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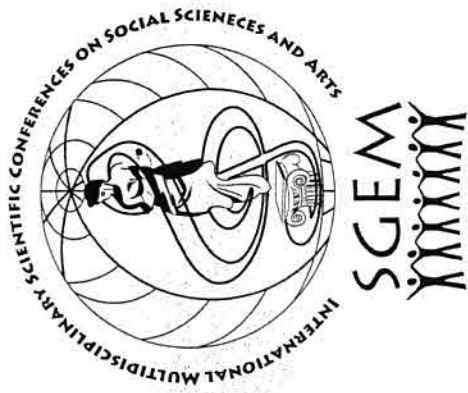
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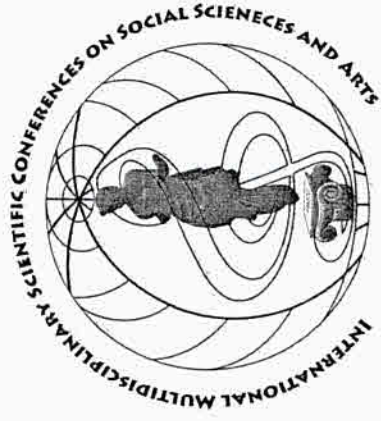
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Social prevention is perceived as part of social policy; its role is creation of conditions for meaningful use of leisure time, increasing living standards, spiritual development and humanization, improvement of lifestyle of society as a whole and social groups, and socialization and social integration of each individual [3]. It focuses also on changing the social, economic, cultural and other conditions which may become criminogenic factors. Prevention is divided into three levels including primary, secondary and tertiary [9]. School is significant part of primary prevention. Many goals of social work are achieved through education and are also a basis of many activities in social work [7]. Children's homes temporarily substitute for natural or family environment. It is a collective facility providing education and care for children in the conditions of an institution. Nowadays, there are 85 children's homes in Slovakia including 65 so-called state children's homes and 20 so-called non-state children's homes run by non-state subjects. In 2013, there were 4,798 children in children's homes. The average length of stay of a child in a children's home was 4.58 years. The most common reason for placing children in children's homes is a failure of some of the basic family functions. The most common reasons of failures include: alcoholism and other substance abuse, child abuse, prostitution, and failed upbringing [2]. Other reasons for placing children in children's homes can include the death of parents, an inability to take care of children because of a lack of parental skills, homeless parents, parental mental illness, and child abandonment. Children growing up in children's homes want to know where they come from. Children cannot develop successfully without knowing who they are, who they look like, who their parents are, where they belong to, where they were born. Without knowing their past, children do not focus on the future, they live for the moment. Therefore, it is necessary to know the biological, psychological and social needs of children in children's homes, and to respond to them by professional interventions [4]. The environment of institutional care is the most commonly related to psychological deprivation as it is collective upbringing and a child care worker must enable meeting needs of all children. Children lose relationships with a key person and try to find a person they could trust [8]. The concept of bullying is understood as a wide range of manifestations of behaviour of a young person or a group of young people with the aim to menace, intimidate, humiliate or hurt another person. "Bullying includes verbal humiliation, swearing and constant criticism, mockery, coarse jokes, coercion, restriction of personal liberty, disdain, damage of clothing and personal items, physical attacks" [10; translated by the authors]. The victims of bullying know their aggressors and are scared of them. Bullying has various manifestations; the most usually, it happens at school during the breaks, in toilets, in cloakrooms, or on the way from school. We differentiate between occasional and chronic aggressors [5]. The effects of bullying can have serious consequences which occur on the psychological, physical and social levels. In connection with social work with children in children's homes, we talk about a multidisciplinary team consisting of the staff of children's homes, a social worker of a department of Social and Legal Protection of Children and Social Guardianship, a municipality, an accredited subject, and other cooperating subjects and experts. Social work prioritizes a factor of multidisciplinary which is typical for a content of activities implemented in the field of social policy, social work, or social personality [6]. Children's homes design individual plans for development of a child's social work with a child and his family.

METHODS

The study objective was to identify incidence of bullying in children in children's homes. The results were compared by gender and age, and we wanted to know if there is a difference in bullying between boys and girls from children's homes, and if there is a difference in incidence of bullying between children from children's homes attending primary schools and secondary schools. The sample included 141 children from children's homes in the Nitra Region from 11 to 19 years of age; the average age was 15.24. We used purposive sampling to obtain data from seven children's homes. There were 55% of girls and 45% of boys; 54.6% of the respondents attended a primary school and 45.4% of the respondents attended a secondary school. The ESPAD questionnaire was used for data collection. The main objective of the international study ESPAD is to obtain standard, mutually comparable information about total incidence of risky behaviour in the European youth. A part of the questionnaire focused on bullying of children and contained 11 areas of questions where agreement or disagreement to the questions was found, and in case of agreement, frequency was also found. Data were statistically analysed, including univariate and bivariate analyses. We used Microsoft EXCEL 2010 for data analysis. We used the Pearson's chi-squared test, the Mann-Whitney U test, and the Student's t-test for two independent samples.

