ONLINE RISKS AND THEIR PREVENTION AS A SUBJECT MATTER OF CURRENT PARENTHOOD

SVOBODA HOFERKOVÁ, Stanislava, BĚLÍK, Václav, KNYTL, Martin, CZ

Resumé:
The aim of this article is to focus on a risky behaviour in cyber environment and its prevention as the family's point of view. The family is often not only the actor who should solve the problem, but it is also often the participant in creating this risky phenomenon. It is the task of the family to react on changes in the society and to develop competence to perform the prevention. This task does not represent any easy challenge for the parents as the development of cyberspace and ICT is significant. It is exceedingly problematic to be informed about the activities of children and young people in cyberspace. The research introduced below presents partial results of the research focusing on parent awareness of online risks. The main problem focusing on parent awareness of risky behaviour of their children was set for the research, as well as their awareness of practical implementation of prevention at schools, including the concerns parents frequently have. A quantitative research strategy was chosen. It was decided to use a questionnaire including a knowledge part as the most appropriate method. Parents who have at least one child attending a primary school represent the target of observation. The results of the research can be found in this article.

Keywords: online risks, cyberspace, prevention, role of parents

ONLINE RIZIKA A JEJICH PREVENCE JAKO TÉMA SOUČASNÉHO RODIČOVSTVÍ

Abstrakt
Příspěvek se zaměřuje na problematiku rizikového chování a její prevence v kyberprostředí z pohledu rodiny. Rodina je nejenom často činitelem, který problémy řeší, nýbrž je i často aktérem, který se velkou měrou na vzniku rizikových jevů podílí. Rodina má za úkol reagovat na změny ve společnosti a rozvíjet kompetence k realizaci prevence. Tento úkol je pro rodiče nelehkou výzvou, jelikož rozmach kyberprostoru a ICT je značný. Vyšší informovanost o aktivitách a pohybu dětí a mládeže v kyberprostoru je tedy nadmíru problematická. Předkládaný výzkum prezentuje dílčí výsledky šetření, které jsou zaměřeny na povědomí rodičů o problematice online rizik. Pro výzkumné šetření byl stanoven hlavní výzkumný problém zaměřující se na informovanost rodičů o rizikovém chování dětí a jejich povědomí o praktické realizaci prevence rizikového chování ve školách včetně obav, které rodiče v problematice mají. Byla zvolena kvantitativní výzkumná strategie. Jako nejvhodnější technika sběru dat byl zvolen dotazník včetně vědomostní části. Výzkumný soubor tvoří rodiče, kteří mají alespoň jedno dítě, které navštěvuje základní školu. V příspěvku jsou prezentovány výsledky uvedeného výzkumu.

Klíčová slova: online rizika, kyberprostor, prevence, role rodičů

Introduction

As the digital age is constantly developing, it brings a lot of changes which a person needs to adopt, understand or refuse. But the aspects of the digital age do not need to mean a change for somebody, but just a standard from the very beginning. Meaning that it is not always necessary to get to some place, arrange what we need, meet the people face to face, hand them over the important documents. Couple of clicks are enough to complete everything very quickly.

The internet and the media have become a natural part of life in our society due to the process of medialisation (or mediatisation). There is not any flat or house in which we would not find any modern technology in our society. By contrast, there is a high probability of at least one ICT device being found in the parent's bedroom, children's room, kitchen or living room, which can be easily connected to the internet, that is to the invisible environment called cyberspace.

Cyberspace, also known as cyber environment or online environment, represents an environment without any beginning or end, without any borders, so being omnipresent. Hulanová perceives cyberspace as a borderless global city which reveals to people in the moment when they use the internet to enter online environment. Furthermore, she adds that the internet is the main mean of interpersonal communication which can significantly influence decision making, behaviour, attitudes and emotions of people (Hulanová, 2012).

The omnipresent cyberspace offers number of advantages profitable for the users, e.g. education, searching for information, possibility how to spend their free time or forming interpersonal relationships. But the presence of various risks and threats cannot be omitted as they may lead to psychological changes of the individual. It is not a simple task to be solved only by school at crucial time when we think of using the internet effectively, being safe in cyberspace and trying to protect mainly children and young people who we focus on in this article. The family as the primary social group should perform this task. Provided that the parents undertake this task well, they will be able to satisfy the needs of a current digital age in order to teach their children how to be safe in cyberspace and how to restrain threats.

