УНИВЕРЗИТЕТ ЦРНЕ ГОРЕ
ФИЛОЗОФСКИ ФАКУЛТЕТ
Данила Бојовића бб
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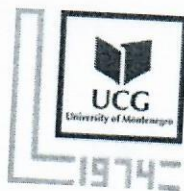81400 Никшић
Никшић

UNIVERSITY OF MONTENEGRO
FACULTY OF PHILOSOPHY
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P.O. Box 91
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№ 01-1198/1
12.4.2024.

UNIVERZITET CRNE GORE

Senat

Odbor za doktorske studije

P O D G O R I C A

Poštovani,

Dostavljam vam Odluku Vijeća Filozofskog fakulteta o ispunjenosti uslova za predaju doktorske disertacije, doktoranda mr Marije Draganić.

DEKANKA

Prof. dr Tatjana Novović

UNIVERZITET CRNE GORE
Filozofski fakultet
Broj: 01-1198
Nikšić, 12.4.2024.

Na osnovu čl. 64 st 2 tačka 9 Statuta Univerziteta Crne Gore i člana 41 stav 1 Pravila doktorskih studija Vijeće Filozofskog fakulteta je na sjednici 11. 4. 2024. godine donijelo

ODLUKU

Utvrđuje se da su ispunjeni uslovi za predaju doktorske disertacije **Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskog populacijom u Crnoj Gori doktoranda**, mr Marije Draganić i predlaže se Komisija za ocjenu doktorske disertacije u sastavu:

- Dr Saša Milić, redovni profesor na Filozofskom fakultetu Univerziteta Crne Gore za naučne oblasti Komparativna pedagogija i Opšta pedagogija

- Dr Marija Bartulović, vanredni profesor na Filozofskom fakultetu Sveučilišta u Zagrebu za naučnu oblast Opšta pedagogija

- Dr Tatjana Novović, redovni profesor na Filozofskom fakultetu Univerziteta Crne Gore za naučne oblasti Opšta pedagoška oblast u predškolstvu i Pedagogija ranog djetinjstva

Dostaviti:
- Odboru za doktorske studije
- Uz Zapisnik sa sjednice Vijeća
- a/a

DEKANKA
Prof. dr Tatjana Novović

VIJEĆU FILOZOFSKOG FAKULTETA

CENTAR ZA DOKTORSKE STUDIJE UCG

PREDMET: Predlog Komisije za ocjenu doktorske disertacije kandidatkinje mr Marije Draganić

Komisija za doktorske studije Filozofskog fakulteta saglasna je da kandidatkinja mr Marije Draganić zadovoljava uslove za predaju doktorske disertacije pod nazivom *Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori*, i predlaže Komisiju za ocjenu doktorske disertacije u sledećem sastavu:

1. Prof. dr Saša Milić, Filozofski fakultet Nikšić (mentor)
2. Prof. dr Marija Bartulović, Sveučilište u Zagrebu, Hrvatska
3. Prof. dr Tatjana Novović, Filozofski fakultet Nikšić

Nikšić, 2. 04. 2024.

Predsjednik Komisije za doktorske studije

Prof. dr Goran Ćeranić

Univerzitet Crne Gore

Filozofski fakultet – Nikšić

SAGLASNOST MENTORA

Kancelariji za doktorske studije

U skladu sa članom 37. Pravilnika o doktorskim studijama Univerziteta Crne Gore, obaviještavam vas da sam pregledao doktorsku disertaciju Mr Marije Draganić *„Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori"*. S obzirom da je kandidatkinja usvojila sve zahtjeve i sugestije koje joj je mentor uputio, a sa kojim je u prethodnom periodu bila u kontinuiranoj komunikaciji, saglasan sam da Mr Marija Draganić može nastaviti redovnu proceduru i predati doktorsku disertaciju na ocjenu.

Nikšić, 06.03.2024.g.

Mentor

Prof. dr Saša Milić

UCG

ISPUNJENOST USLOVA DOKTORANDA

OPŠTI PODACI O DOKTORANDU	
Titula, ime, ime roditelja, prezime	Mr Marija Živko Draganić
Fakultet	Filozofski fakultet Nikšić
Studijski program	Studijski program za pedagogiju
Broj indeksa	1/13

aNAZIV DOKTORSKE DISERTACIJE	
Na službenom jeziku	Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori
Na engleskom jeziku	Forms, representation and prevention of cyberbullying among the high school population in Montenegro
Naučna oblast	Opšta pedagogija

MENTOR/MENTORI			
Prvi mentor	Prof.dr Saša Milić	Filozofski fakultet, Nikšić, Crna Gora	Opšta pedagogija
Drugi mentor	(Titula, ime i prezime)	(Ustanova i država)	(Naučna oblast)

KOMISIJA ZA PREGLED I OCJENU DOKTORSKE DISERTACIJE		
Prof. dr Tatjana Novović	Filozofski fakultet, Nikšić, Crna Gora	Predškolska pedagogija
Prof. dr Marija Bartulović	Sveučilište u Zagrebu, Hrvatska	Opšta pedagogija

Datum značajni za ocenu doktorske disertacije	
Sjednica Senata na kojoj je data saglasnost na ocjenu temu i kandidata	12.03.2020.
Dostavljanja doktorske disertacije organizacionoj jedinici i saglasanost mentora	06.03.2024. – Datum dostavljanja saglasnosti mentora 01.04.2024. Datum dostavljanja doktorske disertacije organizacionoj jedinici
Sjednica Vijeća organizacione jedinice na kojoj je dat predlog za imenovanje komisija za pregled i ocjenu doktorske disertacije	11.04.2024.

ISPUNJENOST USLOVA DOKTORANDA
U skladu sa članom 38 pravila doktorskih studija kandidat **je** cjelokupna ili dio sopstvenih istraživanja vezanih za doktorsku disertaciju publikovao u časopisu sa **SSCI** liste kao prvi autor.

Spisak radova doktoranda iz oblasti doktorskih studija koje je publikovao u časopisima sa SSCI liste
Draganić, M., Grbović, S., & Adžić Zečević, A. (2024). The Incidence and Forms of Cyberbullying and the Connection Between Cyberbullying and Self-Esteem Among High School Students in Montenegro. Sage Open, 14(1). https://doi.org/10.1177/21582440241239124 Časopis SAGE Open je sa SSCI liste.

Obrazloženje mentora o korišćenju doktorske disertacije u publikovanim radovima
Mr Mariji Draganić je u prestižnom časopisu SAGE Open publikovan rad pod nazivom *The incidence and forms of cyberbullying and the connection between cyberbullying and self-esteem among high school students in Montenegro.*
U ovom radu doktorand, mr Marija Draganić, je predstavila jedan dio svog istraživanja kojim se bavila u doktorskoj disertaciji. Naime, ona je u ovom radu govorila o zastupljenosti i oblicima elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori i povezanosti činjenja i doživljavanja ove vrste nasilja sa samopoštovanjem kod srednjoškolaca. Analiza rezultata istraživanja pokazala je da srednjoškolci čine i doživljavaju različite oblike elektronskog nasilja. Rezultati su pokazali da kada je u pitanju činjenje elektronskog nasilja najzastupljenije je ruganje na internetu i sakrivanje identiteta na internetu, dok su najmanje zastupljeni vrijeđanje putem emaila, kao i korišćenje interneta za prevaru. Kada je u pitanju doživljavanje elektronskog nasilja najčešći oblici elektronskog nasilja među srednjoškolcima su upotreba interneta u svrhu ogovaranja/klevete, širenje glasina na internetu i sakrivanje identiteta na internetu, dok srednjoškolci najmanje doživljavaju prevaru preko interneta i vrijeđanje putem emaila. Istraživanje je pokazalo da srednjoškolci koji čine i doživljavaju elektronsko nasilje imaju veće samopoštovanje od neuključenih u ovu vrstu nasilja i od onih koji samo čine elektronsko nasilje, dok ne postoji statistički značajna razlika u nivou samopoštovanja srednjoškolaca koji čine i doživljavaju elektronsko nasilje i onih koji samo doživljavaju ovu vrstu nasilja. Samopoštovanje je nisko na cjelokupnom uzorku. Pomenuti nalazi čine integralni dio istraživanja koje je kandidatkinja sprovela.

Datum i ovjera (pečat i potpis odgovorne osobe)
U Nikšiću, 01.04.2024.   DEKAN

Prilog dokumenta sadrži:

1. Potvrdu o predaji doktorske disertacije organizacionoj jedinici
2. Odluku o imenovanju komisije za pregled i ocjenu doktorske disertacije
3. Kopiju rada publikovanog u časopisu sa odgovarajuće liste
4. Biografiju i bibliografiju kandidata

5. Biografiju i bibliografiju članova komisije za pregled i ocjenu doktorske disertacije sa potvrdom o izboru u odgovarajuće akademsko zvanje i potvrdom da barem jedan član komisije nije u radnom odnosu na Univerzitetu Crne Gore

BIOGRAFIJA DOKTORANDA MR MARIJE DRAGANIĆ

Marija Draganić je rođena u Šavniku 16.06.1987. godine. Prva četiri razreda osnovne škole završila je u JU OŠ „Bogdan Kotlica" u Malinsku, u Šavniku, a od petog razreda do kraja osnovne škole je pohađala JU OŠ „Jovan Draganić" u Petrovićima, u Nikšiću. Gimnaziju je završila u Nikšiću, a Filozofski fakultet Studijski program za pedagogiju upisala je 2005. godine. Fakultet završava 2009. godine kao najbolji student u svojoj generaciji i na istom fakultetu upisuje magistarske studije koje završava sa najvećom ocjenom 2013. godine. Tema njenog magistarskog rada je bila *Podsticanje darovitih učenika u osnovnim školama vaspitno-obrazovnog sistema Crne Gore.* (mentor - prof. dr Saša Milić). Iste godine, Marija upisuje doktorske studije. Na doktorskim studijama se bavi zastupljenošću, pojavnim oblicima elektronskog vršnjačkog nasilja, kao i prevencijom ove vrste nasilja. U radu se dotakla i uzroka i posljedica elektronskog nasilja. Pod mentorstvom prof. dr Saše Milića je izradila tezu: *Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori.* Od 2010. godine Marija radi kao pedagog u JU Prva srednja stručna škola u Nikšiću, a od 2021. godine i kao saradnik na Univerzitetu Mediteran.

Tokom svog rada Marija Draganić je prepoznata, imeđu ostalog, i kao osoba koja u svom radu istražuje, pronalazi i implementira različite strategije za prevenciju vršnjačkog nasilja sa posebnim akcentom na elektronsko vršnjačko nasilje. Neke od aktivnosti po kojima je prepoznat njen rad su projekti koji promovišu razvoj socio-emocionalnih vještina i prevenciju vršnjačkog nasilja.

Glavna i odgovorna je urednica publikacije *Socio-emocionalno kompetentni mladi* u kojoj se mogu naći radionice za vršnjačke edukatore, kao i radionice koje vršnjački edukatori realizuju sa svojim vršnjacima. Autorka je nekoliko naučnih radova i recenzent je radova koji se nalaze u značajnim svjetskim časopisima poput časopisa SAGE Open, Journal of Complementary and

Alternative Medical Research, Asian Journal of Education and Social Studies.

Da je Marija Draganić veoma uspješna na svom profesionalnom putu svjedoče i brojne aktivnosti i angažmani od strane institucija značajnih za obrazovanje. Neki od njih su njeno učešće u pisanju novog Programa rada pedagoga, uključenost u eksternu evaluaciju vaspitno-obrazovnih ustanova, autorstvo brojnih programa stručnog usavršavanja koji se nalaze u Katalogu programa stručnog usavršavanja Zavoda za školstvo i Katalogu programa stručnog usavršavanja Centra za stručno obrazovanje. Marija je i licencirani trener za realizaciju stručnih usavršavanja nastavnika, licenciran od Zavoda za školstvo, kao i ispitivač prilikom sticanja kvalifikacije Asistent/kinja za prevenciju nasilja u školi, licenciran od Ministarstva prosvjete, nauke i inovacija Crne Gore.

Marija je osoba koja se kontinuirano profesionalno usavršava o čemu svjedoče i brojne obuke i stručna usavršavanja koja je pohađala. Pored toga, ona je veoma aktivna na polju kulture kao pjesnikinja, učesnica i organizatorka brojnih kulturnih događaja. Objavila je i zbirku poezije, a njena poezija je nagrađivana i objavljivana u zbornicima i časopisima.

NAUČNA DJELATNOST

Objavljeni radovi:

-Draganić, M., Grbović, S., & Adžić Zečević, A. (2024). The Incidence and Forms of Cyberbullying and the Connection Between Cyberbullying and Self-Esteem Among High School Students in Montenegro. Sage Open, 14(1). https://doi.org/10.1177/21582440241239124

-Draganić, M. (2021): The connection of committing and experiencing cyber-bullying peer violence with depression, anxiety and stress in high school students. https://advance.sagepub.com/articles/preprint/The_connection_of_committing_and_experiencing_cybe rbullying_peer_violence_with_depression_anxiety_and_stress_in_high_school_students/15155820

Grbović, S. i Draganić, M. (2017): *Faktori nastave geografije usmjereni na učenika – iz perspektive učenika,* Nastava i vaspitanje, Pedagoško društvo Srbije, Beograd.

- Draganić, M. (2015): Specifičnosti stvaralaštva đece na predškolskom uzrastu, *Vaspitanje i obrazovan*je, Podgorica.

- Draganić, M. (2012): PRNŠ proces-ka kvalitetnijem učenju i podučavanju, *Profesionalni razvoj nastavnika u Crnoj Gori*, br. 9. , Zavod za školstvo, Podgorica.

RECENZIJE

- Recenzent originalnog naučnog rada pod nazivom *Integrated Reiki therapy for the treatment and management of Psychosomatic disorders: A pilot study* u Journal of Complementary and Alternative Medical Research.

- Recenzent originalnog naučnog rada pod nazivom *Academic stress measurement and management of radiologic technology* students u Asian Journal of Education and Social Studies.

- Recenzent originalnog naučnog rada pod nazivom *Effects of mobbing on organizational commitment and organizational silence levels of teachers* u časopisu SAGE Open.

- Recenzent originalnog naučnog rada pod nazivom *Examining the relationship between teachers' motivation to continuous professional development and professional learning community using structural equation modeling* u časopisu SAGE Open.

- Recenzent dijela knjige *Recent Updates in Disease and Health Research*.

