution of the dependent variable with the individual characters of the independent variable.

Tab. 20 Contingency table to verify hypothesis H3

School grade	The most discussed topics about socio-pathological phenomena		Total sum
	substance abuse	other socio-pathological phenomena	
sixth and seventh grade	5	38	43
eighth and ninth grade	5	35	40
total	10	73	83

For hypothesis H3, Pearson's chi-square test was calculated $\chi^2 = 0.015$ and statistical significance $p = 0.903$. At the level of significance $\alpha = 0.05$, we **reject** this hypothesis.

The following **conclusions** were reached by analyzing the data obtained from the research. When dealing with the most common socio-pathological phenomena in a primary school established according to Paragraph 16, Section 9 of the Education Act, it was found that most pupils at selected primary schools deal with the use of addictive substances

(alcohol, cigarettes, marijuana), of which more than half of the pupils use cigarettes / tobacco the most. Most of the pupils tried the addictive substance for the first time between the ages of 12 and 13. Another numerous socio-pathological phenomenon in selected primary schools is aggressive behavior, when more than two-fifths of pupils experienced aggressive behavior towards their classmate in the form of vulgar insults. Lin, Balogh, McGarry, Selick, Dobranowski, Wilton & Lunskey (2016) found that if pupils with mild intellectual disabilities start using addictive substances, they are at significantly higher risk of developing addiction to these substances. The prevalence of addiction is higher in these pupils than in the intact population.

Finding out how pupils perceive primary prevention at a primary school established according to Paragraph 16, Section 9 of the Education Act showed that the majority of pupils at selected primary schools are sufficiently informed about the prevention of socio-pathological phenomena. More than a third of pupils stated that in selected primary schools they obtain information about socio-pathological phenomena through films on bullying, cyberbullying, substance abuse, etc. In terms of prevention programs, most of the pupils participated in a bullying prevention program. The responses of the pupils confirmed the fact that selected primary schools have a well-secured area of prevention of socio-pathological phenomena. In their research, Nielsen Sobotková et al. (2014) state that the very occurrence of socio-pathological phenomena is associated with physical threats from others or violent behavior in the place of residence. For this reason, the very important role of prevention of socio-pathological phenomena in schools is mentioned (sufficient information about inappropriate and appropriate behaviors and prevention of bullying).

When focusing on the topics in the field of prevention of socio-pathological phenomena that are most often addressed by teachers, educators, parents, and legal guardians in a primary school established according to Paragraph 16, Section 9 of the Education Act, according to pupil behavior, among the topics most frequently addressed with parents / legal guardians / educators was found. In the school environment, from the point of view of the pupils, teachers also deal with bullying and aggressive behavior more frequently. The vast majority of teachers have already encountered some form of socio-pathological phenomena in pupils. Therefore, it is important to adequately inform the pupils about this problem not only in the school environment, but also in the family. In his research study, Jackson (2013) pointed out that pupils with mild intellectual disabilities participate minimally in primary prevention programs and that adequate prevention programs are implemented sporadically in their schools.

Determining the degree of occurrence and prevention of socio-pathological phenomena in pupils in a primary school established according to Paragraph 16, Section 9 of the Education Act, i.e., the main objective of the research was met. As pupils spend most of their time in the school environment, the occurrence of socio-pathological phenomena tends to be more widespread. The incidence of socio-pathological phenomena is more frequent than expected. Most of the pupils face socio-pathological phenomena in selected school bases, most often with the use of addictive substances,