1 Online risks and other threats of cyberspace

Following expansion of cyberspace, the number of risks and threats, which not only children but also young people, their parents, teachers, other common users and even experienced IT specialists may interact with, increases. It is crucial to be aware of what we may come across in the given environment, how to specify that term and how to handle it. That represents the principle of media education the teachers as well as the family, as the primary social group, should be familiar with. This task cannot be described as easy as children are much more skilled in ICT than their parents. This situation is often mentioned among professionals and general public relating to the terms 'digital immigrant' and 'digital native'. In the context of Marc Prensky's publications Uhls states that both terms indicate the approach to modern technologies of each generation. Even though such opinion can be opposed, it helps to easily specify the digital gap noted between some parents and their children (Uhls, 2018). The approach of Blinka and Ševčíková is similar as they claim the following: 'There is a generation of children who are

safe in their children's rooms while getting connected with the outside world (via internet) parents try to protect them from. On the other hand, there is a generation of parents who are getting familiarized with new technologies and whose uneasy role is to limit the use of the internet by their children.' (Blinka, Ševčíková, 2014, p. 163).

Before we get to the examples of online risks, we need to mention the negative aspects of cyberspace as they are connected closely with them. Suler has defined numerous psychological aspects of cyberspace which may contribute to possible online harmful behaviour. To give an example, a limited perception which causes communication to be limited to such an extent that only the ability of empathy and the written text remain, enabling people to form a relationship. Such communication representing the identity of the individual does not have to correspond with the reality. Moreover, he talks about flexibility of identity meaning using anonymity and the possibility of being whoever you want to and about the change of perception causing the feeling that everything is possible in online environment. Online addiction, i.e. Internet Addiction Disorder, can be explained by the change of perception. A key psychological aspect is so called disinhibition or loss of inhibitions. The effect of disinhibition is described as state of mind when the individual becomes unembarrassed, is no longer shy and encourages others to avoid the rules and (social) standards. The user of cyberspace says what he would not say in real life and does what he would not normally do (Suler, 1998; In: Hulanová, 2012, p. 28-33).

Being active in cyberworld is being perceived as the main aspect of human life. Because everyone is online today. If the individual faces the risks in their natural space time or they can act in a risky manner, it is no surprise that such risks and behaviour have their analogical form in cyberspace.

Risks do no longer belong only to the real world, but they have also become part of the virtual world which is entered by the individuals at home, at school, at their friends' or in a public place via computer, tablet or smartphone. That is also the reason why research, prevention activities, but also mass education should lead this way (Bělík, Hoferková, 2018). It is necessary to get the risk phenomenon into public awareness so that people may be able to avoid it up to certain extent. As it has been already mentioned the parents play a key role here as they have a close bond with their children.

There is a wide range of online risks. It depends what they relate to, who represents the target or on which platform they can be found. An interesting classification related directly to child users was defined by Livingstone and Haddon (2009). In this classification online risks differ according to their nature (commercial, violent, sexual and these relating to values) and at the same time according to the way children encounter them (child – user as a recipient, user and/or a perpetrator). Online risks are listed in table 1.

Table 1 Classification of online risks for child users of the internet

Type of risk	<u>Content</u> user as a recipient	<u>Contact</u> user as a participant	<u>Behaviour</u> user as a 'perpetrator'
Commerce	advertisement, spam, encouraging to providing financial support	obtaining and storing personal data	(online) gambling, illegal behaviour, hacking
Violence	violent, hateful or horrifying content	victim of cyberbullying, online harassment or victimization	perpetrator of cyberbullying, online harassment or victimization
Sexuality	pornography and another sexually harmful content	meeting unknown people from the internet, sexual abuse	creating and recording pornographic materials
Values	racist and other distorted or misleading information or advice (e.g. about drugs)	self-abuse, undesired persuasion and manipulation by others	giving (misleading) advice, e.g. about losing weight or committing a suicide

Source: Livingstone, Haddon, 2009; In: Ševčíková et al., 2014, p. 10

The list mentioned above is not complete. This table could be much more comprehensive after a synthesis of current research and theories available was carried out. According to our opinion the time spent online and the environment in which children get online can be also defined as cyberspace threats. By this environment we mean for example the living room where the family is together, the children's room where they are alone, getting online at their friends' or anywhere else where direct interaction with parents is impossible, so they cannot experience cyberspace together.