ZAVRŠENI SEMINARI I OBUKE

* Program za razvoj karijere u trajanju od 48 sati – 08.04.2011.-05.05.2011. godine;
* Profesionalni razvoj na nivou škole u trajanju od 8 sati– 14.06.2011. godine;
* Sprečavanje ranog napuštanja školovanja u trajanju od 16 sati – 05. i 06. 09. 2011. godine;
* Seminar vršnjačke edukacije realizovan u okviru projekta »Bolje mogućnosti za zapošljavanje mladih« - 09.-12.03. 2012. godine; *Mentorstvo nastavniku pripravniku u trajanju od 8 sati- 14.11.2012. godine;

* Komunikacijske vještine u nastavi – 16.04.2014. godine;
* Kooperativno učenje u cilju stvaranja pozitivne konstruktivne klime u školi u trajanju od 8 sati-17.04.2014. godine;
* Podrška talentovanim i darovitim učenicima u trajanju od 8 sati – 24.06.2014. godine;
* Obrazovanjem protiv predrasuda u trajanju od 16 sati – 17. i 23. 03.2015. godine;
*Metode učenja i podučavanja u službi kreativne nastave u trajanju od 12 sati – 19. i 25. 04. 2015. godine;

*Metode nastave i učenja u trajanju od 8 sati – 19.03.2016. godine; *Obrazovanje za održivi razvoj – Zeleni paket – 07.05.2016. godine; *Karijerna orijentacija u srednjoj školi u trajanju od 5 dana – 08.04. – 14.05. 2016. godine.

*Vještine vođenja karijere u srednjim stručnim školama - 21-23.03.2017. *Interaktivna obuka – Program za trenere u trajanju od četiri dana 24-27.11.2016.godine, a 14.12.2016.godine položila ispit za trenera u skladu sa procedurom Zavoda za školstvo/Odsjeka za KPR.

*Radionica »Uloga vaspitno-obrazovnih ustanova u prevenciji i zaštiti mladih od nasilja u porodici« - 18.10.2017.godine

* Obuka za izradu i primjenu Individualnog tranzicionog plana –ITP – 24.11.2017. godine;
* Heal Your Life –workshop leader training based philosophy of Louise Hay- 26.11.-02.12.2017. godine.

* Ka punoj inkluziji u osnovnoj i srednjoj školi -18.11.2017. godine.
*Obuka za izradu i primjenu IROP-a – 08.12.2017. godine.
* Moje vrijednosti i vrline - 06.-08.11.2018. godine
*Psihosocijalna podrška učenicima/djeci u stresnim situacijama – 20. i 21.03.2019.godine
*Trening za pripremu RYCO projekata u trajanju od 3 dana -26.29.09.2019.godine
*Učešće na Kampu u Prilepu u okviru RYCO projekta »VOICES«
*Lokalni koordinator za Nikšić u RYCO projektu »VOICES«
*Uspješno završila trodnevni trening »Developing Inclusive Competences to Create Stimulating Learning Environments and Prevent Drop –Out« 24-26. jun 2020.godine
*Obuka za korišćenje Office 365- novembar 2020.godine
*Učešće na treningu »„Poštujem te – poštuj me" u svijetu bez diskriminacije lica sa invaliditetom- 28.12.2020.godine
* Obuka za nastavno osoblje o osnovnim temama invaliditeta i inkluzivnog obrazovanja : NAUČI – PRIMIJENI – PROMIJENI – 29.09. i 30.09.2021. godine
*Interkulturalno obrazovanje – 02.04.2021.godine
*Primjena koncepta digitalna škola – 06.11.2022. godine
*Uvod u obrazovanje za digitalno građanstvo – 01.12.2023. godine
*Upotreba medija za učešće u demokratskom društvu – 18.03.2023.godine
*Obuka eksternih evaluatora Centra za stručno obrazovanje (dvodnevna obuka)
*Ocjenjivanje u funkciji razvoja učenika i unapređenja nastave - 17.10.2023.godine
*Obrazovanje u oblasti smanjenja rizika od katastrofa – 29.11. i 30.11.2023.godine

PROGRAMI STRUČNOG USAVRŠAVANJA NASTAVNIKA ČIJI JE AUTOR I TRENER

Elektronsko nasilje među vršnjacima i njegova prevencija
Karijerna orijentacija učenika u osnovnim i srednjim školama
Saradnja porodice i vaspitno-obrazovne ustanove
Timski rad i saradničko učenje
Upotreba metoda aktivnog učenja u razrednoj nastavi

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2022/2024 godinu

Do uspješne nastave uz primjenu različitih metoda
Timski rad i saradničko učenje
Prevencija nasilja u vaspitno obrazovnim ustanovama
Uloga nastavnika u podsticanju darovitosti kod djece

Katalog programa stručnog usavršavanja Centra za stručno obrazovanje za 2022/2023 godinu

Profesionalna orijentacija učenika u srednjim školama

Katalog programa stručnog usavršavanja Centra za stručno obrazovanje za 2017/18, 2018/19, 2019/2020

Do uspješne nastave uz primjenu različitih metoda
Timski rad i saradničko učenje
Značaj adekvatne neverbalne komunikacije u vaspitno-obrazovnom procesu
Prevencija nasilja u vaspitno obrazovnim ustanovama
Uloga nastavnika u podsticanju razvoja darovitosti kod djece
Nastavnik kao istraživač
Karijerna orijentacija učenika u osnovnim i srednjim školama

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2019/20, 2020/2021 godinu

Podsticanje darovite djece u vaspitno-obrazovnim ustanovama
Prevencija nasilja u vaspitno-obrazovnim ustanovama
Timski rad i saradničko učenje
Primjenom metoda i tehnika rada do podsticajne klime za učenje
Nastavnik kao istraživač

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2017/18, 2018/2019

UČEŠĆE U PROJEKTIMA

Koordinator projekta RYCO projekta VOICES (lokalni koordinator za Nikšić) – 2019/2020

Koordinator projekta »Socio emocionalno kompetentni mladi« koji je podržan od Opštine Nikšić – 2021/2022

Autor i realizator radionica za razvoj socio-emocionalnih kompetencija u projektu *Pruži mi ruku* – 2024.

Autor i realizator radionica za prevenciju nasilja u okviru projekta *PowerUp Youth* – 2024.

BIOGRAFIJA DOKTORANDA MR MARIJE DRAGANIĆ

Marija Draganić je rođena u Šavniku 16.06.1987. godine. Prva četiri razreda osnovne škole završila je u JU OŠ „Bogdan Kotlica" u Malinsku, u Šavniku, a od petog razreda do kraja osnovne škole je pohađala JU OŠ „Jovan Draganić" u Petrovićima, u Nikšiću. Gimnaziju je završila u Nikšiću, a Filozofski fakultet Studijski program za pedagogiju upisala je 2005. godine. Fakultet završava 2009. godine kao najbolji student u svojoj generaciji i na istom fakultetu upisuje magistarske studije koje završava sa najvećom ocjenom 2013. godine. Tema njenog magistarskog rada je bila *Podsticanje darovitih učenika u osnovnim školama vaspitno-obrazovnog sistema Crne Gore.* (mentor - prof. dr Saša Milić). Iste godine, Marija upisuje doktorske studije. Na doktorskim studijama se bavi zastupljenošću, pojavnim oblicima elektronskog vršnjačkog nasilja, kao i prevencijom ove vrste nasilja. U radu se dotakla i uzroka i posljedica elektronskog nasilja. Pod mentorstvom prof. dr Saše Milića je izradila tezu: *Oblici, zastupljenost i prevencija elektronskog nasilja među srednjoškolskom populacijom u Crnoj Gori.* Od 2010. godine Marija radi kao pedagog u JU Prva srednja stručna škola u Nikšiću, a od 2021. godine i kao saradnik na Univerzitetu Mediteran.

Tokom svog rada Marija Draganić je prepoznata, imeđu ostalog, i kao osoba koja u svom radu istražuje, pronalazi i implementira različite strategije za prevenciju vršnjačkog nasilja sa posebnim akcentom na elektronsko vršnjačko nasilje. Neke od aktivnosti po kojima je prepoznat njen rad su projekti koji promovišu razvoj socio-emocionalnih vještina i prevenciju vršnjačkog nasilja.

Glavna i odgovorna je urednica publikacije *Socio-emocionalno kompetentni mladi* u kojoj se mogu naći radionice za vršnjačke edukatore, kao i radionice koje vršnjački edukatori realizuju sa svojim vršnjacima. Autorka je nekoliko naučnih radova i recenzent je radova koji se nalaze u značajnim svjetskim časopisima poput časopisa SAGE Open, Journal of Complementary and Alternative Medical Research, Asian Journal of Education and Social Studies.

Da je Marija Draganić veoma uspješna na svom profesionalnom putu svjedoče i brojne aktivnosti i angažmani od strane institucija značajnih za obrazovanje. Neki od njih su njeno učešće u pisanju novog Programa rada pedagoga, uključenost u eksternu evaluaciju vaspitno-obrazovnih ustanova, autorstvo brojnih programa stručnog usavršavanja koji se nalaze u Katalogu programa stručnog usavršavanja Zavoda za školstvo i Katalogu programa stručnog

usavršavanja Centra za stručno obrazovanje. Marija je i licencirani trener za realizaciju stručnih usavršavanja nastavnika, licenciran od Zavoda za školstvo, kao i ispitivač prilikom sticanja kvalifikacije Asistent/kinja za prevenciju nasilja u školi, licenciran od Ministarstva prosvjete, nauke i inovacija Crne Gore.

Marija je osoba koja se kontinuirano profesionalno usavršava o čemu svjedoče i brojne obuke i stručna usavršavanja koja je pohađala. Pored toga, ona je veoma aktivna na polju kulture kao pjesnikinja, učesnica i organizatorka brojnih kulturnih događaja. Objavila je i zbirku poezije, a njena poezija je nagrađivana i objavljivana u zbornicima i časopisima.

NAUČNA DJELATNOST

Objavljeni radovi:

-Draganić, M., Grbović, S., & Adžić Zečević, A. (2024). The Incidence and Forms of Cyberbullying and the Connection Between Cyberbullying and Self-Esteem Among High School Students in Montenegro. Sage Open, 14(1). https://doi.org/10.1177/21582440241239124

-Draganić, M. (2021): The connection of committing and experiencing cyber-bullying peer violence with depression, anxiety and stress in high school students. https://advance.sagepub.com/articles/preprint/The_connection_of_committing_and_experiencing_cybe rbullying_peer_violence_with_depression_anxiety_and_stress_in_high_school_students/15155820

Grbović, S. i Draganić, M. (2017): *Faktori nastave geografije usmjereni na učenika – iz perspektive učenika,* Nastava i vaspitanje, Pedagoško društvo Srbije, Beograd.

- Draganić, M. (2015): Specifičnosti stvaralaštva đece na predškolskom uzrastu, *Vaspitanje i obrazovan*je, Podgorica.

- Draganić, M. (2012): PRNŠ proces-ka kvalitetnijem učenju i podučavanju, *Profesionalni razvoj nastavnika u Crnoj Gori,* br. 9. , Zavod za školstvo, Podgorica.

RECENZIJE

- Recenzent originalnog naučnog rada pod nazivom *Integrated Reiki therapy for the treatment and management of Psychosomatic disorders: A pilot study* u Journal of Complementary and Alternative Medical Research.
- Recenzent originalnog naučnog rada pod nazivom *Academic stress measurement and management of radiologic technology* students u Asian Journal of Education and Social Studies.
- Recenzent originalnog naučnog rada pod nazivom *Effects of mobbing on organizational commitment and organizational silence levels of teachers* u časopisu SAGE Open.
- Recenzent originalnog naučnog rada pod nazivom *Examining the relationship between teachers' motivation to continuous professional development and professional learning community using structural equation modeling* u časopisu SAGE Open.
- Recenzent dijela knjige *Recent Updates in Disease and Health Research*.

ZAVRŠENI SEMINARI I OBUKE

* Program za razvoj karijere u trajanju od 48 sati – 08.04.2011.-05.05.2011. godine;

* Profesionalni razvoj na nivou škole u trajanju od 8 sati– 14.06.2011. godine;

* Sprečavanje ranog napuštanja školovanja u trajanju od 16 sati – 05. i 06. 09. 2011. godine;

* Seminar vršnjačke edukacije realizovan u okviru projekta »Bolje mogućnosti za zapošljavanje mladih« - 09.-12.03. 2012. godine; *Mentorstvo nastavniku pripravniku u trajanju od 8 sati- 14.11.2012. godine;

* Komunikacijske vještine u nastavi – 16.04.2014. godine;

* Kooperativno učenje u cilju stvaranja pozitivne konstruktivne klime u školi u trajanju od 8 sati- 17.04.2014. godine;

* Podrška talentovanim i darovitim učenicima u trajanju od 8 sati – 24.06.2014. godine;

* Obrazovanjem protiv predrasuda u trajanju od 16 sati – 17. i 23. 03.2015. godine;

*Metode učenja i podučavanja u službi kreativne nastave u trajanju od 12 sati – 19. i 25. 04. 2015. godine;

*Metode nastave i učenja u trajanju od 8 sati – 19.03.2016. godine; *Obrazovanje za održivi razvoj – Zeleni paket – 07.05.2016. godine; *Karijerna orijentacija u srednjoj školi u trajanju od 5 dana – 08.04. – 14.05. 2016. godine.

*Vještine vođenja karijere u srednjim stručnim školama - 21-23.03.2017. *Interaktivna obuka – Program za trenere u trajanju od četiri dana 24-27.11.2016.godine, a 14.12.2016.godine položila ispit

za trenera u skladu sa procedurom Zavoda za školstvo/Odsjeka za KPR.
*Radionica »Uloga vaspitno-obrazovnih ustanova u prevenciji i zaštiti mladih od nasilja u porodici« - 18.10.2017.godine

* Obuka za izradu i primjenu Individualnog tranzicionog plana –ITP – 24.11.2017. godine;
* Heal Your Life –workshop leader training based philosophy of Louise Hay- 26.11.-02.12.2017. godine.

