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FACTORS AND THEIR IMPACT ON THE PREVENTION OF VIOLENCE IN AN EDUCATIONAL INSTITUTION AS A CONDITION FOR IMPROVING THE PEDAGOGICAL SKILLS OF A TEACHER OF LABOR TRAINING AND TECHNOLOGIES

During the last decade, solving the issue of preventing school violence has become one of the global social problems of society. In this context, it becomes important to search for factors and determine their role in the organization of a favorable educational environment in schools in Ukraine, to develop a methodology that contributes to the prevention of violence among schoolchildren based on mutual help and mutual respect. The purpose of the article is to substantiate the factors that can influence the eradication of bullying, mobbing and cyberbullying in the school environment of Ukraine. The methodological approach of the research is based on theoretical methods (comparative analysis, synthesis and generalization of theoretical data); empirical (questionnaires, testing, observations, surveys, heuristic conversation, dialogue, discussion, psychological and pedagogical trainings, seminars, debates); diagnostic (pedagogical observation and pedagogical experiment (diagnostic, formative, control). The content of the main concepts «bullying», «cyberbullying», «mobbing», «favorable educational environment» was determined; their signs and peculiarities were revealed, the method of creating a favorable environment was developed and implemented into the educational environment for the prevention of violence in schools of Ukraine. The outlined levels were assessed at high (5 points), medium (4 points) and low (1-3 points) levels. After conducting an experimental study, promising directions for improving the favorable educational environment in schools in Ukraine were formed. The practical value of the work lies in the development of methods of organization and implementation of a favorable educational environment in schools in Ukraine, which contributes to the eradication of bullying among students.

Key words: school bullying, mobbing, cyberbullying, agile educational environment, opportunities for development, spatial environment.

Інна МАРИНЧЕНКО

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ФАКТОРИ ТА ЇХ ВПЛИВ НА ПРОФІЛАКТИКУ НАСИЛЬСТВА В НАВЧАЛЬНОМУ ЗАКЛАДІ ЯК УМОВА ПІДВИЩЕННЯ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВЧИТЕЛЯ ТРУДОВОГО НАВЧАННЯ ТА ТЕХНОЛОГІЙ

Протягом останнього десятиліття проблема запобігання шкільному насильству набуває особливої актуальності, оскільки становить одну з глобальних соціальних викликів сучасного суспільства. У дослідженні акцентовано увагу на

необхідності виявлення факторів, які впливають на формування безпечного та сприятливого освітнього середовища в школах України, а також на розробці ефективної методології його організації на засадах взаємоповаги, співпраці та ненасильницької комунікації. Метою статті є наукове обґрунтування комплексу факторів, що зумовлюють запобігання булінгу, мобінгу та кібербулінгу в освітньому середовищі. Методологічна основа дослідження включає використання теоретичних методів (аналіз, синтез, узагальнення, порівняння), а також емпіричних – анкетування, тестування, спостереження, інтерв'ювання, психолого-педагогічні тренінги, дискусії, семінари, дебати. Для перевірки ефективності запропонованої методики застосовано педагогічний експеримент (діагностичний, формувальний, контрольний етапи).

У ході дослідження уточнено сутність і зміст основних понять – «булінг», «кібербулінг», «мобінг», «сприятливе освітнє середовище»; визначено їхні ознаки, прояви та взаємозв'язки. Розроблено і впроваджено методику формування сприятливого освітнього середовища, спрямовану на профілактику насильства серед учнів. Оцінювання рівнів сформованості відповідних показників здійснювалося за тривірневою шкалою: високий (5 балів), середній (4 бали) та низький (1-3 бали). За результатами експериментального дослідження визначено перспективні напрями вдосконалення умов освітнього середовища в закладах загальної середньої освіти України. Практичне значення роботи полягає у створенні системи педагогічних заходів, спрямованих на викорінення проявів булінгу та формування культури ненасильницької взаємодії в шкільних колективах.

Ключові слова: шкільний булінг, мобінг, кібербулінг, гнучке освітнє середовище, можливості для розвитку, просторове середовище.

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Problem statement

Today, the issue of violence and aggression among teenagers deserves special attention. In the 21st century, the phenomenon of bullying is becoming global and is one of the most important social problems of society.

In addition, the problem of violence was studied by British researchers V. Besagi D. Lein (Lein; Miller, 2001), who identified seven signs of bullying, namely: emotional humiliation in verbal and non-verbal ways, emotional humiliation for a long time, distrustful behavior, interference in the personal life of the person being bullied, deterioration of the psychological and physical health of the person being bullied, predominance of the role of the aggressor over the victim of bullying.