Media theorists Jirák and Köpplová also describe the risk of imitation of behaviour presented in the media, whereas they do not mean only presentation of violent content and criminality, but also presentation of role models (i.e. skinny fashion models and body-builders), ideological ideas or change in social contacts (Jirák, Köpplová, 2015). However, this opinion is rejected by numerous members of scientific community, please do not forget that received content can have negative impact on the recipient in certain aspects. It depends on the context in which the media communication is interpreted, especially in the direction from parents to children.

If we consider online risks and we focus on the user of cyberspace, two roles of the user can be stated – the role of a perpetrator and/or a victim. The role of a perpetrator and/or a victim is mentioned here on purpose as the child can appear in the role of a victim and at the same time in the role of a perpetrator in situations of specific online activities. That situation can be seen in sexting as even an unbidden sending of erotic material to children younger than 18 can be considered dissemination of child pornography and threatening of child's upbringing.

Online risks and risky behaviour are highlighted in the following text. Dulovics defines risky behaviour in cyberspace as deviant behaviour in virtual space which consciously or unconsciously negatively influences the individual themselves as well as their virtual surroundings. This behaviour can be divided into two levels, risky use of the internet and risky

behaviour on the internet (Dulovics, 2018). The mentioned levels of online risky behaviour adequately manifest the previously mentioned classification of online risks.

Online risks particularly threatening for children are cyberbullying, cyberstalking, cyber grooming and sexting. All these have close connection to cybercrime, Internet Addiction Disorder or online gambling. Gaming, hate speech, hoaxes, webcam trolling, websites related to choking games, websites promoting anorexia (pro-ana) and bulimia (so called pro-mia) etc. Some forms of risky activities can also partially have a different form which proves the existence of interconnection between given phenomena.

See the characteristics of most cited online risky phenomena:

- Cyberbullying – intentional, aggressive and repetitive behaviour within cyberspace with the aim to harm, humiliate or dishonest the chosen individual. Cyberbullying is often similar to traditional bullying and has various forms, e.g. publishing of humiliating material, impersonation (identity theft), flaming (provoke sb.), cyber harassment etc.
- Cyberstalking – dangerous form of stalking via ICT. It is the only phenomenon which is noted in the Czech Criminal Code – s. c. dangerous stalking (Act 354 Coll).
- Cyber grooming (befriending the victim) – the online user uses manipulative techniques to befriend the victim and to persuade them to personal meeting with the goal of committing sexual abuse, physical violence, or abuse the child to produce child pornography and its performance.
- Sexting – electronic distribution with sexual content, that is distribution of erotic pictures or videos. This phenomenon is 'popular' by young generation, although they are not able to fully realize the consequences of this behaviour regarding the future perspective.
- Cybercrime – crime committed within cyberspace or network, whereas information or communication technologies are the subject or the attack tool. According to the Convention on Cybercrime cyberbullying, cyberstalking, sexting and related violence can be defined as a crime due to producing and disseminating harmful (illegal/undesirable) content.
- Internet Addiction Disorder – a form of addictive behaviour, when the individual is 'addicted' to virtual drugs such as playing computer games (gaming), spending time on social networking in excess, online shopping addiction etc. (comp. with Černá et al., 2013; Hulanová, 2012; Kopecký et al., 2015; Kolouch, 2016).

In is necessary to mention so called sharenting when speaking about parenthood. Kopecký describes it as a form of the overuse of social media by parents to share content based on their children. The risk of this phenomenon can be seen not only in sharing the material without approval of children, but also in feelings of shame and humiliation which children may later experience (Kopecký, 2019, online).