* Ka punoj inkluziji u osnovnoj i srednjoj školi -18.11.2017. godine.
*Obuka za izradu i primjenu IROP-a – 08.12.2017. godine.
* Moje vrijednosti i vrline - 06.-08.11.2018. godine
*Psihosocijalna podrška učenicima/djeci u stresnim situacijama – 20. i 21.03.2019.godine
*Trening za pripremu RYCO projekata u trajanju od 3 dana -26.29.09.2019.godine
*Učešće na Kampu u Prilepu u okviru RYCO projekta »VOICES«
*Lokalni koordinator za Nikšić u RYCO projektu »VOICES«
*Uspješno završila trodnevni trening »Developing Inclusive Competences to Create Stimulating Learning Environments and Prevent Drop –Out« 24-26. jun 2020.godine
*Obuka za korišćenje Office 365- novembar 2020.godine
*Učešće na treningu »„Poštujem te – poštuj me“ u svijetu bez diskriminacije lica sa invaliditetom- 28.12.2020.godine
* Obuka za nastavno osoblje o osnovnim temama invaliditeta i inkluzivnog obrazovanja : NAUČI – PRIMIJENI – PROMIJENI – 29.09. i 30.09.2021. godine
*Interkulturalno obrazovanje – 02.04.2021.godine
*Primjena koncepta digitalna škola – 06.11.2022. godine
*Uvod u obrazovanje za digitalno građanstvo – 01.12.2023. godine
*Upotreba medija za učešće u demokratskom društvu – 18.03.2023.godine
*Obuka eksternih evaluatora Centra za stručno obrazovanje (dvodnevna obuka)
*Ocjenjivanje u funkciji razvoja učenika i unapređenja nastave - 17.10.2023.godine
*Obrazovanje u oblasti smanjenja rizika od katastrofa – 29.11. i 30.11.2023.godine

PROGRAMI STRUČNOG USAVRŠAVANJA NASTAVNIKA ČIJI JE AUTOR I TRENER

Elektronsko nasilje među vršnjacima i njegova prevencija
Karijerna orijentacija učenika u osnovnim i srednjim školama
Saradnja porodice i vaspitno-obrazovne ustanove
Timski rad i saradničko učenje
Upotreba metoda aktivnog učenja u razrednoj nastavi

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2022/2024 godinu

Do uspješne nastave uz primjenu različitih metoda
Timski rad i saradničko učenje
Prevencija nasilja u vaspitno obrazovnim ustanovama
Uloga nastavnika u podsticanju darovitosti kod djece

Katalog programa stručnog usavršavanja Centra za stručno obrazovanje za 2022/2023 godinu

Profesionalna orijentacija učenika u srednjim školama

Katalog programa stručnog usavršavanja Centra za stručno obrazovanje za 2017/18, 2018/19, 2019/2020

Do uspješne nastave uz primjenu različitih metoda
Timski rad i saradničko učenje
Značaj adekvatne neverbalne komunikacije u vaspitno-obrazovnom procesu
Prevencija nasilja u vaspitno obrazovnim ustanovama
Uloga nastavnika u podsticanju razvoja darovitosti kod djece
Nastavnik kao istraživač
Karijerna orijentacija učenika u osnovnim i srednjim školama

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2019/20, 2020/2021 godinu

Podsticanje darovite djece u vaspitno-obrazovnim ustanovama
Prevencija nasilja u vaspitno-obrazovnim ustanovama
Timski rad i saradničko učenje
Primjenom metoda i tehnika rada do podsticajne klime za učenje
Nastavnik kao istraživač

Katalog programa stručnog usavršavanja Zavoda za školstvo za 2017/18, 2018/2019

UČEŠĆE U PROJEKTIMA

Koordinator projekta RYCO projekta VOICES (lokalni koordinator za Nikšić) – 2019/2020
Koordinator projekta »Socio emocionalno kompetentni mladi« koji je podržan od Opštine Nikšić – 2021/2022
Autor i realizator radionica za razvoj socio-emocionalnih kompetencija u projektu *Pruži mi ruku* – 2024.
Autor i realizator radionica za prevenciju nasilja u okviru projekta *PowerUp Youth* – 2024.

УНИВЕРЗИТЕТ ЦРНЕ ГОРЕ

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Број: 08-1425

Датум, 28. 05. 2015 г.

Ref:
Date.

Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju (Službeni list Crne Gore br. 44/14) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 28. maja 2015. godine, donio je

ODLUKU
O IZBORU U ZVANJE

Dr SAŠA MILIĆ bira se u akademsko zvanje redovni profesor Univerziteta Crne Gore za predmete: Komparativna pedagogija I – Savremeni pedagoški pravci; Komparativna pedagogija II – Savremeni obrazovni sistemi; (Studijski program za pedagogiju), Savremeni predškolski sistemi; Interkulturalna pedagogija (Studijski program za predškolsko vaspitanje) i Osnovi pedagogije; Savremeni obrazovni sistemi (Studijski program za obrazovanje učitelja) na Filozofskom fakultetu.
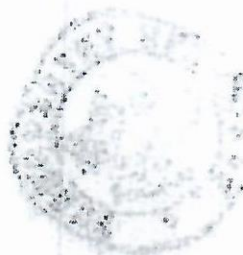
REKTOR

Prof. Radmila Vojvodić

Prof. dr Saša Milić

BIOGRAFIJA sa BIBLIOGRAFIJOM

Rođen sam 14. avgusta 1966.g. u Podgorici. Osnovno i srednje obrazovanje stekao sam u Podgorici. Diplomirao sam na Filozofskom fakultetu – Odjeljenje za pedagogiju Univerziteta u Beogradu 18. oktobra 1989.g., a tema mog diplomskog rada bila je iz oblasti Nacionalne istorije školstva i glasila je »Ličnost, vrijeme i prosvjetiteljske ideje Svetog Petra Cetinjskog«. Postdiplomskemagistarske studije nastavio sam takođe na Filozofskom fakultetu Univerziteta u Beogradu, na Grupi za opštu pedagogiju. Tokom rada na magistarskoj tezi istraživao sam efekte primjene inovativnih obrazovnih modela u obrazovnom sistemu Crne Gore i 4. jula 2002.g. odbranio sam magistarsku tezu na temu »Individualizacija u vaspitno-obrazovnom procesu: na primjeru Programa »Korak po korak« u osnovnim školama Crne Gore«. Višegodišnje aktivno sudjelovanje u reformskim procesima u obrazovnom sistemu Crne Gore povezao sam i sa mojim istraživačkim radom na doktorskim studijama, a za temu doktorske disertacije odabrao sam aktuelne aspekte unaprijeđenja nastavnog procesa i ona je glasila »Komunikacija nastavnik - učenik, i efikasnost kooperativnog učenja«. Doktorsku disertaciju sam odbranio 14. aprila 2004.g. na Filozofskom fakultetu Univerziteta u Novom Sadu. Znanje stranih jezika stekao sam tokom redovnog školovanja, kao i na Institutu za strane jezike u Podgorici – prema klasifikaciji Common European Framework of Reference (CEF) level – Engleski jezik (understanding C1, speaking C1, writing B2); Italijanski jezik (understanding A2, speaking A1, writing A1).

Bazični radni angažmani:

Prvi radni odnos zasnovao sam u Centralnoj narodnoj biblioteci Crne Gore „Đurđe Crnojević" na Cetinju na poslovima i radnim zadacima bibliotekara u periodu juli 1990 – juli 1991. Nakon toga radni odnos sam zasnovao u Narodnoj biblioteci "Radosav Ljumović", takođe na radnom mjestu bibliotekara u periodu od jula 1991 do decembra 1995. Uporedo sa tim, u periodu decembar 1994 - decembar 1995. bio sam radno angažovan u Međunarodnoj federaciji crvenog krsta i crvenog polumjeseca (Ženeva) u Trauma centru za žrtve rata koji je bio lociran u Podgorici, na poslovima stručnog saradnika za psiho-socijalnu pomoć žrtvama rata. Moj dalji radni angažman vezan je za Institut za otvoreno društvo Crne Gore gdje sam radio na poslovima koordinatora obrazovnih programa u periodu od januara 1996 do decembra 2001, poslije čega zasnivam radni odnos u Pedagoškom centru Crne Gore na poslovima izvršnog direktora Centra. Maja 2002.g. sam izabran za predavača više škole na Filozofskom fakultetu u Nikšiću na Odsjeku za predškolsko vaspitanje (predmeti: Predškolska pedagogija i Metodika vaspitnoobrazovnog rada), a uporedo sam radio i na poslovima nastavnog saradnika na Odsjeku za obrazovanje učitelja na predmetu Opšta pedagogija. Nakon odbrane doktorske disertacije izabran sam u zvanje docenta za predmet Opšta pedagogija na Filozofskom fakultetu u Nikšiću (februar 2005.g.), a potom u zvanje vanrednog profesora (februar 2010) i od tada sam na Univerzitetu Crne Gore bio angažovan na slijedećim fakultetima/predmetima:

1 Filozofski fakultet Nikšić - nastavik na slijedećim disciplinama: Komparativna pedagogija I - Savremeni pedagoški pravci; Komparativna pedagogija II – Savremeni obrazovni sistemi;

Savremeni predškolski sistemi; Uvod u pedagogiju; Teorija vaspitanja; Osnovi pedagogije; Interkulturalna pedagogija; Socijalna pedagogija, Evaluacija predškolske ustanove;

2. Studijski program za obrazovanje učitelja u Beranama: Uvod u pedagogiju; Teorija vaspitanja (2006-2014);

3. Fakultet likovnih umjetnosti i Muzička akademija Cetinje: nastavnik na disciplinama Pedagogija i Didaktika (2007-2009);

4. Studijski program za obrazovanje učitelja na albanskom jeziku: nastavnik na disciplinama: Uvod u pedagogiju, Teorija vaspitanja i Didaktika (2004-2007);

5. Prirodno-matematički fakultet: nastavnik na disciplini Pedagogija na studijskim programima za matemariku, fiziku i biologiju (2014-).

Dodatni radni angažmani Pored bazičnih radnih angažmana, u prethodnom periodu aktivno sam angažovan i na brojnim drugim poslovima i radnim zadacima u zemlji i inostranstvu. Među najznačajnijim dodatnim angažmanima u Crnoj Gori, izdvajam slijedeće: član nacionalnog Savjeta za opšte obrazovanje Crne Gore u dva mandata, član Odbora za pedagogiju i psihologiju CANU, potpredsjednik Odbora za obrazovanje CANU, član radnog tima za potprojekat Obrazovanje u okviru nacionalnog projekta CANU „Crna Gora u XXI stoljeću – u eri kompetitivnosti", član Radne grupe Vlade Crne Gore za pregovore o pridruživanju EU (poglavlje 26 – Obrazovanje i kultura), član Vijeća društvenih nauka Univerziteta Crne Gore (2010-2013), član Senata Univerziteta Crne Gore (2013 - -), član Upravnog odbora za projekat „Evolunimont" u realizaciji Univerziteta Crne Gore; član Radnog tijela za reorganizaciju i integraciju Univeriteta Crne Gore.

Na polju naučno-istraživačkog rada ističem slijedeće: rukovodilac naučno-istraživačkih projekata odobrenih od strane Ministarstva nauke Crne Gore „Indikatori razvoja multikulturalnosti i gradanske svijesti u obrazovnom sistemu Crne Gore" (2010-2012) i „Razlozi neuspjeha djece romske populacije u obrazovnom sistemu Crne Gore" (2012-2014), te vodeći istraživač na naučno-istraživačkom projektu „Evaluacija reforme predškolskog obrazovanja u Crnoj Gori" (2012-2014). Na polju strukturalnih i kurikularnih reformi ističem slijedeće: akademski rukovodilac TEMPUS projekta „Education Policy Support Program" (2010-2013), institucionalni koordinator za Univerzitet Crne Gore TEMPUS projekta „CONGRAD" (2012-2014), te vodeći saradnik na TEMPUS projektu „Foundation of Inclusive Education in Montenegrin Higher Education" (2012-2015).

Član sam i nacionalnog HERE tima (Higher Education Reform in Europe), imenovan od strane Evropske komisije. Na polju bilateralne univerzitetske saradnje ističem slijedeće: rukovodilac projekta razmjene nastavnog kadra i studenata sa Univerzitetom Juveskula iz Finske, te rukovodilac projekta bilateralne naučno-istraživačke saradnje sa Odsjekom za pedagogiju Sveučilišta u Zagrebu (projekat odobren od strane Ministarstva nauke Crne Gore i Ministarstva znanosti Republike Hrvatske, 2012-2014). Na listi sam eksperata za evaluaciju Savjeta za visokoškolstvo Crne Gore, te na listi međunarodnih eksperata Agencije za razvoj visokog obrazovanja i osiguranje kvaliteta Bosne i Hercegovine. Pri Generalnom direktoratu za istraživanje i inovacije Evropske komisije, imenovan sam za nacionalnu kontakt osobu za program „Science

in Society" (2012-2015). Predsjednik sam Odbora za obrazovanje Nacionalne komisije Crne Gore za saradnju sa UNESCO, član recenzentskih komisija pri Zavodu za udžbenike i nastavna sredstva; član komisija za polaganje stručnih ispita imenovan od strane Zavoda za školstvo Crne Gore; predsjednik Upravnog odbora Centralne narodne bibilioteke „Đurđe Crnojević" na Cetinju, imenovan od strane Vlade Crne Gore; autor sam i implementator deset programa za profesionalno usavršavanje nastavnika koji su akreditovani od strane Zavoda za školstvo; član Crnogorskog nacionalnog odbora za procjenu stanja „Prava djeteta u Crnoj Gori".

Od angažmana na međunarodnom planu, kao najznačajnije izdvajam: član "Internacionalne Step by Step Asocijacije" sa sjedištem u Amsterdamu – Holandija i član njenog Borda direktora u mandatu 2002 – 2004.g.; član Internacionalnog savjetodavnog komiteta Svjetskog obrazovnog foruma čije je sjedište u USA (2011 - -); član sam i zastupnik za Crnu Goru NAEYC – USA (Natioanl Association for Education of Young Children) sa sjedištem u Vašingtonu, a od maja 2009.g. član sam i Savjetničkog borda NAEYC za projekat »Problematika obrazovanja imigrantske djece«; član sam i zastupnik za Crnu Goru nacionalnog komiteta SAD za djecu sa posebnim potrebama (Council for Exceptional Children – Washington DC); bio sam programski direktor za implementaciju brojnih internacionalnih projekata u našem obrazovnom sistemu, od kojih su najznačajniji Roma Education Initiative, Step by Step Project, Reading and Writing for Critical Thinking Project, Inclusive Education, Minority Education i sl. i po tom osnovu ostvario aktivnu saradnju sa Roma Education Initiative Budapest, UNICEF, Open Society Institute New York, International Reading Association USA, Project for Ethnic Relation – Prinston University USA.

