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## A Review of Studies on Developing a School Prophylactic Program to Prevent Social Exclusion

Przegląd systematyczny raportów badawczych w tworzeniu szkolnego programu profilaktycznego w kontekście zapobiegania wykluczeniu społecznego uczniów

### KEYWORDS

aggression, safety, youth, systematic review, prophylaxis in school

### ABSTRACT

The aim of the article is to present scientific research based on an analysis of data concerning aggression in terms of pupils feeling insecure or vulnerable at school. The analysis was carried out as a systematic review of reports discussing research conducted in Poland. The article presents the evidence-based practice approach as a theoretical basis for the analysis, and the chosen research method—i.e., systematic review. The results of the research that is interpreted in the narrative synthesis indicate varied substantive and methodological value among the 33 analyzed reports, whose research objectives most often focused on determining the scale of aggression in schools and the factors that determine it. Conclusions and recommendations stemming from the survey of secondary sources are important, both for interdisciplinary theories constituting the basis for social prevention and preventative practice, especially for school pedagogues, who are responsible for implementing educational/prophylactic programs

in schools and educational institutions. Prophylactic strategies refer directly to the exclusion–inclusion continuum, having the potential to prevent the appearance and perseverance of problematic behavior, which may consequently lead to social exclusion.

## SŁOWA KLUCZE ABSTRAKT

agresja,  
bezpieczeństwo,  
młodzież, przegląd  
systematyczny,  
profilaktyka  
w szkole

Celem artykułu jest prezentacja wyników badań naukowych prowadzonych na podstawie analizy danych zastanych dotyczących zjawiska agresji związanej z brakiem poczucia bezpieczeństwa psychicznego wśród uczniów. Analizy prowadzono metodą przeglądu systematycznego raportów badawczych opisujących badania prowadzone w Polsce, których przedmiotem było zjawisko agresji w kontekście poczucia bezpieczeństwa wśród uczniów. Artykuł prezentuje podejście *evidence based practise* jako podstawę teoretyczną prowadzonych badań i adekwatną do tego podejścia metodę badawczą, jaką jest przegląd systematyczny. Wyniki badań zinterpretowane w syntezie narracyjnej wskazują na zróżnicowaną wartość merytoryczną i metodologiczną 33 analizowanych raportów, których cele badawcze najczęściej koncentrowały się na określeniu skali zjawiska agresji w szkołach i czynnikach je warunkujących. Wnioski i rekomendacje wypływające z przeprowadzonych badań źródeł wtórnych mają znaczenie tak dla teorii interdyscyplinarnych stanowiących podstawy profilaktyki społecznej, jak i dla praktyki profilaktycznej, szczególnie dla pedagogów odpowiedzialnych za realizację programu wychowawczo-profilaktycznego w szkołach i placówkach oświatowych. Strategie profilaktyczne wpisują się w kontinuum ekskluzja – inkluzja, jako że takie właśnie działania mają potencjał zapobiegania pojawianiu się i utrwalaniu zachowań problemowych, które w konsekwencji mogą prowadzić do wykluczenia społecznego.

## Theoretical and Methodological Background

Prevention in schools at every stage of general education is an obligation under education law and is implemented through educational and preventative programs. The preventative role of school is just as important as the educational, protective, and upbringing roles.<sup>1</sup> Thanks to prevention activities at the early stages of education,

<sup>1</sup> The functions of the school are specified in the Act of February 14, 2017 on the Core Curriculum of Preschool Education and the Core Curriculum of General Education for Primary School, Including Students with Moderate or Severe Intellectual Disability, General Education for First-degree Vocational School, General Education for Special Job-Training School, and General Education for Post-Secondary School, Journal of Laws, item 356, as well as other executive acts of education law.

schools can diagnose and eliminate problematic behavior, thus preventing its consequences, which may lead to the social exclusion of children and adolescents in various areas of their lives. Problematic behavior in children at the early stages of education often manifests as aggression or violence, excessive use of electronic media, and risky behaviors related to substance abuse, which may evolve over time into addiction to psychoactive substances or behavioral addiction. Therefore, preventative actions have the potential to include children and adolescents who are exposed to risk factors in the correct pro-development and social activity.