Sharenting is a great example for one of the first rules of digital prevention. Krejčí recommends the parents: 'Start with yourselves – your approach should show children the responsible use of technologies. Present them such approaches that are effective for you. Let the child to control you while you are having a conversation on the phone.' (Krejčí, 2019, p. 167)

2 Role of parents in preventing online risks

Cyberspace is a global spacetime exists everywhere around us whether we like it or not. Online risks mentioned in the previous chapter also prove that the need of prevention and protection is justified. Who is assigned to prevention? The parents, as they should be assigned to primary prevention because as Sak claims – children are the most endangered group being exposed to the risks of virtual world. He qualifies the group of children (and youngsters) as cybergeneration which arose around the year 2000 and whose lifestyle is being digitalized, the technologies are easily reachable, they are members of cyberculture, they are losing interest in natural world and they are spending extreme amount of time with information and communication technologies (Sak, 2016, online).

The role of parents in preventing online risks starts in a moment when the technologies and cyberspace become accessible for their children. Meanwhile, parents must not neglect their role of social actors meaning that the primary guides in online world. The aim of this approach is to prevent so called reversed socialization which is defined by Livingstone and Bober as a form of socialization when children understand technologies better than their parents which leads to transfer of knowledge from younger generation to the older generation. Reversed socialization may cause increased tension in the family (Livingstone, Bober, 2005; In: Blinka, Ševčíková, 2014).

As it has been already mentioned the parental digital prevention begins with children accessing cyberspace, but at the very beginning parents need to perform their self-reflection in using technologies. As Krejčí notes (2019) parents need to begin with themselves, so they need to reflect which way they use the technologies, what kind of content they receive etc. Do not forget the fact that the child may see this behaviour, repeat it or get inspired by it.

Parents should be the ones who enter cyberspace together with their children, explain them step by step online services and possibilities, make them aware of potential risks, but primarily set 'the rules of the game'. Krejčí points out that specific 'online' topics parents want to discuss with their children should reflect the current needs and knowledge each specific child has. This may lead to natural way children accept and follow the rules (Krejčí, 2015).

Parental digital prevention should be natural, current, inoffensive, appropriate and should reflect these general rules (regardless the age of child):

1. providing safe environment – setting up technologies, placing them in the house, offering safe services and websites,
2. enabling children to manage current risks – the risks parents talk about relate to the services or websites the child uses,
3. setting up secure user rules – the rules should be suited to the age of the child,
4. open communication about online world (Krejčí, 2015, p. 5-6).

Communication is particularly important for effective prevention, but also the relationship between the parent and the child based on mutual trust cannot be omitted. May the relationship be disrupted in any way; it cannot be expected that the child would share any experiences from online world. Furthermore, so called 'bedroom culture' is most likely to develop which can be defined as children spending less time outside (in the street, in the

playground), as well as being isolated from their parents and being obsessed with the media according to Blinka and Ševčíková. The bedroom culture explains the paradox of the child being safe in the children's room, but on the other hand being constantly in touch with cyberworld risks (Blinka, Ševčíková, 2014).

There is a great number of rules how to use the internet and cyberspace. We may agree that it is primarily very important for the parents to have a fair knowledge of the internet and its risks as well as being self-critical, providing a great example and being able to adjust the rules to the age and needs of the child. The needs and interests of a first grader are, without any doubt, different that the needs and interests of a13-year-old or a17-year-old child.

Regardless the age of the child the synthesis of the sources available shows the basic rules of parental digital prevention as follows:

- self-reflection – parents must think about their own use of modern technologies and their behaviour in cyberspace,
- identification of the risks and threats of online world,
- willingness to talk about the negatives and positives of being online,
- learn to understand and respect new social rules, let the children be the ones who explain them – children learn various social rules and practices which are natural for them while being online; parents should try to understand why these rules are so important to children; that is the only case when parents are able to turn the technologies off at the right time;
- not to instruct, but rather to inform and create trust – make children think critically about the content presented by the media, show examples from the real world and recommend what is appropriate for them,
- sign on to social networking children have signed on,
- make the first contact with the internet together with the child, cooperate with children on setting up the rules of using the internet and technologies (e.g. time, frequency and purpose of using them),
- activate parental control and adjust it to the child's age,
- place media in a visible place (i.e. living room),
- discuss dangers of sharing personal data and information, teach the child how to create strong passwords,
- watch educational videos to explain online risks (i.e. Seznam se bezpečně, Na hory, Maturant, #martyisdead, V síti etc.),
- let children use media in their rooms as they grow older, nonetheless keep them under control based on trust,
- pay attention to possible changes in the child's behaviour which occurs after using the internet,
- regarding sexuality education do not forget about the risk involved in sending erotic material etc. (comp. with Hulanová, 2012; Krejčí, 2015; Uhls, 2018; Krejčí, 2019).