NAUČNOISTRAŽIVAČKA DJELATNOST

Monografije - Dio naučne monografije izdate od strane renomiranog međunarodnog izdavača

- Milić, S., Maslovarić, B., Novović, T. (2013) Basic elements of implementation of a concept of inclusive education. Independent Scientific Monograph. 1-57, 94-170. ISBN 978-3-659- 49601-1. Izdavač: Lambert Academic Publishing (Saarbrücken, Germany);
- Autorska naučna monografija izdata kod nas čiji je izdavač nacionalne akademije nauka/ državni univerzitet
- Milić, S. (2011) Indikatori razvoja multikulturalnosti i građanske svijesti u ranom djetinjstvu (predškolstvo i prvi ciklus osnovne škole) u obrazovnom sistemu Crne Gore. 1-220. ISBN 978-86-7798-063-4. Izdavač: Filozofski fakultet Univerziteta Crne Gore (Nikšić, Crna Gora);
- Dio naučne monografije izdate kod nas (i u okruženju) čiji su izdavači nacionalne akademije nauka i državni univerziteti i dio knjige studijskog karaktera izdate kod nas
- Milić, S. (2010) Značaj i specifična uloga ranog obrazovanja. U monografiji »Crna Gora u XXI stoljeću – u eri kompetitivnosti« - Obrazovanje /urednik akademik Perko Vukotić. CANUposebna izdanja - monografije i studije, 73 (10): 45-61. ISBN 978-86-7215-240-1. Izdavač: Crnogorska akademija nauka i umjetnosti (Podgorica, Crna Gora;
- Milić, S. (2010) Inicijalno obrazovanje nastavnog kadra u Crnoj Gori. U monografiji »Crna Gora u XXI stoljeću – u eri kompetitivnosti« - Obrazovanje /urednik akademik Perko

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Radovi objavljeni u časopisima koji se nalaze u međunarodnim bazama podataka

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- Ginsberg, M., Milić, S. (2009) Early Childhood and Development as the Seeds for Integration and Social Inclusion of Immigrant Families in New Host Societies, presentation at International Step by Step Association 10th Annual Conference "Seeds of Change – Effective Investment in Early Childhood for Enduring Social Progress" (October 14-17, 2009, Bucharest, Romania);
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- Milić, S. (2013) Europeizacija obrazovnih sistema i harmonizacija obrazovnih politika, Zbornik radova sa Znanstveno-stručne međunarodne konferencije "Ka novim iskoracima u odgoju i obrazovanju" (11.10.2013., Sarajevo, Bosna i Hercegovina);
- Milić, S. (2013) Evaluation of inclusive education in education system of Montenegro, , Proceedings of II International scientific and practical conference "Development of inclusive education: problems, search of solutions" organized by Ministry of Education of Tajikistan and Academy of Education of Tajikistan (November 21st, 2013 – Dushanbe, Tajikistan);
- Milić, S. (2014) Perception of early childhood education in Montenegro, presentation at 24th EECERA Conference (European Early Childhood Education Research Association) "Us, them & me: Universal, Targeted or Individuated Early Childhood Programmes" (September 7-10, 2014, Crete, Greece);
- Milić, S. (2013) Interkutlrualni dijalog u nastavi povijesti, izlaganje na Međunarodnoj znanstvenoj konferenciji "Interkulturalni kurikulum i odgoj za različtiost", Filozofski fakultet Zagreb (decembar 2013);
- Milić, S. (2014) Civilizacijski i znanstveni aspekti razvoja ideje inkuzivnog obrazovanja, izlaganje na Međunarodnoj znanstvenoj konferenciji "Interkulturaln obrazovanje i europske vrijednosti", Filozofski fakultet Zagreb (jun 2014);

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- Milić, S. (2011) Interkulturalna dimenzija obrazovanja nastavnog kadra, predavanje na Naučnom skupu »Koncepti ljudskih i dječijih prava i njihova realizacija u obrazovnom sistemu«, u Zborniku radova sa naučnog skupa u organizaciji Filozofskog fakulteta Nikšić i Zavoda za školstva /Podgorica, 21. januar 2011.g., 1:57-72. ISBN 978-86-7798-052-8. Izdavač: Filozofski fakultet Univerziteta Crne Gore (Nikšić, Crna Gora);
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<u>Uvodno, objavljeno plenarno predavanje na sastancima sa međunarodnim učesnicima</u>

- Milić, S. (2012) Meeting Teacher's Standards in Montenegro, Regional conference Introduction and implementation of standards-based education in SEE – models and challenges 11-12 December 2012, Belgrade, Serbia / ERI SEE i COP http://www.cep.edu.rs/en/about-cep/eri-see

<u>Recenziranje radova koji se nalaze u međunarodnim bazama podataka</u>

- Does history make a good citizen?: The Role of Adult Education in the Process of Rethinking the Past and its Impact on Democratization. A Case Study in Eastern Europe. Australian Journal of Adult Learning (Manuscript Number: AJAL 325);

<u>Recenziranje radova koji sene nalaze u međunarodnim bazama podataka, ali imaju redovnu međunarodnu distribuciju</u>

- Promjene u akademskoj profesiji: Odgovor na izazove u društvu.Autori: Bojana Ćulum, Jasminka Ledić, Branko Rafajac, Nena Rončević i Marko Turk (2012). ISBN 978-953-6104-89-5. Izdavač: Filozofski fakultet Sveučilišta u Rijeci (Rijeka, Hrvatska);
- [Inter]kulturalna dimenzija u odgoju i obrazovanju. Autori: Mrnjaus, Rončević i Ivošević (2013). ISBN 978-953-6104-98-7. Izdavač: Filozofski fakultet Sveučilišta u Rijeci (Rijeka, Hrvatska);
- Novi put – Nevo drom – Nove Kalja. Autor: Neven Hrvatić (2014). ISBN 978-953-56216-2-1. Izdavač: Filozofski fakultet Sveučilišta u Zagrebu (Zagreb, Hrvatska);
- Future Scenario of Alternative Welfare: A Case Study of Khon Kaen Province. British Journal of Education, Society & Behavioural Science (Manuscript Number: 2014_BJESBS_9306)

<u>PEDAGOŠKA DJELATNOST-Korišćenje referentnih stranih univerzitetskih udžbenika</u>

- Re-Reading Education Policies - A Handbook Studying the Policy Agenda of The 21st Century /ISBN 978-90-8790-829-4/
- Psilosophy of Education – An Anthology /Edited by Randall Curren, ISBN 978-1-4051-3022-6 34. Philosophical and Ideological Voices in Education /Gerald Gutek, ISBN 0-205-36018-1 35.
- Advancing Quality Cultures for Teachers Education in Europe – Tensions and Opportunities/ Hudson, B., Zgaga, P., Astrand, D., ISBN 978-91-7459-042-5; 36.

- Early Childhood Education - An Introduction/ Seefeldt, C. & Barbour, N., ISBN 0-13-748147-

<u>Studijski priručnici (skripta, hrestomatije..)</u>

- Interkulturalna pedagogija – Filozofski fakultet (skripta)

<u>Gostujući profesor na inostranim univerzitetima</u>

- Gostujući profesor na Univerzitetu Jyvaskyla – Finska, nov-dec 2011

<u>Stručna knjiga objavljena u zemlji</u>

Milić, S. (2010): Strategije vaspitno-obrazovnog rada sa agresivnom djecom i mladima, u »Naša škola – komunikacijom do znanja« / urednik D. Popović .- Podgorica: Zavod za udžbenike (str. 29-35) ISBN 978-9940-24-004-2 4.4

<u>Objavljeni prikazi, izvještaji i ekspertize</u>

Milić, S. (2009): Review of »The Construction of a New Profession« by Dr Jan Peeters; International Magazine for Educational Sciences and Practice .- Education for All Forum Montenegro (No. 5-6/2009, pp. 43-44) ISSN 1800-5535

<u>Ostala dokumentovana stručna djelatnost</u>

- Potpredsjednik Odbora za obrazovanje CANU;
- Član Odbora za pedagogiju i psihologiju CANU;
- Član Vijeća društvenih nauka UCG (2010- 2013);
- Član Senata UCG (2013 - -);
- Predsjednik Odbora za prosvjetu i mlade Nacionalne komisije za saradnju sa UNESCO (2011-);
- Popović, D, Milić, S i dr. (2010): Vodič za trenere .- Podgorica: Zavod za školstvo;
- Član Radne grupe Ministarstva prosvjete i nauke CG za izradu modela licenciranja i relicenciranja nastavnika;
- Član Komisije za izradu Elaborata postdiplomskih magistarskih studiju na Studijskom programu za predškolsko vaspitanje;
- Ekspert Savjeta za visoko obrazovanje Crne Gore za akreditaciju novih studijskih programa (http://www.mpin.gov.me);
- Međunarodni ekspert Agencije za razvoj visokog obrazovanja i osiguranje kvaliteta Bosne i Hercegovine (http://www.hea.gov.ba/Kvalitet/lista eksperata)
- Recenzent časopisa Učiteljskog fakulteta u Beogradu »Inovacije u nastavi« (2014 -);
- Institucionalni koordinator TEMPUS CONGRAD projekta (2011-2014);
- Akademski koordinator TEMPUS projekta EDUCATION POLICY (2010-2013);
- Član projektnog tima TEMPUS projekta FOSFIM (2012-2015);
- Recenzent Australian Educational Researcher (SSCI Thomson reuters list – 2013)
- Član International Organizing Commitee – World Forum on Early Care and Education (Redmond – USA, 2011 - -)
- Član nacionalnog tima projekta Higher Education Reform in Europe (2012 - -);

- Recenzent Zavoda za udžbenike i nastavna sredstva CG (2008 - -);
- Autor i realizator brojnih akreditovanih seminara za profesionalno usavršavanje nastavnog kadra (Katalog Zavoda za školstvo CG);
- Rukovodilac naučno-istraživačkog projekta »Indikatori razvoja multikulturalnosti i građanske svijesti u obrazovnom sistemu Crne Gore« - projekat podržan od Ministrstva prosvjete i nauke CG (2008-2011);
- Rukovodilac naučno-istraživačkog projekta »Razlozi neuspjeha djece romske populacije u obrazovnom sistemu Crne Gore« - projekat podržan od Ministrstva prosvjete i nauke CG (2012-2014);
- Član tima naučno-istraživačkog projekta »Evaluacija reforme predškolskog obrazovanja u obrazovnom sistemu Crne Gore« - projekat podržan od Ministrstva prosvjete i nauke CG (2012-2014);
- Dobitnik stipendije Ministarstva vanjskih poslova Izraela i učešće na međunarodnom seminaru u Jelusalimu »Professional Development for Teachers" 29. avgust – 22. septembar 2011.g.)

SVEUČILIŠTE U ZAGREBU		
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Sveučilište u Zagrebu
VIJEĆE DRUŠTVENO-HUMANISTIČKOGA PODRUČJA

Na temelju članka 24. Statuta Sveučilišta u Zagrebu, na prijedlog Povjerenstva za utvrđivanje kriterija i potvrdu izbora u zvanja,

Vijeće društveno-humanističkoga područja potvrđuje da je
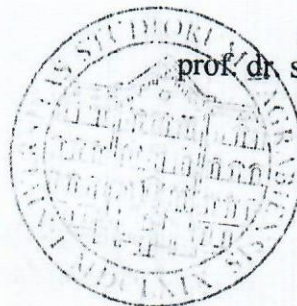
dr. sc.
MARIJA BARTULOVIĆ

izabrana
u znanstveno-nastavno zvanje

izvanredne profesorice

u području društvenih znanosti,
znanstveno polje: pedagogija,
znanstvena grana: opća pedagogija
na Filozofskom fakultetu

Klasa: 640-02/22-03/110
Zagreb, 19. listopada 2022.

PREDSJEDNIK VIJEĆA DRUŠTVENO-HUMANISTIČKOGA PODRUČJA

prof. dr. sc. Lajoš Žager

Životopis

Marija Bartulović rođena je 1982. godine u Zagrebu. Osnovnu školu završava u Velikoj Gorici, a jezičnu gimnaziju u Zagrebu. Godine 2005. diplomirala je sociologiju i pedagogiju na Filozofskome fakultetu Sveučilišta u Zagrebu, a 2007. godine zaposlena je kao znanstvena novakinja na Odsjeku za pedagogiju Filozofskoga fakulteta Sveučilišta u Zagrebu kao suradnica na projektu Interkulturalni kurikulum i obrazovanje na manjinskim jezicima. Iste godine upisuje Doktorski studij pedagogije. Doktorirala je 2013. godine s temom Rodna jednakost kao dimenzija interkulturnoga kurikuluma, pod mentorstvom prof. dr. sc. Nevena Hrvatića. Od 2016. godine u znanstveno-nastavnome je zvanju docentice na Odsjeku za pedagogiju Filozofskoga fakulteta Sveučilišta u Zagrebu. U znanstveno-nastavno zvanje izvanredne profesorice u području društvenih znanosti, polje pedagogija, izabrana je 2022. godine. Sudjelovala je u izvođenju nastave niza kolegija na Odsjeku za pedagogiju, a trenutno je nositeljica i izvođačica kolegija Kvalitativna istraživanja obrazovanja, Osnove interkulturne pedagogije i Seksualna pedagogija. Do sada je objavila jedan priručnik (u suautorstvu), nekoliko poglavlja u knjizi te niz radova u znanstvenim časopisima, bila urednicom jedne znanstvene monografije te prezentirala rezultate istraživanja na brojnim domaćim i međunarodnim znanstvenim konferencijama, a bila je uključena i u različite znanstveno-istraživačke projektne aktivnosti. Sudjelovala je u različitim aktivnostima podupiranja profesionalnoga razvoja djelatnika u odgojno-obrazovnim ustanovama i popularizacije znanosti. Članica je uredništva znanstvenoga časopisa Intercultural Education te upravljačkoga odbora međunarodne organizacije International Association for Intercultural Education. Njen aktualni znanstveni rad usmjeren je na mogućnosti primjene kvalitativne metodologije istraživanja u visokoškolskoj nastavi i unapređenju kvalitete odgojno-obrazovne prakse; LGBT inkluzivnost odgojno-obrazovnih ustanova i unapređenje kvalitete obrazovne inkluzije učenika izbjeglica.

Popis radova:

a) **kronološki pregled objavljenih znanstvenih radova do izbora u posljednje znanstveno zvanje (više znanstvene suradnice; 2022. godina)**

Bartulović, M. (2007). Učitelj – lučonoša humanih vrijednosti u suvremenoj školi. U: V. Previšić, N. N. Šoljan i N. Hrvatić (ur.), *Pedagogija: prema cjeloživotnom obrazovanju i društvu znanja. 2. Svezak* (str. 40-49). Zagreb: Hrvatsko pedagogijsko društvo.

Hrvatić, N.; Bartulović, M. (2009), Škola budućnosti: nove kompetencije učitelja. U: V. Puževski i V. Strugar, V. (ur.), *Poruke XV. križevačkih pedagoških dana: Škola danas, za budućnost: znanstveno-praktični obzori* (str. 56-67). Varaždinske Toplice, Bjelovar, Križevci: Hrvatsko pedagoško-književni zbor.