Designing and carrying out preventative measures is most often one of the tasks of a school counselor or a class teacher, as it is at this level of education that universal prevention or health promotion are most often carried out. In accordance with worldwide standards, measures aimed at preventing the emergence of problematic behavior should be based on the results of scientific research (Węgrzecka-Giluń, Malczewski 2011: 27–28). What is being promoted is using the most effective solutions in the field of prevention, resulting from analyses based on integrated empirical evidence subjected to methodologically sound and highly rigorous analysis. The trend of using the best available scientific evidence and tools comes from medicine, where “evidence-based practice is the incorporation of the best research evidence, clinical expertise, and patient values” (Sacket et al. 2000: 1), but today it is present in the area of social interventions, therapy, and rehabilitation, as well as education. Universal principles arising from quality standards refer to the effectiveness of interventions. They include a full diagnosis of problems, good knowledge (diagnosis) of human and institutional resources, information about the prophylactic activities undertaken and implemented in the past, the involvement of all entities focused on work in the local community, participation in building a systemic vision of prevention in the local area, the ability to define realistic goals and expectations (SMART model), an exact schedule of activities, and promotion of preventative activities and solutions by involving more people and groups (Świątkiewicz 2002: 42). Thus, it is the diagnosis of needs and resources in the field of school prevention (and more broadly, local prevention) that is the key element in planning and subsequently implementing preventative measures.

Universal prevention is addressed to the entire population, but is most often identified with children (from preschool and early school age) and adolescents. These addressees require educators, counselors, and teachers to support them in the development of their personal attributes, potentials, and talents, most often by strengthening the protective factors in their lives (Szymańska 2012: 38). These tasks, in turn, require the diagnostic and methodological competences of a teacher or school counselor, who often need substantive aid. Institutions established to support teachers, such as psychological and pedagogical counseling centers, the authorities running the school or kindergarten, or pedagogical supervisory institutions (education superintendents)

provide institutional support, although the work on the preventative program itself most often falls on the shoulders of the counselor/teacher. They are often forced to reach for the quickest and most readily available sources of knowledge, i.e., the Internet. What online sources the teachers will come across is often a matter of chance, and planning and carrying out preventative action based on random sources of knowledge condemns such action to ineffectiveness, and may even lead to personal and societal harm.

A systematic review is defined as a research method “used to limit systematic error, or bias, by critically appraising and structuring all relevant studies following a pre-defined protocol” (Petricew, Roberts 2006: 10). The methods of systematic reviews, because there are many of them in the methodology of the social sciences, are used in the scientific research, evaluation, and meta-evaluation of various types of projects in many areas of social life and the economy, as well as in planning and implementing social interventions (Matera, Czapska 2014: 8). Such interventions include, for example, preventative actions targeted at various groups, including those at risk of social exclusion, and as such they should be, if they are to be effective, planned, and based on solid scientific evidence (evidence-based practice). A systematic review is part of this approach and leads to knowledge with some certainty of empirical verification.

## Analysis of Studies by the Method of Systematic Review

The aim of the study was to identify Polish reports available on the Internet whose subject was aggression between students and/or students’ sense of psychological security. Aggression between students was found to be the most visible, most frequent manifestation of problematic behavior in schools. The CBOS report entitled “Youth 2018” indicated that “41% of students in the last school year experienced some form of violence at school—4 percentage points more than two years ago. It is particularly disturbing that the percentage of people who have experienced two or more forms of violence is rising” (Grabowska, Gwiazda 2018: 53). It was combined with the category of a sense of security, as aggressive behavior is, in a way, the opposite of a person’s sense of security. The main problem examined in the studies was aggression as a violation of students’ sense of psychological security.

The review concerned research that was available from the [www.google.pl](http://www.google.pl) search engine. The assumption was that this is one of the most accessible sources that teachers or school educators can use when planning and implementing solutions aimed at reducing aggression and improving students’ sense of security at school. For this purpose, the systematic review method was used.

