

The above findings lead to challenging questions which we plan to take up a standpoint to in future:

1. The most frequent and the least difficult form of cyberbullying among pupils aged 11–18 was impertinent and offensive language on the Internet:
 - a. Would the same form show also with young people aged 18–20, or 20+?
 - b. Are there statistically significant differences in terms of gender?
 - c. Are there statistically significant differences in terms of school?
 - d. Are there statistically significant differences in terms of region?
2. From the point of view of the cyberaggressor, the most difficult form of cyberbullying among pupils aged 11–18 is creation of a gross and offensive website:
 - a. Would the same indicator show among older respondents?
 - b. Is there a statistically significant difference (indicator) in terms of gender?
3. From the point of view of the cybervictim, the most difficult form of cyberbullying among pupils aged 11–18 is posting an offensive and disparaging video on the Internet:
 - a. Would the same indicator show among older respondents?
 - b. Are there statistically significant differences in terms of gender?

We have outlined some questions by means of which it is possible to analyze the issue of cyberbullying and its forms more deeply. The presented study, thus, becomes a stimulus for further theoretical research, methodology and educational practice.

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