Bartulović, M. (2009). Socijalna i emocionalna kompetencija kao dio pedagoške izobrazbe učitelja. U: G. Czékus, (ur.), *A TANÍTÓKÉPZÉS JÖVŐKÉPE - Budućnost obrazovanja učitelja* (str. 500-507). Subotica: Újvidéki Egyetem Magyar Tannyelvű Tanítóképző Kar Szabadka .

Bartulović, M. (2009). Spolni odgoj u kontekstu inkluzivnog obrazovanja. U: A. Bene (ur.), *Az esélyegyenlőség és a felzárkóztatás vetületei az oktatásban III.* (str. 28-33). Subotica: Újvidéki Egyetem Magyar Tannyelvű Tanítóképző Kar Szabadka.

Bartulović, M. (2011). Hofstedeova dimenzija muževnosti kao analitički okvir rodne jednakosti i seksualne različitosti. *Pedagogijska istraživanja, 8*(1), 171-183.

Bartulović, M., Kušević, B. i Širanović, A. (2012.), He, she, it: gender bias at teacher-student interaction at university. *Intercultural education, 23*(2), 147-159.

Bartulović, M. (2013). Kultiviranje žudnje: tijelo u feminističkoj pedagogiji. U: N. Hrvatić i A. Klapan (ur.), *Pedagogija i kultura-teorijsko-metodološka određenja pedagogijske znanosti 1. Svezak* (str. 72-80). Zagreb: Hrvatsko pedagogijsko društvo,

Bartulović, M. (2013). *Test konfrontacije: rodna dimenzija interkulturnog obrazovanja. Pedagogijska istraživanja, 10*(2), 265-283.

Bartulović, M. (2014). Nastava kao ritual. Integriranje feminističkih i interkulturnih načela u poučavanju. U: N. Hrvatić (ur.), *Interkulturalmo obrazovanje i europske vrijednosti* (str. 151-165). Zagreb-Virovitica: Odsjek za pedagogiju- Filozofski fakultet u Zagrebu i Visoka škola za menadžment u turizmu i informatici u Virovitici.

Bartulović, M., Bash, L. i Spajić-Vrkaš, V. (ur.) (2014). *IAIE Zagreb 2013: Unity and disunity, connections and separations: intercultural education as a movement for promoting multiple identities, social inclusion and transformation. Conference proceedings* (330 str.). Zagreb: Interkultura/IAIE.

Bartulović, M. i Kušević, B. (2014). *Interkulturna homofobija: LGBTIQ (ne)vidljivost u odgojno-obrazovnom kontekstu. Pedagogijska istraživanja, 11*(2), 53-70.

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b) kronološki pregled objavljenih znanstvenih radova nakon izbora u posljednje znanstveno zvanje (više znanstvene suradnice; 2022. godina)

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Na osnovu člana 72 stav 2 Zakona o visokom obrazovanju („Službeni list Crne Gore" br 44/14, 47/15, 40/16, 42/17, 71/17, 55/18, 3/19, 17/19, 47/19) i člana 32 stav 1 tačka 9 Statuta Univerziteta Crne Gore, Senat Univerziteta Crne Gore na sjednici održanoj 04.06.2020. godine, donio je

ODLUKU
O IZBORU U ZVANJE

Dr Tatjana Novović bira se u akademsko zvanje redovni profesor Univerziteta Crne Gore za **oblasti Opšta pedagoška oblast u predškolstvu i Pedagogija ranog djetinjstva,** na Filozofskom fakultetu Univerziteta Crne Gore, na neodređeno vrijeme.

SENAT UNIVERZITETA CRNE GORE
PREDSJEDNIK

Prof. dr Danilo Nikolić, rektor

Prof. dr Tatjana Novović

Diplomirala sam na Filozofskom fakultetu u Sarajevu, na odsjeku pedagogija i psihologija, 1987. godine i stekla pravo na stručni naziv – profesor pedagogije i psihologije. Na Filozofskom fakultetu u Beogradu, magistrirala sam 2004. god. na odsjeku za predškolsku pedagogiju na temu »Efekti projekta *Dječji vrtić kao porodični centar* na saradnju porodice i vrtića«.

Doktorsku tezu na temu »Uloga vaspitača u prvom razredu reformisane osnovne škole u Crnoj Gori«, odbranila sam 2008. godine na Filozofskom fakultetu u Beogradu.

Kao stručni saradnik, psiholog, u JPU »Ljubica Popović« u Podgorici, radila sam u periodu od 1990. do 1996. godine. Nakon toga angažovana sam kao prosvjetni inspektor za predškolsko vaspitanje i obrazovanje u Ministarstvu prosvjete i nauke (1996–2003), a od 2003. do 2007. godine, kao samostalni savjetnik za predškolsko vaspitanje i obrazovanje u Zavodu za školstvo Crne Gore. Od akademske 2007/08. godine angažovana sam kao saradnik u nastavi na Filozofskom fakultetu, u Nikšiću. Od 25. 09. 2009. godine, na osnovu *Odluke o izboru u zvanje* Univerziteta Crne Gore, kao docent realizovala sam nastavu na Filozofskom fakultetu, za predmete: Predškolska pedagogija I, Predškolska pedagogija II, i Savremene tendencije u predškolskoj pedagogiji na Studijskom programu za pedagogiju, Predškolska pedagogija i Savremene tendencije u predškolskoj pedagogiji na specijalističkom Studijskom programu za predškolsko vaspitanje na Filozofskom fakultetu u Nikšiću. Od 2015.godine, u zvanju vanrednog profesora, izvodim nastavu na već pomenutim disciplinama na st.programima za Pedagogiju i Predškolsko vaspitanje i obrazovanje, kao i master programu za Inkluzivno obrazovanje, na Filozofskom fakultetu u Nikšiću.

Tokom proteklog perioda aktivno sam učestvovala i učestvujem u nekoliko važnih projekata od nacionalnog i međunarodnog značaja.

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Učešće u međunarodnim naučnim projektima

Evaluacija reforme obrazovanja u Crnoj Gori (2012) Ministarstvo prosvjete Crne Gore,

Evaluacija efekata predškolskog vaspitanja i obrazovanja, Ministarstvo prosvjete CG, Ministarstvo nauke CG, UCG
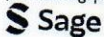
Bilateralni projekat sa katedrom za pedagogiju u Zagrebu, pod nazivom, *Interkulturalno obrazovanje i europske vrijednosti*

TEMPUS projekat *FOSFIM (Foundation of study programme for inclusive education in Montenegro)*, koji je bio usmjeren na afirmaciju inkluzije na univerzitetskom nivou, regionalni projekat *Regional Support for Inclusive Education* u organizaciji Savjeta Evrope

ERASMUS+ projekat KEY (Keep Educating Yourself)2018-2021.

Učešće u bilateralnom naučnoistraživačkom projektu „Kvalitet procesa predškolskog vaspitanja u Republici Sloveniji i Crnoj Gori" UCG, St.program za pedagogiju na Filozofskom fakultetu u Nikšiću i St.program za pedagogiju i andragogiju u Ljubljani

Original Research

The Incidence and Forms of Cyberbullying and the Connection Between Cyberbullying and Self-Esteem Among High School Students in Montenegro

Marija Draganić[1] , **Snežana Grbović[2], and Antoaneta Adžić Zečević[2,3]**

Abstract

This research has been motivated by a lack of studies related to cyberbullying in Montenegro. The main goal of the research has been to evaluate the incidence of cyberbullying and its most common forms among high school students in Montenegro, as well as whether it is committing and experiencing cyberbullying connected to the self-esteem of high school students. As many as 202 students from 10 Montenegrin high schools have participated in the research. Schools from the northern, central, and southern regions of Montenegro have been included. The research results analysis has shown that high school students commit and experience various forms of cyberbullying. The results have shown that, when it comes to committing it, the most common forms are online ridicule and online identity concealment, while the least common are e-mail insults, as well as online fraud. When it comes to experiencing cyberbullying, based on the data analysis, we can conclude that the most common forms among high school students are online gossip/slander, spreading online rumors, and online identity concealment. According to the results of our research, high school students experience online fraud and e-mail insults the least. As for the connection between committing and experiencing cyberbullying and self-esteem, we have concluded that there is a statistically significant connection between committing and experiencing verbal cyberbullying and online counterfeiting/criminal acts since high-school students committing and experiencing verbal cyberbullying and online counterfeiting/criminal acts possess higher self-esteem than those uninvolved. However, the level of self-esteem is quite low over the whole sample. Committing and experiencing online identity concealment/lies are not related to low self-esteem in high-school students.

Introduction

Electronic communication is something that has become an integral part of the lives of children and young people nowadays. Children use the Internet every day and for various purposes. In addition to numerous benefits, using the Internet also brings unwanted experiences. One such experience is cyberbullying. Several names are being used for it: e-violence, online violence, internet violence, virtual violence, or digital violence (Popovic-Citic, 2009). Cyberbullying was initially difficult to define due to the complex forms that this type of violence encompasses (Dooley et al., 2009). Popovic-Citic (2009) defines it as a "special form of peer violence that takes place through the mediation of information and communication

technologies, primarily computers and mobile phones" (p. 44). *Cyberbullying* includes "inciting group hatred, attacks on privacy, harassment, stalking, insults, unscrupulous access to harmful content, and sharing violent and offensive comments" (Buljan Flander et al., 2010, p.

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12). In addition, it can include sending cruel, vicious, sometimes even threatening messages, as well as creating websites that contain stories, drawings, pictures and jokes at the expense of peers" (Buljan Flander et al., 2010, p. 12). Cyberbullying is an aggressive and deliberate act of an individual or a group, carried out with the help of electronic forms of communication, repetitively and over a prolonged period, against victims who cannot defend themselves (Smith et al., 2008, according to Dooley et al., 2009, p. 182). Cyberbullying has most often been defined as a repeated, deliberate hostile, and violent behavior, committed by individuals or groups, demonstrating their power, using various electronic devices to inflict pain, injury, or harm on victims unable to defend themselves (Beran & Li, 2008). Cyberbullying is a type of abuse that refers to activities performed through digital technologies. These actions intend to offend someone directly or indirectly. This includes a wide range of behaviors such as verbal abuse, anonymous and malicious phone calls, blackmail, putting the victim into various types of embarrassing situations, as well as humiliating someone online or via electronic media (Hinduja & Patchin, 2008).

Cyberbullying is the violence that children and young people commit to the detriment of their peers. It presents a deliberate, hostile, and repetitive action aimed at causing physical and emotional harm. The perpetrators are people who are physically stronger or are perceived as such, psychologically more powerful or socially privileged, that is, more accepted in a peer society (Sesar et al., 2012). According to Patchin and Hinduja, cyberbullying is defined as "intentional and repeated harm to another person using a computer, telephone, and other electronic devices" (Hinduja & Patchin, 2009, p. 5). Cyberbullying is a special form of harassment that occurs through information and communication technologies, especially mobile phones and computers (Kowalski et al., 2008).

Chisholm (2006) defined cyberbullying as a threatening, offensive humiliation of people using electronic media such as mobile phones, e-mail, and websites. Cyberbullying is "an aggressive, deliberate act committed by a group or individual, using electronic forms of contact, constantly or from time to time, against a victim who cannot easily defend" (Pelfrey & Weber, 2014, p. 398). Cyberbullying can potentially infiltrate the lives of victims 24 hr a day and involves a steady increase in audiences (Polanco, 2018). Raskauskas and Stoltz (2007) believe that the term cyberbullying refers to indirect aggression in which victims suffer insults, ridicule, intimidation, harassment, and threats.

High self-esteem in childhood and adolescence has been proven to result from good relations with age peers (Jackson & Bracken, 1998). On the other hand,

experiencing bullying first-hand has been proven to result in low self-esteem (Brito & Oliveira, 2013; Sesar et al., 2012). However, it is not quite clear whether low self-esteem is a risk factor or a consequence of the experienced bullying. Namely, while certain studies indicate higher self-esteem in bullies (Salmivalli et al., 1999), other studies find it lower in comparison to age peers (Jankauskiene et al., 2008). The few studies examining the nature of this relationship in a cyber environment indicate lower self-esteem in cyberbullying victims (Cénat et al., 2014; Patchin & Hinduja, 2010) as well as lower self-esteem in children committing (Patchin & Hinduja, 2010) as well as in children both committing and experiencing cyberbullying.

Literature Review

The Incidence and Forms of Cyberbullying

Cyberbullying is very widespread around the world nowadays. "Young people today have direct access to the Internet from personal computers and mobile devices, whether at home, schools or in public places." (Ferrara et al., 2018, p. 1). The results of the research conducted by Peled show that cyberbullying is committed through different electronic media like email, instant messaging, chat rooms, SMS, and social networking sites (Peled, 2019). Sometimes teenagers create a website and share videos to mock other teens. It also occurs that they make and share unauthorized videos of their coevals, in order so that others can judge, tag or comment (Hinduja & Patchin, 2020).

The research conducted by Lee and Shin in Korean high schools showed that 34% of surveyed students were involved in cyberbullying; 6.3% were bullies, 14.6% were victims and 13.1% were both bullies and victims (Lee & Shin, 2017). The results of research conducted by Machimbarrena and Garaigordobil show that "20.3% ($n = 404$) were pure victims, 6.1% ($n = 121$) pure bullies, 23.9% ($n = 476$) bully-victims, and 28.9% ($n = 575$) pure bystanders of bullying. With respect to cyberbullying, 13.4% ($n = 267$) were pure cyber victims, 0.7% ($n = 13$) pure cyberbullies, 3.1% cyberbully-victims ($n = 62$), and 25.6% ($n = 510$) pure cyber bystanders. In addition, the results reveal that verbal aggression and offensive or insulting messages were the most prevalent forms of aggression in bullying and cyberbullying, respectively. 36.6% of the sample had suffered verbal aggression and 8.4% had received offending or insulting messages. These data show that bullying and cyberbullying are considerably prevalent in this educational stage." (Machimbarrena & Garaigordobil, 2018, p. 1). The results of a survey conducted in five high schools in Belgrade have shown that 10% of students aged 11 to 15 had carried out this type of activity toward other

students. In addition, research has shown that 20% of students had been victims of such virtual campaigns (Popovic-Citic et al., 2011, p. 412). On a sample of 3,786 Serbian high school students, 3,078 parents, and 1,514 teachers, Popadić and Kuzmanović found that 22% of respondents had reported experiencing violence by a phone, 18% of them had experienced harassment via social networks, while 12% of them had publicly commented on their acquaintances in a hurtful way. As many as 66% experienced at least one form of cyberviolence, out of which 23% of children experienced a single instance of one form of violence, 16% two forms, and 27% three or more types of cyberbullying (Popadić & Kuzmanović, 2013).