Parents can also use websites with information about online risks and prevention, for example Secure online, E-safety, E-Duha, Dítě v síti, National Safer Internet Center, National Cyber and

Information Security Agency, NNTB.cz, Police of the Czech Republic, Pomoconline.cz, Safer Internet etc.

3 Research method
Conducted research method describes partial results of the research which are focused on awareness of online risks of parents.

3.1 Research problem and survey goal
The main research problem has been defined as follows: What is the parent awareness of risky behaviour of their children and what is their awareness of the prevention of risky behaviour being practiced at schools? It is obvious that conception of research problem is quite wide, therefore partial research problems have been defined:

- Are the parents aware of what 'risky behaviour' means?
- What experience do parents have with the risky behaviour of their children?
- What risky phenomenon are parents afraid of?
- What is the parent awareness of the prevention of risky behaviour being practiced at schools?

Defining the main research problem and partial research problems has been based on often discussed risky phenomena we may hear about from the media and pedagogical environment. The aim was to use relevant national and international research, but it was not possible to find one which would reflect our survey.

The survey focused on several trends, so only partial results of the research relating to online risks and cyberspace are presented in this article. The aim is to describe the parent awareness of online risky behaviour. The results mentioned in the text are being described in context of 'offline' risky phenomena which makes it possible to illustrate the awareness of online risks.

3.2 Research design and data collection method
Regarding the focus of the survey and the research problems being set a quantitative method was used. A questionnaire was chosen as the best method for conducting quantitative research. The questionnaire was created only for the purposes of this research and contained 3 parts. First part focused on socio-demographic characteristics of respondents. Second part contained specific open-ended, closed-ended and semi closed-ended questions about risky phenomena and awareness of prevention of risky behaviour being practiced at schools. Last part was dedicated to didactic test monitoring parent knowledge of risky behaviour and its prevention. However, this test is not the point of interest of this article.

Before collection of data was conducted, preliminary research with the sample size of 5 respondents had been conducted. The aim of preliminary research was to adjust the questions to need of respondents – parents, so that they were clear and acceptable.

The questionnaire was distributed in two ways. First way was to distribute the electronic version of the questionnaire via social networking while so called snowball sampling was being used. Electronic questionnaire was created by application Google Forms. At the same time the printed

versions of questionnaire were handed out at specific school events, e.g. lectures, school meetings etc.

3.3 Research sample

Research sample is created by parents of today. Condition for being a respondent was that the parents needed to have at least one child attending primary school. This condition was met. 556 respondents provided the answers. After the control was completed, 79 respondents were taken out due to incomplete socio-demographic characteristics or incomplete questionnaire. The final sample size was 477 respondents. Respondents were in the age group 24-58; the average age was 40,9 (median 41). Only 46 respondents (9,6 %) of all respondents were men. Women participated in the number of 431 (90,4 %), so they represented the greatest part of the sample. We suppose that higher participation of women – mothers reflect their greater willingness to fill out questionnaires and attend school events. The most frequent type of completed education of the parents was secondary school with diploma of graduation (44 %) and university education (42 %). Respondents were also asked questions regarding place of living and marital status. However, these results are not relevant for the purpose of this article, so they will not be revealed.

4 Selected results of the research

According to the wide range of the research you can see below only selected results of the research as they are connected to the discussed online risks and possible digital prevention. The results are described in context of 'offline' risks, so that they can be compared with online risks.

Table 2 Risky phenomena according to parents (N = 477)

Answer	Absolute frequency	Relative frequency
Bullying	261	55
Aggression and violence	156	33
Hard drugs	124	26
…		
Cyberbullying	25	5
Being active in cyberspace and on social networking websites	20	4
Online addictions	14	3
Sexting	6	1

The parents had to complete the sentence: 'The term risky phenomena mean this type of behaviour of children for me:'. As it was an open-ended question, the respondents could give more answers. The answers varied. The table 2 makes it apparent that most answers related to so called traditional bullying (55 %) followed by aggression and acts of violence, or hard drugs. Results regarding online risks and cyberspace itself were not pleasantly surprising. Only 25 respondents (5 %) answered that they consider online form of bullying – cyberbullying risky.