At the first stage of the study, an initial (pilot) search was done, the purpose of which was to determine the scope of the research and the type of scientific evidence generally available (Mazur, Orłowska 2018: 239). The following keywords were used when searching for reports: “preventing verbal aggression” and/or “improving mutual communication.” The resources of the search engine <https://google.pl>, the database of ORE studies, and the database of POKL projects were searched. We decided not to use <https://scholar.google.com> or <https://books.google.pl>, as they do not return results on research conducted by various organizations which are not always based on the highest methodological standards. However, to obtain a full picture of the phenomenon under study, taking into account scientific articles, it is recommended to include these two search engines.

The pilot review was carried out December 17–18, 2019. After using the inclusion/exclusion criteria (research on/related to children and/or adolescents, research conducted since 2005, research conducted in Poland, verbal aggression as a behavior occurring between children and/or adolescents at school and/or a sense of psychological security among children and/or adolescents at school) the search produced 13 results on articles/reports including the phrase “prevention of verbal aggression” and 2 articles/reports with the phrase “improving mutual communication.” At that time, we decided to expand the keywords and to construct the final search parameters as follows: “aggression + youth + report” and “security + psychological + report” (in various grammatical forms). It was also agreed to exclude the HCOP project database from the review (the pilot search showed 0 results). We also adopted the final inclusion and exclusion criteria, taking into account the literature selection in the full search and the list of electronic databases and search strategies (see Fig. 1).

In the full search, December 19–27, 2019, [www.google.pl](http://www.google.pl) and the ORE database were searched using the above-mentioned keywords, at the same time employing the following inclusion and exclusion criteria (jointly): research concerning/relating to children and/or adolescents, research conducted since 2005, research conducted in Poland, verbal aggression as a behavior occurring between children and/or adolescents at school and/or a sense of psychological security among children and/or adolescents at school.

The full search results returned 63 articles/studies for both sets of keywords. In total, 78 reports were obtained with the preliminary search. After eliminating duplicates, 65 baseline papers remained. Having evaluated the reports based on the abstracts and/or tables of contents and the inclusion and exclusion criteria (and having eliminated duplicate reports), I qualified 36 full search studies and 9 preliminary search studies—a total of 45 papers—for further analysis. In effect, a table summary was developed, containing information relevant to the objective of the review, in which the resulting data was included. In the next step, the full content of the qualified

reports was analyzed. As a result of this analysis, another 9 reports were excluded for failing to incorporate scientific studies in the reports—only a review of existing ones without providing the selection criteria for those reviewed—or studies not meeting the above-mentioned criteria. Thirty-six papers were included in the further analysis.

The next step was to perform a critical evaluation of the data. As a consequence, reports that met methodological criteria, such as clearly defined research objectives and/or research questions and transparent information about the collection method, were selected for further analysis. In effect, we created a database with studies meeting the inclusion and exclusion criteria (see Table 1). Three papers were excluded due to a lack of specific research objectives and/or research questions, so 33 reports were ultimately used in the study. Figure 1 is a flow chart of the literature which was searched and selected. Table 1 presents the details of the papers included in the main stage of the research.