When it comes to the forms of cyberbullying, Willard mentions frequent sending of insulting and provocative messages (harassment), arguments via e-mails saturated with insults and vulgar content, and communicating under a false name, but he also points out other forms, such as deliberate expulsion from online groups, disclosure of personal information, shared secrets or photographs not approved by the victim, slander and spreading rumors (Willard, 2007). This author also emphasizes cyberstalking, which is manifested by frequent sending of threatening messages and involvement in various social networks where the victim is active, to cause feelings of fear and insecurity (Willard, 2007). "Happy slapping is one of the latest forms of cyberbullying in which the perpetrator intentionally slaps the victim, records the attack, and posts it online" (Kowalski et al., 2008; according to Popovic-Citic, 2009). Bilić et al. (2014) divides these forms into three groups: harassment and intimidation, telling lies, and special forms of cyberbullying.

Authors of relevant pedagogical literature list several forms of this type of violence:

(a) e-mails containing vulgarities and insults, (b) sending threatening messages, (c) slandering and accusing others by sending rumors and lies, to ruin someone's reputation or relationships with others, (d) false identity: perpetrators present themselves as other persons (using their nicknames, passwords, etc.), doing things that destroy those persons' reputation and bring them into conflict with others, (e) intentionally expelling someone from an online group (forum, discussion list, etc.), (f) indiscretion—revealing someone's secrets, data and images that are not intended for the public (Rey & Ortega, 2007).

Slonje et al. also mention griefing and trolling. Griefing refers to harassing teammates while playing computer games and trolling refers to writing comments that interfere with "normal" communication (Slonje & Smith, 2008). Ciboci (2014) talks about hate groups on a Facebook social network that were created to insult, belittle, and criticize peers, acquaintances, teachers, or celebrities. Such groups have common characteristics, the most prominent of which are: orientation toward a larger number of people; accusing girls of promiscuity and insulting boys; intolerance shown by the followers rather than by the founders of the groups themselves; relatively short-term orientation of these groups; usage of numerous swear words and vulgarities; victims of hate groups most often being called by their full names. Mention has also been made of the division into verbal cyberbullying, including insults and threats via SMS, e-mail, chat rooms, social networks, blogs, etc.; physical cyberbullying, including publication of videos of happy slapping; and psychological cyberbullying, including spreading lies and slandering someone, as well as avoiding, isolating or excluding a person (Kaschnitz, 2016). According to the classification of cyberbullying, which takes as a criterion the media channels used by perpetrators, there are the following types: harassment via phone calls, text messages, photos, or videos; harassment via e-mail, instant messaging, or websites; harassment in chat rooms, via social networking sites (Smith et al., 2006). In the instructions published by the Tulane University School of social work, four types of cyberbullying have been identified, namely: abuse, harassment, flaming, and exclusion from social media (Tulane University, 2018).

When it comes to the forms of cyberbullying that students most often experience, the results have pointed to insults and name-calling (Juvonen & Gross, 2008). In their study, the sample included 677 teenagers, Goebert et al. (2011) concluded that one out of two respondents had been a victim of cyberbullying. Çetin et al. (2011) obtained results that the most common forms of cyberbullying were posting offensive comments online, entering someone else's website without permission, as well as online ridicule. On the other hand, the least represented forms were forcing someone to talk about sex and sharing photos of sexual content. Using the same scale of committing and experiencing cyberbullying, Đuraković et al. (2014) have obtained data that students most often commit and experience online gossip and ridicule, while they rarely commit and experience online hacking of other people's web pages and editing photos offensively.

Cyberbullying and Self-Esteem in High-School Students

Being involved in cyberbullying, whether as a victim, bully, or both, is an utterly negative experience related to numerous negative consequences (Kumpulainen et al., 1998). Violent behavior consequences can be long-term and very serious. Numerous studies have dealt with the

harmful consequences of bullying on victims. However, bullies themselves also have a higher risk of future psychopathology, and criminal and suicidal behavior (Kumpulainen & Räsänen, 2000). Those who have been both bullies and victims show problematic behavior, psychoactive substance abuse, depressive symptomatology, and low-level performance in school (Ybarra & Mitchell, 2004b). Studies have also shown that bullies/victims suffer from low self-esteem and low self-control, suicidal ideas, a higher risk of self-harm, bad physical health, as well as loneliness. Empirical data indicate that harmful behaviors such as depression, anxiety, anger, socially undesirable personality traits, and low self-esteem, make a foundation for being a bully/victim. Also, those spending more time online are believed to become more proficient technologically and more prone to be involved in cyberbullying as victims or bullies (Kowalski et al., 2014). Numerous studies have shown that cyberbullying is related to low self-esteem, family issues, academic underachievement, school violence, and delinquent behavior (Hinduja & Patchin, 2007; Patchin & Hinduja, 2010; Ybarra & Mitchell, 2004a).

Victims of cyberbullying have problems with behavior, substance abuse, and many other problems as well as low self-esteem (Hamm et al., 2015; Tokunaga, 2010). Students which had experienced cyberbullying, have problems with grades at school, intrapersonal problems, family problems, are prone to depression, use of psychoactive substances and abuse, are helpless, sad, have suicidal thoughts, and problems with self-esteem (Garaigordobil et al., 2020; Peled, 2019; Tural Hesapcioglu & Ercan, 2017).

Low self-esteem is another thing "inciting" adolescent bullying (Safaria, 2016). When it comes to cyberbullying, this form of violence is being committed to regain, regulate or reinforce self-esteem (Rigbi & Slee, 1993). Kowalski and Limber (2013) have found that bullies show higher levels of depression and anxiety, and lower levels of self-esteem and academic achievement than those uninvolved. Ybarra and Mitchell (2004a) have pointed out that cyberbullies are less dedicated to school and school activities, and not fond of school altogether.

Studies show that cyberbullying victims are often socially isolated and characterized by low self-esteem and anger (Sheras, 2002). Also, victims deteriorate in academic achievement and are more frequently absent from school. Cyberbullying victims show lower concentration during studying, more frequent absences, and academic underachievement (Beran & Li, 2008). Certain studies of cyberbullying effects have shown that victims feel depressed, confused, scared, embarrassed, lonely, angry, and sad; that they have issues in relationships and lower self-esteem than those uninvolved (Mishna et al., 2009; Raskauskas, 2010). Cyberbullying victims experience

consequences such as depression, stress, low self-esteem, anxiety, irritability, and sleep disorder (Garaigordobil, 2011). They also emphasize that cyberbullying victims feel sad, angry, frustrated, and anxious. Ortega and González-Lloret (2015) have studied the consequences of cyberbullying on academic achievement and concluded that they exist. Cyberbullying victims show a lower level of self-esteem and a higher level of depression symptoms (Calvete et al., 2010). A Korean study indicates that victims experience negative consequences when it comes to self-esteem, depression, hope, as well as life satisfaction (You et al., 2016). Cyberbullying victims face stressful situations and experience a great deal of stress during this form of violence. Hawker and Boulton (2000) have pointed out that cyberbullying victims suffer from depression, loneliness, weak socialization, low self-esteem, and anxiety. Victims of cyberbullying show less self-esteem and have feelings of loneliness (Brighi et al., 2012). Some researchers concluded that besides gender, age, loneliness, school success, and pleasure, an important risk factor of being cyberbullied is self-esteem. (Kenny et al., 2018; Landstedt & Persson, 2014; Oriol et al., 2021).

Kowalski and Limber (2007) have found a relation between cyberbullying, anxiety, and low self-esteem. O'Brien and Moules (2013) argue that cyberbullying affects self-esteem.

The authors who conducted similar research came to comparable conclusions that low self-esteem is common for both victims and bullies. (Mazzone et al., 2017; Patchin & Hinduja, 2010). Rodríguez-Hidalgo et al. (2020) during their research concluded that low self-esteem is connected with cyberbullying among the respondents in Spain. The results of other research show that there are differences between genders regarding the influence of involvement in cyberbullying on self-esteem. The boys, both victims, and bullies have low self-esteem, and the girls who experienced cyberbullying have low self-esteem but that is not the case with the girls who are bullies. (Reignier et al., 2022). Some studies pointed out that youngsters with high self-esteem have fewer chances to be victims of cyberbullying, and persons with low self-esteem could be more exposed to cyberbullying. (Mobin et al., 2017; Modecki et al., 2013).

The Goal and Research Questions

This research has aimed to check whether and to what extent cyberbullying is present among high school students in Montenegro. In addition, we have studied which forms are the most common ones, and which are least frequently committed and experienced by high school students. We have also studied the connection between committing and experiencing cyberbullying and self-

esteem in high-school students. Accordingly, the following research questions have been formulated:

- Do high-school students commit and experience cyberbullying?
- Which is the most frequent form of cyberbullying among high-school students?
- Which is the least frequent form of cyberbullying among high-school students?
- Does committing/experiencing cyberbullying affect high-school students' self-esteem?

Method

Design and Participants

As many as 202 ($N = 202$) high school students from Montenegrin territory have participated in our research. The sample included third (97 students) and fourth grade (105 students) high school students in Montenegro. They are the children of 17 and 18 years. Among them the use of the Internet is very popular. 111 girls and 91 boys have taken part in the research.

The research covers the northern, southern, and central regions of Montenegro. The students of third and fourth grade were asked to fill in the scale of doing and experiencing cyberbullying, and then The Rosenberg Self-Esteem Scale. Before filling in the scale the respondents have been explained the purpose of this research and they have been asked to be honest. The respondents filled in the scale willingly and anonymously, so that the privacy of students were protected. The filling in of the scale was conducted during the lessons and it took approximately 30 min.

Before the research, we obtained approval from the Ministry of Education, of Montenegro. In addition, we have also obtained approval from the principals of all high schools covered by our research.

The research has been carried out toward the end of 2020.

Measures

Cyber-bullying

The Cyber victim and bullying scale have been used in this research (Çetin et al., 2011). The scale examines experiencing and committing cyber bullying. It consists of two parts, each part containing 22 particles. In the first part (*Experiencing Cyberbullying* subscale), on a scale from 1 (never) to 5 (always), participants assess whether the described behavior happened to them. In the second part (*Committing Cyberbullying* subscale), on identical particles, respondents assess whether they behaved in this way. Factor analysis conducted by Çetin et al. (2011 points to

three factors for each part: (a) verbal cyberbullying, (b) identity concealment, and (c) online counterfeiting. The percentage of explained variance is 46.38%. The internal consistency coefficients for both subscales (committing and experiencing violence) are 0.89. The final result is formed as the sum of the results of all particles, and the authors state that it can be expressed by (a) dimension of committing or experiencing, and (b) the above factors.

In our research, we have performed a factor analysis of the Scale of committing and experiencing cyberbullying. Analysis of the main axis factor with Varimax rotation has been conducted to assess the basic structure for 22 cases. After the rotation, the first factor accounted for 23.06% of the variance, the second factor accounted for 17.033%, and the third factor accounted for 15.048%. The percentage of explained variance is 55.141% for committing, and 65.211% for experiencing. Our factor analysis for both the subscale of committing and the subscale of experiencing has pointed to three factors, namely: (a) verbal cyberbullying, (b) online identity concealment/lies, and (c) online counterfeiting/criminal acts.

The restrictions of this scale are considering that we depend on the self-assessment of respondents and there is a possibility that they give socially acceptable answers. Although this scale is reliable and applicable to numerous types of research, the scale doesn't include all behaviors that can be characterized as cyberbullying.

Self-esteem

Self-esteem has been evaluated with the help of the Rosenberg self-esteem scale (RSE; Rosenberg, 1965). RSE is a measure of self-reporting 10 items for evaluating self-esteem (e.g., "generally, I am satisfied with myself"). Participants have been asked to assess themselves using a 4-level Likert scale (I disagree completely = 1, I agree = 4). The mean grade of the 10 items is in the range of 1 to 4, with higher values presenting higher levels of self-esteem.

Every answer is evaluated so that the answers from 1 to 5 are calculated based on the results from 4 to 1 and the answers from 6 to 10 are calculated based on results from 1 to 4. If the final result is between 30 and 40 points that indicate high self-esteem, the final result between 26 and 29 points indicates medium self-esteem, and the final result 25 points and less indicates low self-esteem.

RSE is highly reliable, consistent in factor structure, and convergently valid.

The restriction of this scale is reflected in that we lean on respondents' self-assessments that could be covered with a socially desirable and acceptable answer. We are also aware of the weakness of the sample we chose so some next research would be better conducted on a bigger sample.

Table 1. Committing Verbal Cyber Bullying.

		Frequency	Percentage	Valid percentage
Valid	Always	1	0.5	0.5
	Often	14	6.9	7.1
	Sometimes	26	12.9	13.3
	Rarely	46	22.8	23.5
	Never	109	54.0	55.6
	Total	196	97.0	100.0
Missing	No data	6	3.0	
Total		202	100.0	

Table 2. Committing Online Identity Concealment and Lies.

		Frequency	Percentage	Valid percentage
Valid	Always	2	1.0	1.0
	Often	19	9.4	9.7
	Sometimes	5	2.5	2.6
	Rarely	19	9.4	9.7
	Never	151	74.8	77.0
	Total	196	97.0	100.0
Missing	No data	6	3.0	
Total		202	100.0	

Table 3. Committing Online Counterfeiting and Criminal Acts.

		Frequency	Percentage	Valid percentage
Valid	Always	1	0.5	0.5
	Often	7	3.5	3.6
	Sometimes	8	4.0	4.1
	Rarely	48	23.8	24.9
	Never	129	63.9	66.8
	Total	193	95.5	100.0
Missing	No data	9	4.5	
Total		202	100.0	

Table 4. Experiencing Verbal Cyber Bullying.

		Frequency	Percentage	Valid percentage
Valid	Always	7	3.5	3.5
	Often	13	6.4	6.6
	Sometimes	25	12.4	12.6
	Rarely	46	22.8	23.2
	Never	107	53.0	54.0
	Total	198	98.0	100.0
Missing	No data	4	2.0	
Total		202	100.0	

Table 5. Experiencing Online Identity Concealment and Lies.

		Frequency	Percentage	Valid percentage
Valid	Always	1	0.5	0.5
	Often	7	3.5	3.6
	Sometimes	17	8.4	8.7
	Rarely	33	16.3	16.9
	Never	137	67.8	70.3
	Total	195	96.5	100.0
Missing	No data	7	3.5	
Total		202	100.0	

Table 6. Experiencing Online Counterfeiting and Criminal Acts.