The result was even lower (20 respondents) when talking about being active in cyberspace and on social networking websites (social media). This may reflect the parental approach to the media. The author Uhls (according to research conducted by the University of Haifa) mentions the style called laissez-faire which describes parents not intervening into activities of children in cyberspace (Uhls, 2018). We do not consider the laissez faire style being appropriate. Parents should know about activities children dedicate their free time to, mainly if it is about using media and if the children are small. This situation is a great example of already mentioned bedroom culture.

Similar situation could be seen in answers regarding the specific risky phenomena. The answer of only 14 respondents was that they consider online addiction, which causes changes in lifestyle of children, risky. Sexting is risky only according to 6 respondents. We consider this as very alarming. Sexting with children younger than 18 can be considered a crime. Regarding the answers, we can say that parents do not perceive the risks in their full extent.

Table 3 Risk as the theme of conversation between parents and children (N = 425)

Answer	Absolute frequency	Relative frequency
Bullying	189	44
Hard drugs	122	29
Risks connected with being active in cyberspace and on social networking websites	70	17

The parents were asked if they talk to their children about risky. The aim of this question was also to find out who the initiator of the conversation was. 363 respondents (76 % of the whole sample) said that they speak with their children about risky behaviour. We consider the result positive and feel that risky behaviour is a natural theme of common conversation. Lower numbers show that parents talk to children about risky behaviour only when the child is the initiator (13 % of all respondents). The rest of the answers revealed that parents do not talk to their children about risky behaviour as they do not feel that it is needed, or they do not have enough information.

The following question focused on specific risks parents talk about to their children (Table 3). Out of 477 respondents 156 respondents (32,7 % of all respondents) did not answer. The conclusion is that the important theme for the parents is bullying again (44 % of 425 answers) as the second most frequent answer related to using hard drugs. The important answers to us related to cyberspace and social networking. As we got numerous answers, we created a specific area. 70 respondents showed their opinion about online risks. The answers were as follows: general risks of cyberspace, sharing photos, playing online games in excess (gaming), using social networking and technologies in excess (mobile phone, computer) including a possible addiction and being contacted by unknown person, cyberbullying, sharing information on the internet (and media), watching pornography, medialized topics, information about secure behaviour on the internet, information from YouTube, fake profiles, fake applications or 'behaviour out of cyberworld'. The parents mentioned the important themes as gaming, the

YouTube phenomena, watching pornography, fake profiles and sharing personal data and information. Awareness of online behaviour creates a valuable aspect of digital prevention.

Table 4 Prevalence of risky behaviour of respondents' children (N = 67)

Answer	Absolute frequency	Relative frequency
Bullying	20	30
…		
Online addiction	3	4
Cyberbullying	2	3
Sexting	2	3
Cyber grooming (child as a victim)	1	1
Risky online communication	1	1

We also focused on the risky phenomena seen by the parents. We got 67 answers. About one third of them replied to questions about bullying. Other answers varied. When we focus on online risks, we can mention them only in units. Regarding the Table 4 we can say that the parents are aware of online addictions, cyberbullying, sexting and cyber grooming.

Table 5 Parental concerns of risky behaviour of their children (N = 477)

Answer	Absolute frequency	Relative frequency
Substance use, addictions	103	22
…		
Risks connected with cyberspace and social networking	53	11
I am not afraid	31	7
All forms of risky behaviour	15	3

The next question is focused on the possible future risky behaviour as parents may see it. The greatest concerns are about using drugs and getting addicted. This topic is quite necessary to be explored in different ways. 53 respondents (11 %) said that they were worried about online risks which could affect their children. We can mention the bedroom culture again as the parents consider the bedroom of their children a safe place and they do not worry so much. But the reality can be different.