when half of the pupils have tried an addictive substance at some point in their lives, experimenting for the first time between the ages of 12 and 13. Only a tenth of pupils do not use addictive substances. Aggressive behavior is also one of the most common socio-pathological phenomena in selected primary schools. Within the possibilities of prevention for pupils in the second stage of selected primary schools, it was found that the majority of pupils are sufficiently informed about socio-pathological phenomena. When it comes to preventing prevention with parents / legal guardians / educators, most pupils deal with bullying, aggressive behavior, and risky sexual behavior. Surveys of prevention in the school environment have shown that teachers also deal with bullying, aggressive behavior, but also cyberbullying, and substance abuse the most. In the area of prevention, attention was paid to primary prevention programs, where most of the pupils never participated in a prevention program on self-harm, netolism (internet addiction), and risky sexual behavior. In contrast, most of the pupils participated in prevention programs on the topic of bullying, cyberbullying, substance abuse, aggressive behavior, and also eating disorders. The rest of the prevention programs with the issue of socio-pathological phenomena have already occurred with a rare frequency. From the point of view of pupils, primary prevention in selected primary schools is sufficient. Vacek, Gabrhelík, Rokosová, Petrenko & Myšková (2019) focused on the occurrence of socio-pathological phenomena in primary school pupils, where the most common socio-pathological phenomenon was tobacco use and poor relationships between pupils. Other places were followed by truancy and also violations of school rules.

Recommendations for special educational practice

The issue of socio-pathological phenomena is very current and the situation is different in each primary school. It is advisable to start prevention itself at the earliest age of the pupil. The sooner a pupil starts to obtain the necessary information about the issue of socio-pathological phenomena, the greater the chance of preventing risky behavior. Adolescence is a very difficult stage for pupils, so it is also important to constantly remind the pupil how to properly address situations and problems related to risk factors. Furthermore, it is also necessary to communicate not only with the pupils themselves, but also with the family. Teachers should work with the families of the pupils, as family history is very important and can often be the cause of socio-pathological phenomena. Cooperation should be reciprocal and desirable, both on the part of the school and on the part of the family. It is recommended to link the topics of socio-pathological phenomena more and not to focus only on such risky behavior, which is usually connected with the school environment, such as truancy and bullying. More attention must be paid to the use of addictive substances, as this socio-pathological phenomenon occurs in numerous schools in primary schools established according to Paragraph 16, Section 9 of the Education Act. Schools should also use peer programs, which tend to focus more on substance use. Motivation and support for the pupil during his adolescence are very important both on the part of his parents and on the part of the school. Furthermore,

more opportunities are recommended for the use of the free time of the pupils, such as hobby groups, clubs, etc., since most of the adolescent pupils are bored in their free time and therefore there may be a higher risk of socio-pathological phenomena.

CONCLUSION

Primary school is a space that affects every pupil in our country. This living phenomenal organism plays an important role in shaping the whole personality of the pupil. He has such great power that he can direct his whole life and determine the quality of perspective for the future. Due to the complexity of this environment, it is clear that there are also some socio-pathological phenomena that threaten the pupil and his subsequent education. The school should fulfill the ideals of successful education, but this often does not happen and the school, instead of fulfilling its functions, becomes a risky environment for the pupil. The negatively tuned school life of the pupil brings considerable risks. Pupils are unable to respond adequately to negative situations and may resort to poorly chosen problem-solving strategies. Pupils are not motivated, do not find meaning in school life, and generally lose interest in their current school life. Thus, if a school becomes a risk environment, it co-exists with other risk factors that affect the personality of the pupil and the emergence of socio-pathological phenomena occurs in a higher concentration and is supported by this risk factor. Pupils with incomplete education and pupils at risk of truancy are a risk group for addictive behavior. These pupils often come from families that are not economically, professionally or educationally oriented, and therefore effective support is needed from at least one environment in which the pupil is formed. Prevention is also part of a healthy environment. Quality prevention aims to adopt a healthy lifestyle as the norm and a normal part of life. Pupils often do not feel that socio-pathological phenomena are dangerous and, for example, perceive addictive substances as a normal part of life.

References

BARTOŇOVÁ, M., SEDLÁČKOVÁ, A., & VÍTKOVÁ, M. *Inkluzivní didaktika v praxi základní školy: teorie, výzkum a praxe* [Inclusive Didactics in Primary School Practice: Theory, Research, and Practice]. Brno: Masarykova univerzita, 2020.

BUDÍNSKÁ, M. Školské inkluzivní koncepce krajů [School Inclusive Concept of Regions]. *Prevence*. 2014, roč. 11, č. 4, s. 4–5.