Eron L. and Huesmann R. investigated the peculiarities and sequence of occurrence of bullying. According to the scientist, the appearance of a new student in the class can disrupt the balance, which leads to the further moral destruction of such a student (Eron; Huesmann, 2020).

V. R. Petrosyants developed a questionnaire that allows to detect bullying at school. The researcher understands bullying as aggressive behavior aimed at humiliating feelings, expressing negative emotions and humiliating assessments of others (Petrosyants, 2022). Numerous studies

(Greif, 2019; Smith; Kwak; Toda, 2022) allow stating that every year the problem of preventing violence in the school environment becomes more and more urgent and requires special attention, since ensuring the creation of a resilient educational environment at school undoubtedly affects the further development of the individual schoolchildren. The urgency of the problem of school violence in Ukraine is proven by statistics that indicate disappointing results. Data from the World Health Organization (WHO) suggest that in 2016, Ukraine ranked 2nd out of 42 countries surveyed in terms of the number of victims of bullying (Bohdan, 2019).

Since Ukraine has a leading position in terms of the number of cases of bullying in the school environment, the Council of Europe launched a project aimed at combating bullying and extremism (Countering bullying and extremism in Ukraine, 2022; Hare; Dillon, 2016), 37% of schoolchildren in A 3-year project with a cost of 600,000 euros was implemented with funding from the European Union. The project was completed on January 31, 2019. The head of the Council of Europe's mission in Ukraine, Klaus Neukirch, emphasized the need to create a new school culture based on prioritizing human rights (Hermelin; Lievens; Robertson, 2007).

Overcoming bullying and extremism is possible thanks to the joint work of educators, experts, social workers, parents and school youth.

Materials and Methods

The methodology of creating a favorable educational environment included the use of effective methods of creating a favorable educational environment during the educational process in schools in Ukraine.

The experimental study was conducted taking into account a carefully selected theoretical base – a qualitative base for further research. Secondary school № 49, high school № 11, high school № 31 were chosen as the base of the study. Students of 5th – 9th grades are involved in the experiment.

In order to ensure the representativeness and reliability of the sample, the peculiarities of the formation of the control and experimental groups were determined, namely: age and gender. The formation of the control-experimental array was carried out by the method of pairwise selection. The condition was taken into account that at the end of the selection, the number of the experimental group met the requirements of representativeness. The sample consisted of 136 children, of which 60 were girls and 76 were boys. There were 66 respondents in the control group, 70 in the experimental group, aged from 11 to 16 years.

To obtain results at this stage, the method of surveying according to the «Smob» questionnaire of the German scientist Horst Kasper, surveying

according to the methodology of V. V. Shpalinskyi and E. G. Shelest «Diagnostics of the psychological climate in a small production group», heuristic conversations among students, dialogues, discussions, symposia, group, individual and independent work, role-playing games, cooperative learning, psychological and pedagogical trainings, seminars and debates.

At the control stage of the experiment, the obtained results were analyzed and summaries were summarized.

Results

An experimental study was carried out, which was conducted in two stages – ascertaining and formative.

Three schools were covered by the survey, in particular secondary school №49, lyceum school №11, and gymnasium school №31. Students of 5th – 9th grades took part in the survey. The total number of respondents was 136 children, of which 60 were girls and 76 were boys.

The analysis of the results of the survey gives reason to claim that boys marked 81 actions related to bullying, and girls – 75 actions from among those surveyed. It was found that bullying of the I st type is bullying as such, which occurs in a more severe form, to which children were subjected for six months or more with an interval of several times a week. Bullying of the II type is carried out at least once a week for less than six months. The results of the survey are presented in Figure 1.

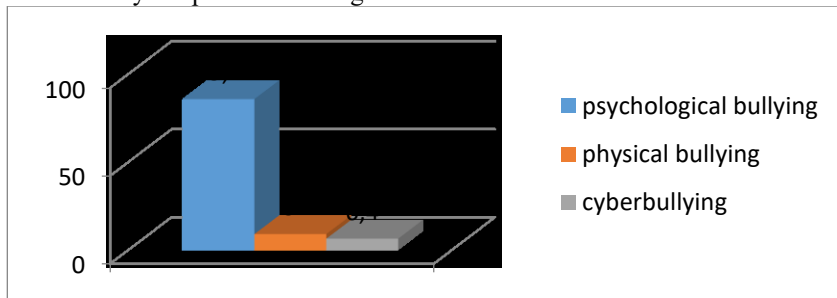


Fig. 1. The results of the survey on the type of bullying

Thus, 81,6% of respondents used psychological terror as the most common form of bullying, 10,2% suffered from physical bullying, and 8,2% – from cyberbullying. Actions of bullying among boys and girls are presented in figure 2, 3.