		Frequency	Percentage	Valid percentage
Valid	Always	3	1.5	1.5
	Often	6	3.0	3.1
	Sometimes	25	12.4	12.8
	Rarely	44	21.8	22.4
	Never	118	58.4	60.2
	Total	196	97.0	100.0
Missing	No data	6	3.0	
Total		202	100.0	

The claims in both scales we used, were understandable to respondents. Before the research, the respondents had the opportunity to read both scales. After they were asked if the claims were totally clear and understandable. All respondents had the opinion that the claims were clear, understandable, and precise.

Results

Replies to the first research question, referring to the incidence of cyberbullying, can be read in Tables 1 to 3. We can see that out of 202 respondents (six of them did not fill in the scale), 44.39% have committed verbal cyberbullying, while 55.61% of them have never committed this type of peer violence. When it comes to online identity

concealment and lies, we can see that 22.96% replied that they had committed this type of cyberbullying, while 77.04% of them said that they had not committed this type of violence. This scale also was not completed by six respondents. From Table 3 we can see that online counterfeiting and criminal acts accounted for 33.16% of the total number of students who answered questions on the scale, while 66.84% never committed this type of cyberbullying. Nine students did not complete the scale.

Replies to the second research question, referring to the incidence of experiencing cyberbullying, can be read in Tables 4 to 6. From Table 4 we can see that 54.04% of respondents have never experienced verbal cyberbullying, while 45% have experienced this type of violence. Four respondents did not fill in the scale. From Table 5 we

Table 7. Mean Values and Standard Deviation Per Question (Committing Cyberbullying Scale).

| Std. deviation	Mean	N		
		Missing	Valid	
0.976	4.33	1	201	1. Rumoring on the Internet
1.078	4.28	1	201	2. Using nicknames on the Internet in a disturbing way
1.113	4.24	2	200	3. Using offensive symbols on the Internet
1.059	4.22	5	197	4. Mocking on the Internet
1.137	4.16	4	198	5. Making fun of shared information on the Internet
1.077	4.40	1	201	6. Writing offensive comments about news on websites
1.040	4.33	3	199	7. Using humiliating expressions on the Internet
0.922	4.53	1	201	8. Using someone's identity without his/her permission on the Internet
1.217	3.88	3	199	9. Hiding identity on the Internet
0.889	4.51	1	201	10. Entering someone's private page without permission on the Internet
0.822	4.65	4	198	11. Hacking someone's private webpage without permission
0.564	4.83	8	194	12. Sending infected files/programs via e-mails.
0.861	4.50	5	197	13. Sharing videos without permission on the Internet
0.985	4.34	5	197	14. Sharing someone's photos without permission on the Internet
0.823	4.55	5	197	15. Editing photos in an offensive manner on the Internet
0.985	4.46	4	198	16. Forcing to talk about sexual issues on the Internet
0.798	4.68	5	197	17. Using sexual symbols while chatting on the Internet
0.887	4.68	7	195	18. Sharing images with sexual content on the Internet
0.867	4.73	9	193	19. Using abusive/insulting language in e-mails
1.105	4.25	5	197	20. Using the Internet as a slandering tool
0.871	4.59	3	199	21. Using the Internet as a propaganda tool for own benefit
0.609	4.80	11	191	22. Using the Internet for fraudulent act
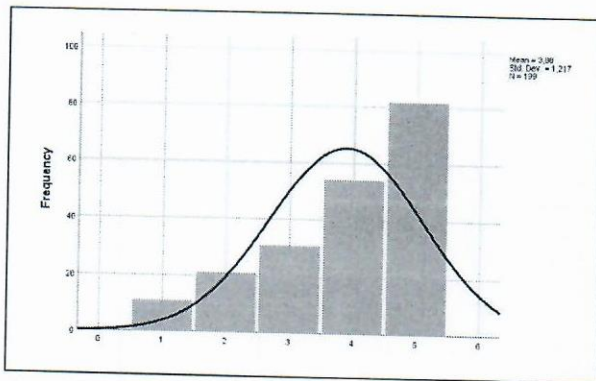
Figure 1. Presenting the answers to the question Committing Online Identity Concealment.

can see that 70.26% have never experienced online identity concealment and lies, while 29.74% of our respondents have experienced this type of cyberbullying. Seven respondents did not fill in the scale. From Table 6 we can see that 60.2% of students have never experienced online counterfeiting and criminal acts, while 39.8% of respondents have experienced this type of cyberbullying. Six respondents did not fill in the scale.

The presented results of the research have shown that high school students included in the sample of our research both commit and experience cyberbullying.

Our third research question was about the most common forms of cyberbullying among high school students.

From Table 7 we can see that when it comes to committing cyberbullying, the most common are online ridicule and identity concealment, while the least common forms are the use of offensive language via email and the use of the Internet for fraud.

More precisely, it has been concluded that among high school students, when it comes to committing cyberbullying, the most common form is online identity concealment, while the use of the Internet for fraud is the least common one.

Figure 1 shows the answers to the question: Online identity concealment—the form of cyberbullying that is most frequently committed among high school students.

Figure 2 shows the answers to the question: *Using the Internet for fraudulent acts*—the form of cyberbullying that is least frequently committed among high school students.

When it comes to experiencing cyberbullying among high school students in the sample of our research, from Table 8 we can conclude that the most common forms of cyberbullying among high school students are online gossip/slander, spreading online rumors, and online identity concealment. Based on the presented data obtained after statistical analysis, we can conclude that high school students experience online gossip/slander most, and online fraudulent acts least.
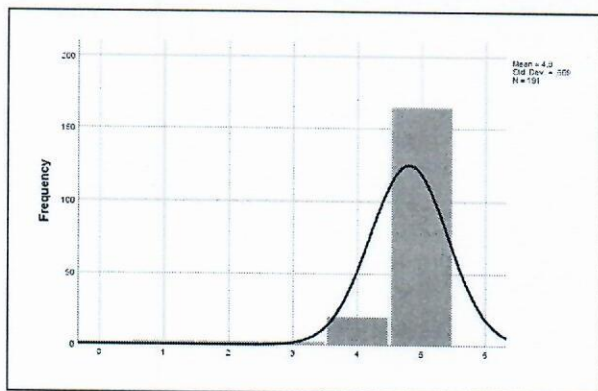
Figure 2. Presenting the answers to the question Using the Internet for Fraudulent Acts.

Figures 3 and 4 show the answers to the questions about experiencing online gossip/slander (most frequently experienced form of cyberbullying among high school students) and about experiencing online fraudulent acts (least frequently experienced form of cyberbullying among high school students).

We have seen that, when it comes to committing cyberbullying, the most common forms are online identity concealment and online ridicule, while the least common forms are insults via email and using the Internet for fraudulent acts. On the other hand, our research has shown that the most common forms of cyberbullying experienced by high school students are the use of the Internet for gossip/slander, spreading online rumors, and online identity concealment, while the least frequently experienced is online fraud.

When it comes to the connection between self-esteem and being involved in cyberbullying as a victim or a bully, Table 9 shows that Sig < .05, or more precisely Sig. = .000 for committing verbal online violence and self-esteem in high-school students. Accordingly, there is a statistically significant difference $p = .000$ between committing verbal online violence and self-esteem in high-school students. (Moderate, Severe, Mild, Normal, Extremely severe group), $F = 9.536$. When it comes to experiencing cyberbullying, we can see that Sig < .05, or more precisely Sig. = .000 for experiencing verbal online violence and self-esteem in high-school students. Accordingly, there is a statistically significant difference $p = .000$ between experiencing verbal online violence and self-esteem in high-school students. (Moderate, Severe, Mild, Normal, Extremely severe group), $F = 28.215$. Thus, it can be concluded that verbal online violence is connected with self-esteem. More precisely, being involved in verbal cyberbullying as a victim or a bully is connected with higher self-esteem. Table 9 shows that, Sig < .05 (Sig. = .000) for committing online counterfeiting/criminal acts and self-esteem in high-school students. Accordingly, there is a statistically significant difference $p = .000$ between committing online counterfeiting/

Table 8. Mean Values and Standard Deviation Per Question (Experiencing Cyberbullying Scale).

| Std. deviation	Mean	N		
		Missing	Valid	
1.131	4.23	1	201	1. Rumoring on the Internet
1.132	4.16	2	200	2. Using nicknames on the Internet in a disturbing way
1.130	4.21	2	200	3. Using offensive symbols on the Internet
1.140	4.14	3	199	4. Mocking on the Internet
1.228	4.36	2	200	5. Making fun of shared information on the Internet
1.064	4.30	1	201	6. Writing offensive comments about news on websites
1.121	4.35	6	196	7. Using humiliating expressions on the Internet
1.005	4.04	2	200	8. Using someone's identity without his/her permission on the Internet
1.250	4.39	2	200	9. Hiding identity on the Internet
0.965	4.49	4	198	10. Entering someone's private page without permission on the Internet
0.856	4.39	2	200	11. Hacking someone's private webpage without permission
1.035	4.35	4	198	12. Sending infected files/programs via e-mails.
1.031	4.19	7	195	13. Sharing videos without permission on the Internet
1.079	4.46	5	197	14. Sharing someone's photos without permission on the Internet
0.971	4.49	5	197	15. Editing photos in an offensive manner on the Internet
0.922	4.52	4	198	16. Forcing to talk about sexual issues on the Internet
0.865	4.60	4	198	17. Using sexual symbols while chatting on the Internet
0.901	4.67	5	197	18. Sharing images with sexual content on the Internet
0.778	4.02	3	199	19. Using abusive/insulting language in e-mails
1.248	4.51	4	198	20. Using the Internet as a slandering tool
0.940	4.74	5	197	21. Using the Internet as a propaganda tool for own benefit
0.619	4.23	12	190	22. Using the Internet for fraudulent act
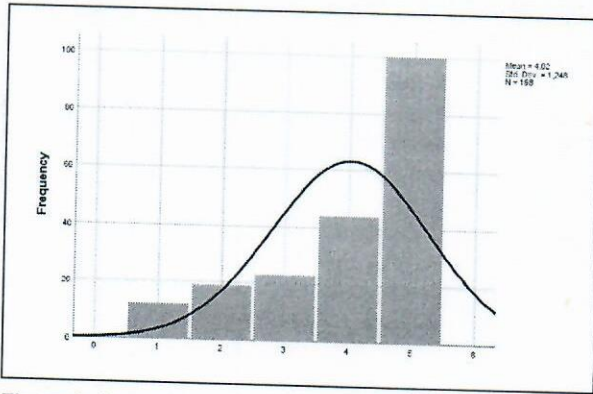
Figure 3. Presenting the answers to the question: Experiencing online slander.
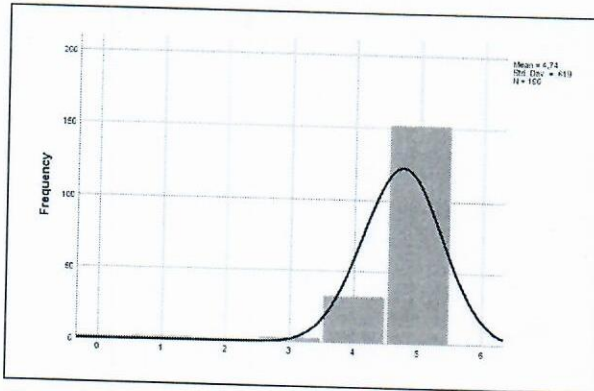

Figure 4. Presenting the answers to the question: Experiencing online fraudulent acts.

criminal acts and self-esteem in high-school students. (Moderate, Severe, Mild, Normal, Extremely severe group), $F = 16.162$. When it comes to experiencing cyberbullying, we can see that Sig < .05 (Sig. = .000) for experiencing online counterfeiting/criminal acts and self-esteem in high-school students. Accordingly, there is a statistically significant difference $p = .000$ between experiencing online counterfeiting/criminal acts and self-esteem in high-school students. (Moderate, Severe, Mild, Normal, Extremely severe group), $F = 10.397$. Based on these results, it can be concluded that committing and experiencing cyberbullying is statistically connected with self-esteem. More precisely, high-school students committing and experiencing cyberbullying in the form of online counterfeiting and criminal acts, possess higher self-esteem or higher opinion about their self-esteem, in comparison to their peers uninvolved in this form of cyberbullying. When it comes to the connection between committing online identity concealment/lies and self-esteem, Table 9 shows that Sig > .05, or more precisely Sig. = .879 for committing online identity concealment/ lies and self-esteem in high-school students. Accordingly, the difference of $p = .879$ between committing online identity concealment/lies and self-esteem in high-school students is not statistically significant. (Moderate, Severe, Mild, Normal, Extremely severe group), $F = 0.129$. We can see that Sig > .05, or more precisely Sig. = .056 for experiencing online identity concealment/ lies and self-esteem in high-school students. Accordingly, the difference of $p = .056$ between experiencing online identity concealment/lies and self-esteem in high-school students is not statistically significant. (Moderate,

Table 9. Anova–Cyberbullying and Self-Esteem.

		Sum of squares	df	Mean square	F	Sig.
Committing verbal cyber-bullying	Between groups	16.745	2	8.372	9.536	.000
	Within groups	169.459	193	0.878		
	Total	186.204	195			
Committing online identity concealment and lies	Between groups	0.263	2	0.132	0.129	.879
	Within groups	196.655	193	1.019		
	Total	196.918	195			
Committing online counterfeiting and criminal acts	Between groups	17.150	2	8.575	16.162	.000
	Within groups	100.808	190	0.531		
	Total	117.959	192			
Experiencing verbal cyber-bullying	Between groups	54.048	2	27.024	28.215	.000
	Within groups	186.766	195	0.958		
	Total	240.813	197			
Experiencing online identity concealment and lies	Between groups	4.048	2	2.024	2.932	.056
	Within groups	132.547	192	0.690		
	Total	136.595	194			
Experiencing online counterfeiting and criminal acts	Between groups	16.296	2	8.148	10.397	.000
	Within groups	151.255	193	0.784		
	Total	167.551	195			

Table 10. Rosenberg Self-Esteem Scale.