ČECH, T. Škola a její preventivně-výchovná strategie jako předpoklad rozvoje kompetencí dětí [School and Its Preventive-Educational Strategy as a Prerequisite for the Development of Children's Competencies]. *Prevence*. 2011, roč. 8, č. 7, s. 4.

ČERNÝ, M., & LEJČKOVÁ, P. *Zaostřeno na drogy 2. Systémový přístup v prevenci užívání návykových látek: Co funguje a nefunguje v primární prevenci* [Focus on Drugs 2. A Systemic Approach to Substance Abuse Prevention: What Works and What Does Not Work in Primary Prevention]. Praha: Úřad vlády ČR, 2007.

DEAN, A. G. et al. *The Epi Info Manual: Version 6.02. A Word Processing, Database, and Statistics System for Public Health on IBM-compatible Microcomputers*. London: Brixton Books, 1994.

GAVORA, P. *Úvod do pedagogického výzkumu* [Introduction to Educational Research]. Brno: Paido, 2010.

HELUS, Z. *Dítě v osobnostním pojetí: obrat k dítěti jako výzva a úkol pro učitele i rodiče* [The Child in the Personality Concept: Turning to the Child as a Challenge and a Task for Teachers and Parents]. Praha: Portál, 2009.

HENDL, J. *Přehled statistických metod: analýza a metaanalýza dat* [Overview of Statistical Methods: Data Analysis and Meta-analysis]. Praha: Portál, 2015.

CHMELÍKOVÁ, J. Realizace primární prevence na školách s vysokým počtem romských žáků v Brně [Realize of Primary Prevention in Schools with a Large Number of Roma Pupils in Brno]. *Prevence*. 2014, roč. 11, č. 1, s. 11–12.

JACKSON, K. Substance Abuse in People with Intellectual and Developmental Disabilities – Breaking Treatment Barriers. *Social Work Today*. 2013, vol. 13, no. 5, p. 26.

JEDLIČKA, R. *Výchovné problémy s žáky z pohledu hlubinné psychologie* [Educational Problems with Pupils from the Perspective of Deep Psychology]. Praha: Portál, 2011.

JESSOR, R., TURBIN, M. S., COSTA, F. M., DONG, Q., ZNAHG, H., & CHANGHAI, W. Adolescent Problem Behavior in China and the United States: A Cross-National Study of Psychosocial Protective Factors. *Journal of Research on Adolescence*. 2003, vol. 13, no. 3, p. 329–360.

KALEJA, M. *(Ne)připravený pedagog a žák z prostředí sociální exkluze* [(In) prepared Teacher and Pupil from the Environment of Social Exclusion]. Opava: Slezská univerzita, 2015.

KALEJA, M., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., & ŠULOVSKÁ, M. *Problémové správanie verzus poruchy správania u žiakov základných škôl* [Problem Behavior versus Behavioral Disorders in Primary School Pupils]. Bratislava: Univerzita Komenského, 2014.

LIN, E., BALOGH, R., MCGARRY, C., SELICK, A., DOBRANOWSKI, K., WILON, A. S., & LUNSKY, Y. Substance-related and Addictive Disorders among Adults with Intellectual and Developmental Disabilities (IDD): An Ontario Population Cohort Study. *BMJ Open*. 2016, vol. 6, no. 9, p. 1–7.

MARTANOVÁ, V. P. et al. *Úvod do primární prevence rizikového chování ve škole* [Introduction to Primary Prevention of Risky Behavior in School]. Praha: Národní ústav pro vzdělávání, školská poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků, 2012.

MIOVSKÝ, M. et al. *Příklady dobré praxe programů školské prevence rizikového chování* [Examples of Good Practice in School Prevention Programs of Risky Behavior]. Praha: Univerzita Karlova & Togga, 2012.

MURRAY, A. J., OBSUTH, I., EISNER, M., & RIBEAUD, D. Shaping Aggressive Personality in Adolescence: Exploring Cross-Lagged Relations between Aggressive Thoughts, Aggressive Behaviour, and Self-Control. *Personality and Individual Differences*. 2016, vol. 97, no. 1, p. 1–7.