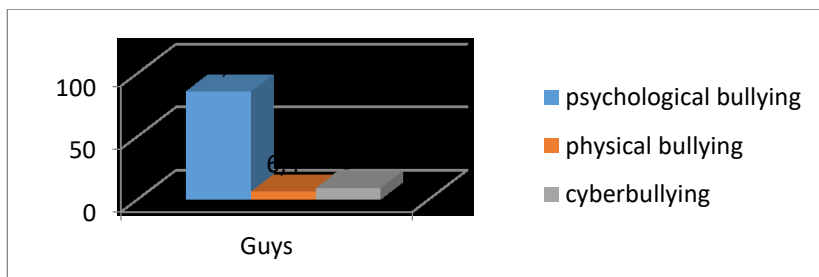


Fig. 2. Results of the survey on types of bullying (guys)

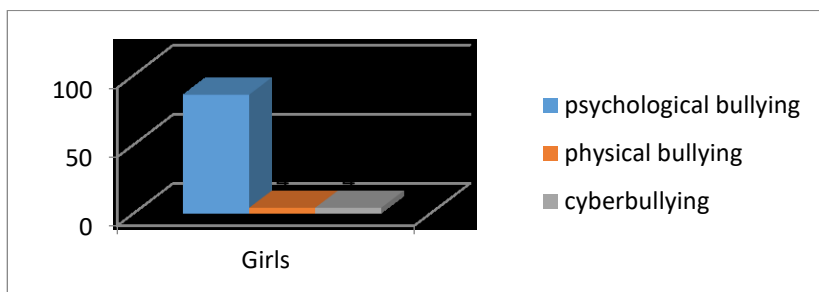


Fig. 3. Results of the survey on types of bullying (girls)

The diagram shows that 62 (85%) moral bullying, 5 (7,1%) acts of cyberbullying, and 6 acts of physical violence were noted by girls, which is 7,9%. Boys noted 57 acts of psychological bullying, which is 75,7%, 9 acts of cyberbullying – 10%, and 5 acts of psychological violence – 14,3%.

Based on the results of the research, it was determined that psychological terror was more common among teenagers than physical terror.

In order to prevent and counteract manifestations of violence (bullying), the factors of creating a favorable and safe educational environment in schools in Ukraine have been identified. Three schools were involved in the survey: secondary school №49, lyceum school №11, gymnasium school №31.

At the formative stage of the experiment, four elements of creating a favorable educational environment were identified: creation of a favorable psychological climate; updating the content of education and learning technologies; favorable spatial environment; providing opportunities for development. Assessment of the level of formation of the elements of creating a favorable psychological climate was carried out at high (5 points), medium (4 points) and low (1-3 points) levels.

A student who feels respect and mutual understanding on the part of the team and its individual members, as well as teachers, has the opportunity

to reveal their abilities, to take an active part in the educational process. Therefore, taking into account the outlined problem, the method of V. V. Shpalinskyi and E. G. Shelest «Diagnostics of the psychological climate in a small production group» (Shpalinskyi; Shelest, 2005) was used to diagnose the level of creation of a favorable psychological climate.

The questionnaire provided for the identification of signs of a healthy and unhealthy psychological climate in the classroom. The final results of the diagnosis of the psychological climate according to this scale are in the range from 65 to 13 points. Indicators in the range of 42-65 points correspond to a high level of this phenomenon; on average – 31-41 points; slight favorability – 20-30 points. Quantitative indicators of less than 20 points indicate an unfavorable psychological climate (Shpalinskyi, Shelest, 2005).

The results of the survey give grounds for asserting that secondary school №49 has the lowest level of formation of the element of ability for mutual respect among students (43,3%), and the highest ability for tact in communication (36,7%); in lyceum school №11, the lowest level is the ability to mutual understanding and trust (41,1%), and the highest level is the ability to mutual respect (33,9%); in gymnasium school №31, the lowest level is the ability to communicate and emotional communication (37,5%), and the highest is the ability to mutual respect (35,9%).