		Frequency	Percent	Valid percent	Cumulative percent
Valid	10 – low self-esteem	4	2.0	2.0	2.0
	11	7	3.5	3.6	5.6
	12	10	5.0	5.1	10.7
	13	6	3.0	3.0	13.7
	14	12	5.9	6.1	19.8
	15	17	8.4	8.6	28.4
	16	15	7.4	7.6	36.0
	17	14	6.9	7.1	43.1
	18	11	5.4	5.6	48.7
	19	15	7.4	7.6	56.3
	20	13	6.4	6.6	62.9
	21	13	6.4	6.6	69.5
	22	12	5.9	6.1	75.6
	23	8	4.0	4.1	79.7
	24	6	3.0	3.0	82.7
	25	2	1.0	1.0	83.8
	26	8	4.0	4.1	87.8
	27	6	3.0	3.0	90.9
	28	5	2.5	2.5	93.4
	29	4	2.0	2.0	95.4
	30	3	1.5	1.5	97.0
	31	2	1.0	1.0	98.0
	33	1	0.5	0.5	98.5
	34	2	1.0	1.0	99.5
	36 – high self-esteem	1	0.5	0.5	100.0
	Total	197	97.5	100.0	
Missing	No data	5	2.5		
Total		202	100.0		

Severe, Mild, Normal, Extremely severe group), $F = 2.932$. Based on these results, it can be concluded that committing and experiencing online identity concealment/lies is not statistically connected with self-esteem. More precisely, high-school students committing and experiencing this form of cyberbullying do not possess higher or lower self-esteem in comparison to their peers uninvolved in this form of cyberbullying.

It has been determined that self-esteem is generally low over the whole sample (84.2). This results from the developing phase in which the students are. Since these were adolescents, their emotional and social functioning is known to be very delicate.

The following Table 10 shows this:

Discussion

Conducted to reveal whether cyberbullying is present among high school students in Montenegro and which of its forms occur most frequently and most rarely, this research has provided results showing that this type of peer violence is indeed present and can occur in different

forms. However, when it comes to interpreting the results obtained, we must keep in mind certain limitations of this research. Although the research has included high schools from the northern, central, and southern regions of Montenegro, the answers obtained are partly limited by the sample on which they have been obtained, as well as by relying on the respondent's self-assessment. Also, the fact that some students have not given answers to some questions must be taken into consideration.

The results obtained on the incidence and forms of cyberbullying can be somewhat compared with the results of previous studies conducted in Montenegro (Hrnčić & Lončar, 2018; UNICEF Montenegro, 2016), as well as with studies by authors outside Montenegro (e.g., Baić et al., 2017; Buljan Flander et al., 2006; Çetin et al., 2011; Đuraković et al., 2014; Kowalski & Limber, 2007; Popadić & Kuzmanović, 2013; Pregrad, 2010).

Research conducted by UNICEF in Montenegro on a sample of 1,002 students aged 9 to 17 have shown that 14% of respondents stated that disturbing things had happened to them at least once in the last year, while 69% of cyberbullying victims stated that peer violence was the most common type of cyber violence to which they had been exposed (UNICEF Montenegro, 2016). Research on violence conducted in Montenegro in 2018, for the needs of the Coalition Against Peer Violence project, has shown that every fifth child is exposed to violence, mostly verbal (in 2006, every second child was exposed to violence). When it comes to cyberbullying, 18.6% of high school students pointed out that they had experienced this form of violence in the last month (Portal Analitika, 2018). Research conducted by Hrnčić and Lončar on a sample of 249 upper elementary school students in Pljevlja, Montenegro, has shown that 13.7% of students stated that they had been victims of peer cyberbullying, 12.1% that they had been cyberbullies, while 27.7% of students replied that they knew a student who was a victim of peer cyberbullying (Hrnčić & Lončar, 2018).

Research on cyberbullying has been carried out in 2012 by Microsoft. It was conducted in 25 states among children aged 8 to 17 years. The results have shown that as many as 37% of children had been victims of cyberbullying, while 24% of children had admitted to abusing other children online (Ciboci, 2014).

According to the results of this research, when it comes to cyberbullying, the most represented are mockery and identity concealment on the Internet, and the Internet is the least used for fraud. The most common forms of cyberbullying that high school students experience are gossiping/slander, spreading rumors, and identity concealment, while the least experienced is fraud.

Our research results are party similar to the results used by authors of doing and experiencing cyberbullying

Çetin, Yaman, and Peker. They had the results showing that the most common forms of cyberbullying are writing offensive comments, visiting someone's site without permission as well as mocking on the Internet. We had similar results regarding mocking on the Internet as one of the most common forms of cyberbullying in high school students. When it comes to the rarest forms of cyberbullying according to this research, are forcing sexual talks and spreading photos with sexual context (Çetin et al., 2010). We haven't got such results during our research.

Research conducted by Đuraković et al. has shown that the frequency of cyberbullying is 24.9% for experiencing and 27.7% for committing. On both scales, most participants responded that they had had no experience with behaviors *involving hacking other people's websites and editing photos in an offensive manner*. On the other hand, the most common behaviors are *online gossip and online ridicule* (Đuraković et al., 2014). This research is similar to our research according to that our results also show that mocking and gossiping is one of the most common forms of cyberbullying, while the other segments' results are different from our results.

Popadić and Kuzmanović, on a sample of 3,786 upper elementary school students in Serbia, 3,078 parents and 1,514 teachers, found that 22% of respondents had reported experiencing violence by a mobile phone call, 18% of them were harassed via social networks, while 12% of them publicly commented on their acquaintances in a hurtful way. Of all the students, 66% experienced at least one form of cyberbullying, out of which 23% experienced one form only once, 16% two forms, and 27% three or more forms of cyberbullying (Popadić & Kuzmanović, 2013). UNICEF research in Croatia has shown that 34% of children aged 10 to 15 experience some form of peer violence through new technologies 1 to 2 times a month or more often (Pregrad, 2010). Research conducted by the Child Protection Clinic of the City of Zagreb and Brave Phone has shown that 12.1% of children experienced violence on Facebook, and 9.6% behaved violently. As many as one-fifth of children state that they have received abusive messages or comments via Facebook several times or often, half of them have experienced this at least once, while 9% of children admit that they have done it more than once. Lies have been spread via Facebook about every fourth child, and 7% of children admit that they have done it themselves (Child Protection Center of Zagreb, 2013). Research by Baić et al. (2017) has included 300 fifth, sixth, seventh, and eighth-grade students in the Autonomous Province of Vojvodina, of which 147 were male and 153 female. Research has shown that every second elementary school student has been a victim of cyberbullying. Also, this research has shown that girls were victims more often than boys. Students have most often experienced

exclusion from groups (30.3%), identity concealment (27.7%), insults (22.7%), and gossip (20%). A smaller percentage of them were victims of revealing secrets (16.7), lying (16%), and harassment (5.7%). This research has shown that every fourth elementary school student was a perpetrator of some form of cyberbullying. This research is also party similar to ours because its results show that misrepresentation or identity concealment, gossiping, and insulting are forms of cyberbullying presented among the coevals. We had similar conclusions in our research.

According to Buljan Flander et al. (2010) 18% of Croatian children aged 12 to 14 were victims of some form of cyberbullying, and 62% stated that the perpetrator was a person they knew or even someone from their class. Aizenkot (2018) was studying cyberbullying via Whatsapp and its types. It has been found that 70% of elementary and high school students had experienced cyberbullying, the most common forms being offensive messages and expulsion from groups, as well as posting offensive photos. Kowalski and Limber (2007) have researched the incidence and forms of cyberbullying in a sample composed of elementary and high school students. The results have shown that 11% of students were victims of this type of violence once in the last month (victims only), 7% of them were both victims and perpetrators, while 4% of students were violent toward someone else (perpetrators only). Instant messages are the most frequently mentioned form of violence.

Patchin and Hinduja (2006) have found that 30% of students under the age of 18 reported being victims of cyberbullying, and 11% admitted having been cyberbullies. Comparing this study with a study by the same researchers on the same population in 2008, the prevalence rate was slightly higher (34.6%). Kowalski and Limber (2007) conducted a study in which the population was high school students, and the results have shown that 18% of respondents had been abused online in recent months, while 11% admitted to having been bullies "About 20% of more than 4,400 randomly selected students aged 11 to 18, that we surveyed in 2010, confirmed that they had been victims at some point in their lives. Roughly the same number of respondents admitted to having been cyber bullies during their lifetime." (Hinduja & Patchin, 2009, p. 5).

Research conducted by Kowalski and Limber has examined the incidence of cyberbullying among high school students. A total of 3,767 elementary and high school students in the southeastern and northwestern United States participated in this study. As many as 11% of the total number of students stated that they had experienced cyberbullying at least once in the last few months (victims only), 7% stated that they had been both perpetrators and victims, while 4% of respondents said that

they had committed cyberbullying against someone else in the previous few months (perpetrators only). The most common means were instant messaging, chat rooms, and e-mail (Kowalski & Limber, 2007).

The results of our research show that between doing and experiencing cyberbullying, forgery, and criminal actions on the Internet and self-esteem there is a statistically significant connection. According to that our results are partly similar to the research done by Lei and associates using meta-analysis, which indicates the connection between self-esteem and cyberbullying (Lei et al., 2020) some other researches deal with the connection between cyberbullying and self-esteem and had similar results as we (Burns, 2017; Cenat et al., 2014; Ding et al., 2018; Palermiti et al., 2017).

Chen's results show a strong correlation between cyberbullying and self-esteem (Chen, 2016). Extremera et al. have researched the influence of cyberbullying on self-esteem and concluded that this form of violence negatively impacts self-esteem (Extremera et al., 2018).

The results of our research when it comes to doing and experiencing cyberbullying, forgery, and criminal actions on the Internet and their connection with self-esteem are similar to the results of the research done by Brewer and Kerslake (2015) in the research standard, multiple regressions discovered that the loneliness, empathy, and self-esteem together anticipated the level of victimization and doing abuse on the Internet. Self-esteem was a significant singular predictor of victimization and cyberbullying. so that those with low self-esteem have probably reported experiencing cyberbullying (Brewer & Kerslake, 2015). The research conducted by Mcvean came up with data that indicates that the students who reported cyberbullying had low self-esteem (Mcvean, 2017). Liu and Xu had come to results that self-esteem is connected with cyberbullying (Liu & Xu, 2019). Contrary to this, the research conducted by Balakrishnan and Fernandez (2018) doesn't result that self-esteem has a significant impact on cyberbullying. Data from this research found that self-esteem has a significant relation with victims' feeling angry and reporting a cyberbullying incident (Balakrishnan & Fernandez, 2018). Results of the research done by Tintori et al., show that a high level of self-esteem is a risky factor for cyberbullying (Tintori et al., 2021).

It can be said that these results are similar to the results of our research regarding high-school students' involvement in verbal cyberbullying and online counterfeiting/criminal acts. Besides, results partly similar to ours have been obtained from research by Rose et al. Namely, their results indicate that students committing cyberbullying do not have a higher or lower level of self-esteem in comparison with their uninvolved peers (Rose et al., 2017). This research bears resemblance to ours

when it comes to committing and experiencing online identity concealment and lies. Also, according to research by Tan Kim Hua et al. low level of self-esteem is neither a characteristic of victims nor of cyberbullies (Hua et al., 2019). A study conducted by Pyżalski (2012) has shown a very weak correlation between cyberbullying and self-esteem. Didden et al. (2009) have also obtained results indicating the weak connection between self-esteem and cyberbullying.

As you can see, the results of our research have similarities with the research that we have examined and analyzed. On the other side, our research had some differences from other researchers' data. The rarest forms of cyberbullying, according to our research, are our use of bad language to insult through emails as well as the use of the Internet for fraud. It can be said that this rarest form of cyberbullying among high school students is a specific feature of our country. Some other researches conducted in our county are similar to our in part of cyberbullying presence among students and they reveal that there is cyberbullying among students. When it comes to the connection between cyberbullying and self-esteem the results of our research show some specificity regarding the results of other research done in some other countries. Namely, being involved in cyberbullying, fraud, and criminal actions on the Internet, according to our research is connected with high self-esteem. A small number of researches we analyzed had similar results. There are no similar researches in our country so we couldn't compare with.

Conclusion and Recommendations

The results of the research have indicated that cyberbullying is present among high school students in Montenegro. Among the high school students included in our sample, verbal cyberbullying is the most prevalent.

According to the results of the research, when it comes to committing cyberbullying, the most common forms are online ridicule and online identity concealment, while the least common forms are the use of insulting language via email, as well as the use of the Internet for fraud. On the other hand, our research has shown that the most common forms of cyberbullying experienced by high school students are online gossip/slander, online rumor spreading, and online identity concealment, while high school students experience online fraud the least.

When it comes to how committing and experiencing cyberbullying affects self-esteem in high-school students, the results of our research show a statistically significant connection between committing and experiencing cyberbullying, online counterfeiting/criminal acts, and self-esteem, whereas committing and experiencing online

identity concealment and lies did not affect self-esteem in high-school students from our sample. As for the connection between committing and experiencing verbal cyberbullying, online counterfeiting/criminal acts, and self-esteem, our results indicate that there is a statistically significant connection, with those involved in cyberbullying (lower values for verbal cyberbullying) showing higher self-esteem (or higher self-esteem evaluation). In our country, there is no other research on the connection between cyberbullying and self-esteem, although there is a very small number of researches on cyberbullying conducted in our country, so it would be good to do more research about this subject, and afterward, we could do something to improve the present situation with cyberbullying.

The results of our research indicate that there is cyberbullying among the high school population in Montenegro. This data should be a warning to all persons involved in educational work. Namely, schools must have more activities concerning cyberbullying to prevent and repress it as well as activities that offer support to victims and rehabilitation of bullies. It is also very important to involve parents in all this. It should be done by organizing more workshops on cyberbullying, its causes and consequences, victims' and bullies' characteristics, and also the best ways to prevent it. There should make some kind of relationship of trust with students through talks, workshops, and seminaries to try to develop socio-emotional competence emphasizing empathy, tolerance, self-confidence, self-control, and optimism. Besides students need to be informed about cyberbullying, its characteristics, causes, and consequences, and mainly for students to understand how dangerous is is to do cyber bullying.

We concluded that there is low self-esteem in the entire sample, but also that there is a statistically significant connection between involvement in cyberbullying, forgery, and criminal actions on the Internet while doing and experiencing identity concealment, lies on the Internet occurred to have no connection with highschool students' self-esteem. Generally, low self-esteem in the entire sample (84,2%) is the result of the developing phase of this age group. Considering that these are adolescents, it is known that their socio-emotional functioning at this age is very sensitive. All this indicates the necessity of permanent work of both parents and school on developing socio-emotional competencies. The special accent should be on developing self. esteem as one of the most important socio-emotional competencies. This could be obtained through different workshops on the subject of socio-emotional competencies organized by the school for the students as well as for their parents. Besides that, it would be also good to make individual

conversations about self-esteem and its importance for a quality life. This way could be made the relationship of trust between family-school-student. All this together could contribute to the prevention of cyberbullying and the development of socio-emotional competencies including one of the most important and that is self-esteem.

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Data Availability Statement

Data sharing not applicable to this article as no datasets were generated or analyzed during the current study.

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