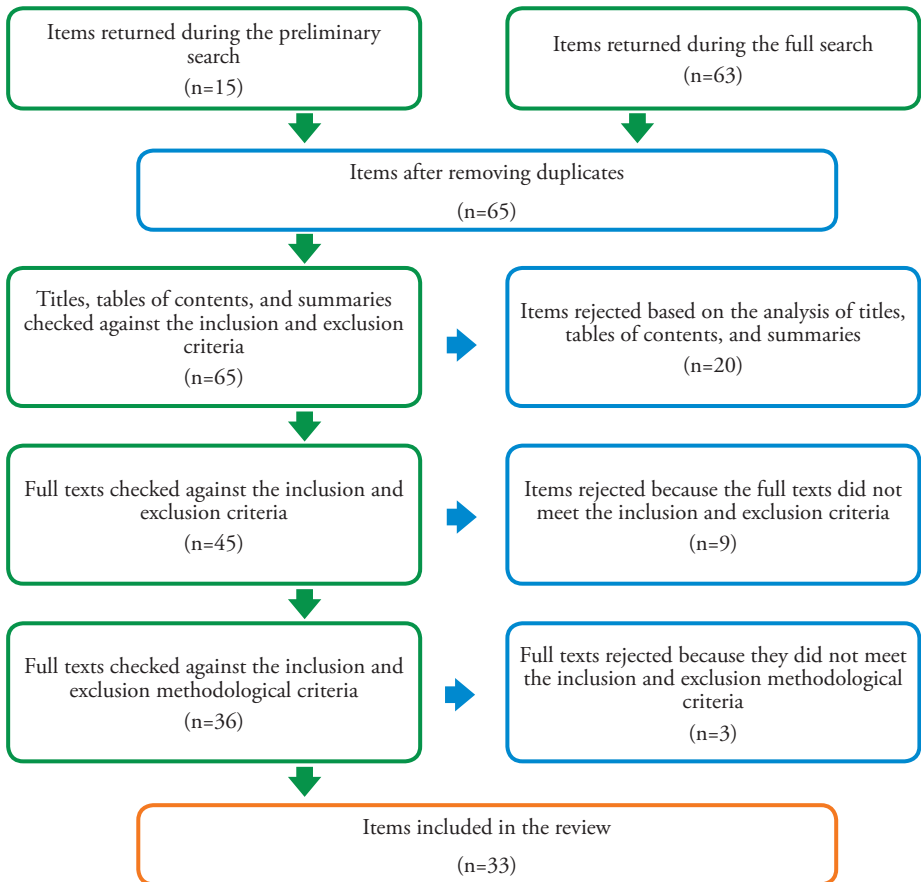


Fig. 1. Flow Chart of the Searched and Selected Literature

Based on McNamara, Hambrick, Oswald (2014), as cited in Mazur, Orłowska (2018: 246).

Table 1. Studies on Preventing Verbal Aggression and/or Strengthening Children's and Adolescents' Sense of Psychological Security Included in the Analysis

<b>Title of report/article</b>	<b>Author/authors</b>	<b>Date of research/ report publication</b>	<b>Place of research</b>
Social and familial determinants of aggressive behavior of youths (as a determinant of preventative and interventive action)	Katarzyna Borzuka-Sitkiewicz	Between 2007 and 2008	Katowice and Chorzów
Aggression and violence in the school environment	Jan Ostojski	April 2009	no data
Aggression in lower secondary and upper secondary schools and in the home in Świętokrzyskie Voivodeship	The concept of the study was developed by the Observatory of Social Integration under the direction of Barbara Jakacka-Green, ROPS Director. The research was conducted by the Pretendent Research Corporation from Wrocław, selected through an open tender. The research team was led by Dr. Adam Ustrzycki. This study was reviewed by Associate Prof. Dr hab. Jacek Kurzępa from the Higher School of Social Sciences and Humanities.	Kielce, March 2013	Świętokrzyskie Voivodeship
Physical activity as a factor in reducing aggressive behavior in junior high school students	Iwona Rotter, Artur Kotwas, Ewa Kemicer-Chmielewska, and Aleksandra Watral	2013	West Pomeranian Voivodeship
Aggressive behavior among the students of Tarnów schools	Agnieszka Zaród	March 27, 2006–April 7, 2006	Tarnów
Monitoring risk-taking behaviors and mental health problems in adolescents, Mokotów Research 2012	Krzysztof Ostaszewski, Krzysztof Bobrowski, Anna Borucka, Katarzyna OkuliczKozaryn, Agnieszka Pisarska, Joanna Raduj, and Daria Biechowska	2012 / Warsaw 2013	Districts of Warsaw: Mokotów, Ursynów, and Wilanów (the area of the former Mokotów district)