PALOVÁ, K., & ŠMAHAJ, J. Práce školního psychologa se třídou na základních školách [The Work of a School Psychologist with a Class in Primary Schools]. *E-psychologie*. 2020, roč. 14, č. 1, s. 1–18.

NIELSEN SOBOTKOVÁ, V. et al. *Rizikové a antisociální chování v adolescence* [Risky and Antisocial Behavior in Adolescence]. Praha: Grada, 2014.

SHARP, E. H., CALDWELL, L. L., GRAHAM, J. W., & RIDENOUR, T. A. Individual Motivation and Parental Influence on Adolescents' Experiences of Interest in Free Time: A Longitudinal Examination. *Journal of Youth and Adolescence*. 2006, vol. 35, no. 3, p. 359–372.

SKOPAL, O., DOLEJŠ, M., & SUCHÁ, J. *Vybrané osobnostní rysy a rizikové formy chování u českých žáků a žákyň* [Selected Personality Traits and Risky Forms of Behavior in Czech Pupils]. Olomouc: Univerzita Palackého, 2014.

SKUTIL, M. et al. *Základy pedagogicko-psychologického výzkumu pro studenty učitelství* [Basics of Pedagogical-Psychological Research for Teaching Students]. Praha: Portál, 2011.

SMITH, P. K. *Adolescence: A Very Short Introduction*. New York: Oxford University Press, 2016.

ŠVARCOVÁ, I. *Mentální retardace: vzdělávání, výchova, sociální péče* [Mental Retardation: Education, Upbringing, Social Care]. Praha: Portál, 2011.

THOROVÁ, K. *Vývojová psychologie: proměny lidské psychiky od početí po smrt* [Developmental Psychology: Changes in the Human Psyche from Conception to Death]. Praha: Portál, 2015.

URBAN, L., DUBSKÝ, L., & BAJURA, J. *Sociální deviace* [Social Deviation]. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2012.

VACEK, J., GABRHELÍK, R., ROKOSOVÁ, K., PETRENKO, R., & MYŠKOVÁ, L. Prevence rizikového chování ve školách v České republice za školní rok 2017/18: Údaje evidované Systémem evidence preventivních aktivit [Prevention of Risky Behavior in Schools in the Czech Republic for the School Year 2017/18: Data Registered by the Preventive Activity Registration System]. *Adiktologie v preventivní a léčebné praxi*. 2019, roč. 2, č. 1, s. 32–46.

VÁGNEROVÁ, M., & LISÁ, L. *Vývojová psychologie: dětství a dospívání* [Developmental Psychology: Childhood and Adolescence]. Praha: Karolinum, 2021.

VAVRYSOVÁ, L., & CHARVÁT, M. Osobnostní rysy adolescentů v ústavní výchově dle dotazníku HSPQ ve srovnání s normou populace [Personality Traits of Adolescents in Institutional Education According to the HSPQ Questionnaire Compared to the Population Norm]. *Adiktologie*. 2016, roč. 16, č. 4, s. 282–291.

VIKTORIN, J. *Inkluzivní vzdělávání žáků s lehkým mentálním postižením na základních školách: výzkumný projekt* [Inclusive Education of Pupils with Mild Intellectual Disabilities in Primary Schools: Research Project]. Brno: Masarykova univerzita, 2018.

WALLIMAN, N. *Your Research Project: Designing, Planning, and Getting Started*. Los Angeles: SAGE, 2020.

	PUPILS' VIEW ON SOCIO-PATHOLOGICAL PHENOMENA	TEREZA FAJMONOVÁ JAN VIKTORIN	55
--	---	--	-----------

Authors

Bc. Tereza Fajmonová
Faculty of Public Policies, Silesian University
Institute of Pedagogical and Psychological Sciences
Bezručovo nám. 885/14, 746 01 Opava, Czech Republic
P180176@fvp.slu.cz

PhDr. Jan Viktorin, Ph.D.
Faculty of Public Policies, Silesian University
Institute of Special Education
Bezručovo nám. 885/14, 746 01 Opava, Czech Republic
jan.viktorin@fvp.slu.cz