Table 6 Sufficient awareness of risky phenomena (N = 477)

Answer	Absolute frequency	Relative frequency
Addictions	123	26
…		

Cyberbullying	11	2
Sexting	4	1
Sexual abuse, threats	2	0

Table 7 Insufficient awareness of risky phenomena (N = 374)

Answer	Absolute frequency	Relative frequency
Addictions	89	24
Risks connected with cyberspace and social networking, cyberbullying, sexting, online addictions	74	20

Our interest was to see what the parents – respondents feel sufficiently (table 6) and insufficiently (table 7) aware about. The goal was to reveal topics which would be the subject of prevention – either at school, or regarding different authorities i.e. the Police of the Czech Republic. We thought that cyber risks would dominate as a field parents do not have much information about and would appreciate some help. But addictions became more important (89 parents). It is obvious that parents are aware that their information about cyberspace and its risks is not sufficient, but they feel that addictive substances could be a greater threat.

Table 8 Interest of parents in lectures about specific risky phenomena (N = 286)

Answer	Absolute frequency	Relative frequency
Risks connected with cyberspace and social networking, cyberbullying, sexting, online addictions	79	28
Addictions	60	21
Bullying	42	15
All	36	13

60 % of all respondents showed interests in lectures, specifically in cyberspace, addictions and bullying (table 8). The answers are not surprising, as they copy the existing results of the survey and show which topics are understood as risky and most worrying. Parents also do not have enough information about them.

Discussion and conclusion
Parental digital prevention creates a wide range of rules and approaches. Its final look depends on the way of communication, parent-child relationship, lifestyle and knowledge of media of the parents. In this over-medialized world, we need to be skilled at handling the media and we need to share this knowledge and experience. Parents should be the ones it starts with.
The role of parents in prevention of risky phenomena is essential, even though they often think that school should take care of that. As children enter cyberspace even from their bedrooms

which seems as a safe place, the school cannot be the only entity taking care of prevention. Cooperation of school and family may not seem easy, even if there is an effort to protect children. As we talked to parents and teachers, it is obvious that they consider prevention of risky phenomena in cyberspace difficult. Parents are hopeless as cyberspace represents a new world for them which they sometimes do not understand to the extent their children do. Parents are aware of the risks, but they do not know cyberspace. On the other hand, children know cyberspace, but they do not know the risks. Teachers must be very flexible in dealing with new cyberspace risks. It is also interesting to think about the worries that parents have, as it can help the future prevention and educational programs.

It is necessary to mention Müller's 'digital ten rules', which defines the interaction between parents and their children, in order to prevent online risks and related phenomena:

1. 'Do not let mobile phones, tablets and social media to children's full extent. Do not let them be alone in cyber world. They are under a great pressure of the wealthiest ones of the world to be constantly online.

2. To forbid them from using mobile phones does not solve anything. We need to show children the dangers of digital jungle and walk through it hand in hand. That requires to understand what they like about social networking or games and why.

3. The less time children spend with mobile phones, the better. It is not possible to set the optimal time for being online. It is more important to know what the child is doing online than for how long.

4. Mobile phone addiction shows that there is something wrong in the family. If love of the closest people does not 'bound' the child to the family, they seek it on the internet.

5. Try to be online with your children together, at least sometimes. Play the games, watch influencers, look at the pictures and help them understand what affectation looks like, what an innocent game looks like and what can be dangerous.

6. Let's pay attention to children spending enough time offline, ideally in the nature. We do not want them to forget just to goof off as it is healthy. They should not be 'overdosed'.

7. The Czech school system is far behind the digital revolution and is unable to pass any new knowledge about technologies to children. It is the role of patents to make a change in the school their child attends.

8. Mobile phones make the sleep of children shorter. Make sure that children do not fall asleep with mobile phones as they tend to control them during the night. They are afraid of missing something.

9. Research of harmful effects of electromagnetic radiation are quite alarming. Switch the wi-fi off, teach children to use airplane mode and spend time in the nature.

10. Children need to have a great knowledge of the net. Let's teach them how to differ important and not important information, how to recognize fake news, how to 'fight' cyberbullying and how to create strong passwords. But even in online world it is necessary to keep good manners' (Müller, 2019, p. 22-23).

This article belongs to a specific research 'Analyses of risky behaviour presence from the perspective of children, parents and primary school teachers' conducted by Faculty of Education, University of Hradec Králové in 2018-2019.

References

BĚLÍK, Václav a HOFERKOVÁ, Stanislava. *Prevence rizikového chování žáků z pohledu pedagogů*. Hradec Králové: Gaudeamus, 2018. 142 p. ISBN 978-80-7435-726-8.