<b>Title of report/article</b>	<b>Author/authors</b>	<b>Date of research/ report publication</b>	<b>Place of research</b>
Consumption of psychoactive substances by school children, YOUTH 2008	CBOS	October 13–23, 2008 / Warsaw, December 2008	Poland
Opinions and diagnoses No. 19, Youth 2010	CBOS	November 2–19 2010 / Warsaw 2011	Poland
Diagnosis of the sense of security of students of general art schools and dormitories	Magdalena Krygier, Barbara Wojtanowska Janusz	Lublin 2013	Poland
Patho-content on the Internet: Report on the problem	Szymon Wójcik, Łukasz Wojtasik, Maciej Kępka, Katarzyna Makaruk, Ewa Dziemidowicz, Agnieszka Nawarenko, and Justyna Podlewska	March–April 2019 / Warsaw, 2019	Poland
School in the eyes of the students—relationships with teachers and peers and school violence: Report on qualitative research	Agnieszka Nowakowska and Jadwiga Przewłocka	April–May 2014 / Warsaw, March 2015	Masovian Voivodeship
Methodological report: Study “Safety at school, school atmosphere, classroom atmosphere”	no data	Warsaw, August 2015	Masovian Voivodeship
School atmosphere and its importance for the functioning of students at school: Research status report	Jadwiga Przewłocka	Warsaw, 2015	Report on the status of research
Destructive behavior of schoolchildren in the Lesko commune: A research report	Anna Witkowska-Paleń and Tomasz Modras	Stalowa Wola, 2012	Lesko commune
Peer and domestic violence in the opinion of children and adolescents from the city of Włocławek	Paulina Smyk and Marta Lewicka	2017	The area of the city of Włocławek
Youth 2016 survey report	Jolanta Kalka, chapter entitled School Relationships	November 22–December 16, 2010 / Warsaw, 2016	Poland
Counteracting dysfunction among children and schoolchildren	NIK report	2011–12 and 2012–13 school years	Poland



Title of report/article	Author/authors	Date of research/ report publication	Place of research
Nationwide diagnosis of the problem of violence against children	Joanna Włodarczyk and Katarzyna Makaruk	October–November, 2012 and 2013	Poland
Prevention at school: Current situation and recommendations for the system of preventative interactions in Poland	Editor: Robert Porzak	Lublin, 2019	Poland
Nationwide diagnosis of the scale and determinants of child abuse	Joanna Włodarczyk, Katarzyna Makaruk, Piotr Michalski, and Monika Sajkowska,	October–November 2018 / Warsaw, 2018	Poland
Health of students in 2018 in light of the new HBSC research model	Joanna Mazur and Agnieszka Małkowska-Szcutnik	the 2017–18 school year / Warsaw, 2018	Poland
Youth 2018	Edited by Mirosława Grabowska and Magdalena Gwiżd	November 1–30, 2010 / Warsaw, 2019	Poland
Technical report on the research project “Monitoring risk-taking behaviors of young people” Mokotów research	Krzysztof Ostaszewski, Krzysztof Bobrowski, Anna Borucka, Małgorzata Cybulska, Katarzyna Kocóń, Katarzyna Okulicz-Kozaryn, and Agnieszka Pisarska	October–November 2008 / Warsaw, 2009	Warsaw districts: Mokotów, Ursynów, and Wilanów
Monitoring risky behaviors, addictive behaviors, and mental health problems of 15-year-olds: Mokotów Research 2004–2016, Ukrainian research, Lviv region, 2016	Scientific editor: Krzysztof Ostaszewski	Warsaw, 2017	Mokotów Research, 2004–2016; Ukrainian research, Lviv region, 2016
The role of risk and protective factors in the development of troubled behaviors in school children: Research of Warsaw middle school students	Krzysztof Ostaszewski, Anna Rustecka-Krawczyk, and Magdalena Wójcik	Warsaw, 2011	Warsaw
The sense of safety of students at school: Report on a survey carried out in Tarnów primary and lower secondary schools in 2013	Inga Prusak	2013 / Tarnów, 2013	Tarnów