Diagnostics of the next element – updating the content of education and learning technologies was carried out according to the author's questionnaires.

The results of the questionnaire conducted in secondary school №49 revealed a low level of ensuring free expression of opinions (48,3%), a high level of the use of modern industrial, educational and digital technologies in the educational process (40,0%). Respondents at lyceum school №11 see the lowest level in the element of free expression of opinions by students (46,5%), and the highest in the use of modern industrial, educational and digital technologies in the educational process (39,3%). According to the results of the survey at the gymnasium school №31, the lowest level of the element of a favorable educational environment is the provision of free expression of opinions (53,1%), and the highest level is the correspondence of the content of the educational program to the current needs of the labor market (37,5%).

Investigating the aspect of the possibility of development, a questionnaire was conducted according to the element of the possibility of development and selected criteria (participation in events (seminars, conferences, exhibitions, master classes, etc.; participation in «round tables» where opinions are exchanged. It is suggested that students create videos,

presentations, watch them and discussion in class teams on the topic: «What is bullying. How to recognize it. How to counteract it», «Cyberbullying or aggression on the Internet: Ways to recognize and protect a child», viewing and discussion of the videos «Nick Vujicic about bullying at school», «Bullying at school and how to deal with it», «Stop!!! My story about bullying and cyberbullying», conducting hours of communication in class groups with the aim of learning moral-ethical, social and value guidelines for students on the topic: «A person begins with good».

The results of the questionnaire in secondary school №49 showed that participation in professional events (seminars, conferences, exhibitions, master classes, etc.) was at a low level an element of a favorable educational environment (41,6%), participation in «round tables» was at a high level (43,3%). In the lyceum school №11, the lowest level was the element of participation in professional events (42,8%), and the highest was the opportunity to communicate (35,7%). According to the results of the survey at the gymnasium school №31, the element of a favorable educational environment was the opportunity to communicate during «round tables» (45,3%), and at the highest level – participation in professional events (seminars, conferences, exhibitions, workshops) classes, etc.) (39,2%).

The next aspect of creating a favorable educational environment is a favorable spatial environment. The elements of the spatial environment in the school are anthropogenic or natural objects directly involved in the educational process or those that directly affect its organization, namely: the organization of the natural and anthropogenic environment of the building of the institution; organization of the school site; interior design of premises; furniture and equipment in classrooms; design and decoration of premises; provision of classes with educational and visual aids; educational and educational and auxiliary literature used in the educational process; educational tools.

According to the results of the questionnaire in secondary school №49, the element of a favorable educational environment is accessibility to the educational institution at a low level (43,3%), and the safety of the environment (33,3%) is at a high level. In Lyceum №11, accessibility to the educational institution was at the lowest level (42,8%), and the presence of relaxation zones (41,1%) was at the highest level. According to the results of the survey at the gymnasium school №31, the lowest level was the presence of relaxation zones (46,9%), and the highest level was participation in professional events (seminars, conferences, exhibitions, master classes, etc.) (39,2%).

According to the results of the survey of satisfaction with the spatial environment, attention should be paid to the structure of the building, which

pushes the teacher to move away from the traditional model of teaching, the model of the institution as a social and cultural hub, where training for students can take place, with new equipment and furniture, is relevant.

It is necessary to increase the accessibility to the educational institution of students with limited needs, to provide relaxation zones in the school, to provide the necessary resources for productive learning, to make the environment safe in order to prevent violence in the school.

Conclusions

During the study, the concepts of «bullying», «cyberbullying», «mobbing», «favorable educational environment» were defined. Prospective directions for improving the learning process based on the creation of a favorable educational environment for the prevention of bullying in schools in Ukraine have been formed.

In this sense, the policy of schools in Ukraine should be aimed at updating the structures of buildings where training for students can take place, with new equipment and furniture, creating an environment for the personal growth of students in an atmosphere of communication, cooperation, creativity, forming leadership qualities, providing educational institutions with modular furniture, rugs, poufs, balls, chairs, etc., which will satisfy the natural need of students to move, change the environment, use the technology «Talking Walls» (original name «Talking Walls»), which provides the student with the opportunity to be in full control of their personal space, do not oversaturate the educational environment with things, observe the corporate colors of the school walls, provide the school with modern modular furniture, informative stands, use a favorable color combination when painting the walls.

Prospects for further exploration and research are seen in the participation of Ukrainian schools in international level programs aimed at overcoming bullying in schools and creating a favorable educational environment for learning.

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