BLINKA, Lukáš a ŠEVČÍKOVÁ, Anna. Rodičovská mediace používání internetu u dětí. In: ŠEVČÍKOVÁ, Anna a kol. *Děti a dospívající online: vybraná rizika používání internetu*. Praha: Grada, 2014, p. 161-173. ISBN 978-80-247-5010-1.

ČERNÁ, Alena et al. *Kyberšikana: Průvodce novým fenoménem*. Praha: Grada, 2013. 152 p. ISBN 978-80-247-4577-0.

DULOVICS, Mário. *Riziko vzniku mediálnych závislostí u žiakov základných a stredných škôl a možnosti ich prevencie z aspektu profesie sociálneho pedagóga*. Banská Bystrica: Univerzita Mateja Bela, Pedagogická fakulta, 2012. 94 p. ISBN 978-80-557-0424-1.

HULANOVÁ, Lenka. *Internetová kriminalita páchaná na dětech: psychologie internetové oběti, pachatele a kriminality*. Praha: Triton, 2012. 191 p. ISBN 978-80-7387-545-9.

JIRÁK, Jan a KÖPPLOVÁ, Barbara. *Masová média*. 2., přeprac. vyd. Praha: Portál, 2015. 392 p. ISBN 978-80-262-0743-6.

KOLOUCH, Jan. *CyberCrime*. Praha: CZ.NIC, z.s.p.o., 2016. 521 p. ISBN 978-80-88168-15-7.

KOPECKÝ, Kamil et al. *Rizikové formy chování českých a slovenských dětí v prostředí internetu*. Olomouc: Univerzita Palackého v Olomouci, 2015. 170 p. ISBN 978-80-244-4868-8.

KOPECKÝ, Kamil. Jste rodiče? A jste aktivní v prostředí internetu? Možná i vy provozujete sharenting. *E-bezpeci.cz* [online]. 2019 [cit. 2020-05-05]. Available from: https://www.e-bezpeci.cz/index.php/rodicum-ucitelum-zakum/1405-jste-rodice-a-jste-aktivni-v-prostredi-internetu-mozna-i-vy-provozujete-sharenting.

KREJČÍ, Matěj. *DigiDetox: jak na digitální minimalismus*. Praha: Pointa, 2019. 217 p. ISBN 978-80-88335-42-9.

KREJČÍ, Veronika. *Pravidla bezpečného používání internetu pro rodiče*. Olomouc: Univerzita Palackého v Olomouci, 2015. 21 p.

MÜLLER, Jan. Zlatá střední cesta digitálním světem. In: DOČEKAL, Daniel et al. *Dítě v síti: manuál pro rodiče a učitele, kteří chtějí rozumět digitálnímu světu mladé generace*. Praha: Mladá fronta, 2019, p. 13-23. ISBN 978-80-204-5145-3.

SAK, Petr. České kybergenerace mládeže. *Parlamentnilisty.cz* [online]. 2016 [cit. 2020-05-05]. Available from: https://www.parlamentnilisty.cz/arena/nazory-a-petice/Petr-Sak-Ceske-kybergenerace-mladeze-442368.

ŠEVČÍKOVÁ, Anna a kol. *Děti a dospívající online: vybraná rizika používání internetu*. Praha: Grada, 2014. 184 p. ISBN 978-80-247-5010-1.

UHLS, Yalda T. *Mediální mámy a digitální tátové: rady, které na internetu nenajdete*. Translated by Pavla LE ROCH. Praha: Portál, 2018. 240 p. ISBN 978-80-262-1317-8.

Contacts

Mgr. et Mgr. Stanislava Svoboda Hoferková, Ph.D., LL.M., University of Hradec Králové, Faculty of Education, Institute of Social Studies, Rokitanského 62, 500 03 Hradec Králové III, e-mail: stanislava.hoferkova@uhk.cz

doc. PhDr. Václav Bělík, Ph.D., University of Hradec Králové, Faculty of Education, Institute of Social Studies, Rokitanského 62, 500 03 Hradec Králové III, e-mail: vaclav.belik@uhk.cz

PaedDr. Martin Knytl, MCS, University of Hradec Králové, Faculty of Education, Institute of Social Studies, Rokitanského 62, 500 03 Hradec Králové III, e-mail: martin.knytl@uhk.cz