<b>Title of report/article</b>	<b>Author/authors</b>	<b>Date of research/ report publication</b>	<b>Place of research</b>
Cartoon Network Report (2019) “How was school?” – The problem of bullying among schoolchildren and their parents’ awareness: Report based on an SW research study	no data	October 2–11, 2019	no data
“Study of the effectiveness of the proprietary psychosocial development support program at junior high school age”	Project creator: Maja Łoś; Scientific supervision: Prof. Dr. hab. Maria Deptuła	2011–12 / Bydgoszcz, July 2013	
Preventative potential of schools	Maja Łoś, Szymon Grzelak, Agata Balcerzak, and Anna Hawrot	Warsaw, 2017	no data
How to research school risk and protection factors?	Maja Łoś and Anna Hawrot	Warsaw, 2017	Poland
Map of risk factors and factors which protect young people against risky behaviors	Maja Łoś, Anna Hawrot, Szymon Grzelak, and Agata Balcerzak	Data collected between 2014 and 2017 / Warsaw, 2017	Poland
Safety at school in the opinion of students	Edyta Laurman-Jarząbek, Eliza Mazur, and Monika Szpringer	2014	Kielce
Cyberbullying among youths from rural schools	Anna Waligóra-Huk	2012–2015	Silesian Voivodeship

The data obtained during the systematic review was subjected to a narrative synthesis, which consisted of three stages. The first one was the organization of research data into logical categories; the second was the analysis of the results of each category; and the third was the synthesis of the results of all data (Mazur, Orłowska 2018: 274). A total of 33 articles that met the inclusion and exclusion criteria were included in the review. Six of these articles concerned two studies that had already been carried out (they described elements of them), so they were included in the two items under consideration. As a result, 29 studies described in 33 articles were analyzed.

At the first stage, a preliminary description of the selected studies was made in order to organize the data on research topics in Poland in terms of students’ verbal aggression and their psychological safety. We classified these reports according to the objectives of the research and/or the research problems in order to define their subject matter. The juxtaposition of the reports with the indicated elements was prepared in the form of a table, which is not included in this article due to its volume.

## Narrative Synthesis

In principle, a synthetic presentation of research findings is a process that consists in combining the results in order to obtain an answer to the main problem, although this is not always possible when the material collected does not provide satisfactory results. Thanks to this, we can identify areas that require further exploration, because the synthesis reveals what is still unexplored and indicates what research should be carried out in the future (Matera, Czapska 2014: 48–49). Traditionally, the synthesis comprises seven main stages, which assess the concept on which the research process was based, its theoretical foundations and assumptions, the availability of data and of findings subject to synthesis, the verification of whether the collected data can answer the formulated main problem, the consistency, quality, sensitivity, and significance of the synthesis, its results and implications for theory and practice, and any significant “new” information that appeared as a result of the synthesis (Matera, Czapska 2014: 48–49). At the stage of describing the studies, in addition to the meta-analysis and the “collaborative” approach, we used an approach referred to in the literature as secondary analysis (analysis of available qualitative databases) in order to review the reports and answer primary research questions using other methods or answering new research questions using “old” data. The secondary analysis was based on the post factum model, i.e., a critical summary of a research project without full access to primary data “based on methodological considerations, research, or interpretation of the presented materials” (Borowska-Beszta, Bartnikowska, Ćwirynkało 2017: 12).

That analysis led us to distinguish three main categories. The first one covered research on the students’ sense of security (4 reports). The second category was research that identifies and analyzes online threats for children and adolescents. These studies dealt with the phenomena of “patho-content” and cyberbullying (including online hate speech) (3 reports). The third-most extensive category was the studies on aggression among children and adolescents (25 reports, two of which scrutinized the sense of security and diagnosed the extent of aggression; one report discussed both aggression and online threats). Due to the variety of research, we decided to create subcategories in order to organize the analysis. Within the goals of the research on students’ sense of security, we identified the following subcategories: a diagnosis of the level of students’ sense of security and of parents’ expectations regarding school documents. As regards the objective of identifying and investigating online threats to children and adolescents, the following subcategories were distinguished: determining the magnitude of online threats, identification and analysis of the conditions of online threats, and identification and analysis of ways of responding to online threats. In the last category of aggression between students, the following subcategories of research objectives were extracted: gaining insight into the extent of aggression, understanding

the patterns of change in aggression, psychosocial predictors of aggressive behavior, identifying risk factors and factors which protect adolescents against risky behaviors—including aggressive behavior, and defining and evaluating the needs and resources of school prevention programs. Table 2 presents the frequency of specific research objectives (subcategories) in the reports.