RESULTS

More than 40% of the children did not hear that somebody would have been bullied at their school; 29.8% of the children heard it rarely; 12.7% heard it sometimes; 9.2% of the children heard it often; and 4.9% gave an answer every day. The children in more than 40% did not witness a situation when somebody was abused verbally; 9.9% of the children often; and 6.4% of the children every day. Up to 4.3% of the children witnessed physical bullying often, and 2.8% of the children witnessed it every day. Up to 19.1% of the children stated that somebody annoyed or humiliated them by messages via the phone rarely; 2.8% of the children sometimes; and 4.6% of the children often.

Annoyance or humiliation by messages via the Internet was experienced rarely by 16.3% of the children; sometimes by 3.5% of the children; often by 3.5% of the children; and every day by 2.1% of the children. Up to 23.4% of the children from children's homes were rarely in a group which beat somebody; 6.4% of the children sometimes; 5.7% of the children often, and 2.1% every day. In a group which mocked somebody, there were 30.5% of the children rarely; 6.4% often; and 9.2% every day. Up to 8.5% of the respondents attacked some of their teachers rarely; 2.1% of the children sometimes; and 1.4% of the children every day. Up to 18.4% of the children stated that they attacked their teacher verbally rarely; 5% of the children sometimes, 5% of the children often; and 2.8% of the children every day. Up to 15.6% of the children stated they were bullied rarely; 4.3% of the children sometimes; 5.7% often; and 3.5% every day. Up to 7.8% of the children stated that they bullied somebody sometimes and 2.1% of the children often. Up to 7.1% of the children stated that they were beaten by a group rarely; 4.3% of the children sometimes; and 1.4% of the children often. Up to 22.7% of the children stated that a group mocked them rarely; 8.5% of the children sometimes; 5.7% of the children often; and 2.1% every day. There is not a statistically significant difference in bullying between the boys and girls from children's homes. There is a

statistically significant difference between the children from children's homes attending secondary and primary schools in experiencing a situation of being mocked by another group; the primary school children experience mockery by another group more often than the secondary school children.

DISCUSSION

According to the findings by Bieliková a kol. [1], 26.8% of children witnessed bullying. In our findings, the children from children's homes witnessed such a phenomenon in a greater extent, specifically in case of verbal bullying in 60% and in case of physical bullying in 40%. The children from children's homes in 40% admitted that they were at least once in a group which beat somebody; in 60% they were at least once in a group which mocked somebody; in 20% they attacked their teacher physically at least once; in 40% they attacked some of their teachers verbally; and in 30% children themselves bullied somebody at least once. According to Bieliková a kol. [1], children in 3.8% were victims of bullying. Our findings show that the children from children's homes were bullied in 30% at least once, in 20% they were beaten by some other group at least once, and fewer than 50% of the children from children's homes stated bullying by mockery by some group. According to our findings, in the present, bullying happens also via a telephone and email. Bieliková a kol. [1] state that experience with bullying in their sample was stated by 5.5% of the respondents and 3.6% conceded they received warning emails. In our case, the children from children's homes in more than 20% stated they were minimally rarely annoyed and humiliated by messages via a mobile phone and by emails via the Internet by other people. Children from children's homes face bullying in a greater extent, have a label of a "child from a children's home", therefore they are more often a target of mockery and non-acceptance by their peers. They also become aggressors more often, which can relate to their problematic development of identity, which relates to accumulation of behavioural disorders. It is necessary to consider a fact that a border between a victim and an aggressor is fragile and children who were victims of bullying become aggressors later.

CONCLUSION

We consider the issue of risky behaviour in children in children's homes important but not researched. We are among the first to study the issue in Slovakia. The environment of children's homes relates to psychological deprivation. These children lack life security, a need of an open future, and sufficient opportunities for personal initiative. Children in children's homes face bullying more than children growing up in families, and they are also aggressors more often. The study results can be applied in the scope of prevention of risky behaviour and bring new information for home and foreign scientific community. We would like to suggest the following recommendations related to education and practice. It appears as inevitable for a child in a children's home to have at least one contact person who he has a strong emotional bond with, a person who is respected by a child and a child can take positive examples from, which might lead to gradual elimination of risky behaviour in a child. In children's homes, it is necessary to create the most ideal conditions with focus on promotion of contacts with such a person with the aim to eliminate emotional deprivation in children. Interventions by

psychologists are also necessary, either in or out of a children's home. Designing and implementation of prevention programmes should be promoted by the ministry. A suitable solution is to include volunteers, civic associations, non-profit organizations and state institutions in cooperation to promote meaningful use of leisure time, and to detect and develop abilities in children from children's homes. In the education sector, we recommend implementation of measures regarding education and training for pedagogical workers that should focus on a specific category of children from children's homes.

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