Table 2. The Frequency of Specific Research Objectives in the Analyzed Reports

Category	Research objectives/Results	Frequency
Students' sense of security	Diagnosing the students' sense of security	6
	Investigating parents' expectations about school documents	2
	Identifying activities that cultivate a sense of security	2
Online threats for children and adolescents	Measuring the scale of threats on the Internet	12
	Identifying and analyzing the determinants of online threats	2
	Identifying and analyzing ways to respond to online threats	2
Aggression among children and adolescents	Measuring the extent of aggression	22
	Understanding the changing pattern of aggression	9
	Psychosocial predictors of aggressive behavior	8
	Defining and evaluating the needs and resources of school prevention programs	7
	Isolating risk factors and factors which protect young people against risky behaviors, including aggressive behaviors	2

The most numerous subcategory counted 22 papers on the scale of aggression. The next subcategory of reports was defining the magnitude of online threats (12 reports). Next, nine reports described the patterns of change of aggression, eight reports were on the psychosocial determinants of aggressive behavior, seven on the needs and resources for school preventative programs, and six papers diagnosed the level of students' sense of security. Two reports each contained the following research objectives: defining parents' expectations regarding school documents, identifying activities which enhance the sense of security, defining and analyzing the determinants of online threats,

identifying and analyzing ways of responding to online threats, pinpointing risk factors, and factors which protect young people from risky behavior, including aggressive behavior. Table 3 summarizes the research objectives found in individual studies.

Table 3. Frequency of Various Research Objectives in the Selected Studies

Author(s)	Students' sense of security			Online threats to children and adolescents			Aggression among children and adolescents					
	Diagnosing the mental and physical security of students	Investigating parents' expectations about school documents	Identifying activities that cultivate a sense of security	Measuring the scale of online threats	Identifying and analyzing the determinants of online threats	Identifying and analyzing ways to respond to online threats	Measuring the scale of aggression	Identifying trends over the years	Psychosocial determinants of aggressive behavior	Comparing the scale of aggression with other countries	Defining and evaluating the needs of school prevention programs	Identifying risk factors and factors which protect young people against risky behaviors, including aggressive behaviors
Borzuka-Sitkiewicz K. (2010)									✓			
Ostojki J. (2009)	✓											
Jakacka B. et al. (2013)				✓			✓		✓		✓	
Rotter K. et al. (2013)									✓			
Zaród A. (2006)							✓					
Ostaszewski K. et al. (2013)				✓			✓	✓				
CBOS 2008							✓	✓				
CBOS 2010							✓	✓				
Krygier M., Wojtanowska-Janusz B. (2013)	✓		✓				✓				✓	
Wojcik S. et al. (2019)				✓		✓						

Author(s)	Students' sense of security			Online threats to children and adolescents			Aggression among children and adolescents					
	Diagnosing the mental and physical security of students	Investigating parents' expectations about school documents	Identifying activities that cultivate a sense of security	Measuring the scale of online threats	Identifying and analyzing the determinants of online threats	Identifying and analyzing ways to respond to online threats	Measuring the scale of aggression	Identifying trends over the years	Psychosocial determinants of aggressive behavior	Comparing the scale of aggression with other countries	Defining and evaluating the needs of school prevention programs	Identifying risk factors and factors which protect young people against risky behaviors, including aggressive behaviors
Nowakowska A., Przewłocka J. (2015)				✓			✓		✓			
Witkowska-Paleń A., Modras T. (2012)	✓						✓				✓	
Smyk P., Lewicka M. (2017)							✓					
CBOS 2016				✓	✓		✓	✓				
The Supreme Audit Office (NIK) report							✓	✓			✓	
Włodarczyk J., Makaruk K. (2013)							✓					
Porzak R. (2019)											✓	
Włodarczyk J. et al. (2018)							✓		✓			
Mazur J., Małkowska-Szcutnik A. (2018)				✓			✓					
CBOS (2019)				✓			✓	✓				
Ostaszewski K. et al. (2009)							✓	✓				
Ostaszewski K. et al. (2017)				✓			✓	✓				

Author(s)	Students' sense of security			Online threats to children and adolescents			Aggression among children and adolescents					
	Diagnosing the mental and physical security of students	Investigating parents' expectations about school documents	Identifying activities that cultivate a sense of security	Measuring the scale of online threats	Identifying and analyzing the determinants of online threats	Identifying and analyzing ways to respond to online threats	Measuring the scale of aggression	Identifying trends over the years	Psychosocial determinants of aggressive behavior	Comparing the scale of aggression with other countries	Defining and evaluating the needs of school prevention programs	Identifying risk factors and factors which protect young people against risky behaviors, including aggressive behaviors
Ostaszewski K., Rustecka-Krawczyk A., Wójcik M. (2011)				✓			✓	✓	✓			✓
Prusak I. (2013)	✓						✓					
Cartoon Network Report (2019)				✓			✓					
Łoś M. (2013)							✓				✓	
Łoś M. et al. (2017)				✓			✓				✓	✓
Laurman-Jarząbek E., Mazur E., Szpringer M. (2014)	✓	✓	✓						✓			
Waligóra-Huk A. (2015)	✓	✓		✓	✓	✓		✓				

Based on the analysis of research on aggression and the sense of security among students at school, it should be noted that the reports found using the search engine google.pl are very diverse in value, both methodologically speaking and in terms of content. There are “good,” methodologically correct texts among them, but also some whose theoretical framework and method of describing the empirical research leave much to be desired.

The most frequent research objective among them is measuring the magnitude of aggression between students. In addition, the reports rarely define “sense

of security,” while definitions of aggression/violence/bullying appear more frequently; this means that they cannot be used as inspiration for creating one’s own preventative program for students, as it is difficult to define their subject.

Among the selected and analyzed papers, we can find the topic of parental knowledge/awareness of the phenomena under study (2 reports) and their attitudes (1 report), which is important from the point of view of planning activities involving people directly engaged in the process of raising children.

What is worth highlighting is that the recurring categories of “psychosocial determinants/predictors” and “identification of risk factors and protective factors” did not differ in terms of meaning and referred to the same content category.

An important conclusion is that teachers should take a critical attitude towards the studies which can be found in the results from the search engine google.pl when diagnosing the extent of a phenomenon and planning preventative programs. This attitude requires academic databases to be explored, not only popular databases, because these require knowledge and the ability to select data on “school prevention” and knowledge about the risky behaviors themselves. Data from google.pl is not qualitatively verifiable. An example of this danger is the fact that in the reports under review, the categories of conditions are not distinguished from the phenomenological category, i.e., the phenomenon itself—problematic or risky behavior and its description—which would be used by the reader, school educator, to help them identify the problems of their school or institution. google.pl, when using the on/off criteria, mainly displayed papers on pathogenic diagnosis—deficits and risk factors—because although the most up-to-date reports were available, none of them comprised an analysis of resources or the needs of the research group. For preventative practice, it seems important to provide knowledge to people responsible for creating and putting into effect school preventative programs about the current findings in this area, especially knowledge about the quality standards of preventative programs (Węgrzecka-Giluiń, Malczewski 2011), which it seems necessary to be familiar with in order to construct a methodologically and substantially appropriate educational and preventative program in a school or educational institution.

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## Legal acts

- Regulation of the Minister of National Education of 14 February 2017 on the Core Curriculum of Preschool Education and the Core Curriculum of General Education for Primary School, Including Students with Moderate or Severe Intellectual Disability, General Education for First-Degree Vocational School, General Education for Special Job-Training School, and General Education for Post-Secondary School, Journal of Laws item 356.
- Act of December 14, 2016 – Education Law (Journal of Laws 2017, item 59, as amended).

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