

PARTICULARITIES

Selected Correlations of Sexting among Secondary School Students and Young Adults

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Jurczyk-Romanowska, E. (2025): Selected correlations of sexting among secondary school students and young adults. *Czech-Polish Historical and Pedagogical Journal*, 17/2025/1, 66-79.
<https://doi.org/10.5817/cphpj-2025-005>

This article discusses sexting as a form of cyberbullying and its selected correlations in three groups: secondary school students, university students, and adults aged 18–45. Research conducted between 2020 and 2025 revealed that the phenomenon of sexting has changed over time, that there are differences between the sexes, and that protective and risk factors vary depending on the age of the respondents. Analyses of gender differences showed that girls experience sexting significantly more often. There were different patterns of relationships between age and sexting: among secondary school students, the frequency increased with age, while among university students and adults it decreased. The results concerning personality traits showed that among secondary school students, sexting was associated with openness to experience, and among adults with lower conscientiousness. The key predictor was the educational functionality of the family of origin: lower functionality was associated with more frequent sexting among school pupils and adults. The results confirm the relationship between sexting and age, which implies the need to adapt preventive measures to the stage of life and the specific psychosocial functioning of the groups studied.

Keywords: *sexting, secondary school students, university students, adults, educational functionality of the family of origin, Big Five personality traits*

Theoretical Background

The spread of the internet has initiated a new phase of intensive development of the information society. New technologies have brought numerous benefits: fast and relatively cheap access to information, increased productivity, and dynamic scientific progress. They have facilitated interpersonal communication, enabling long-distance relationships to be maintained, and have broadened access to education through e-learning and open-source tools. The

automation of work processes and the development of mobile applications have streamlined the organisation of day-to-day life and created new career opportunities. At the same time, however, there has been a growing concern about the negative consequences of human functioning in the digital environment. These include information overload, which makes it difficult to select reliable content, an increase in behavioural addictions related to problematic use of the internet and social media, and a shallowing of interpersonal relationships. There has also been a noticeable increase in online aggression, including cyberbullying, sexting, and hate speech, and concerns about privacy and data security breaches are growing. Excessive information stimulation can contribute to concentration disorders and difficulties in regulating emotions, while the development of the digital environment also encourages the spread of disinformation and manipulation.

Cyberbullying is defined as any behaviour conducted by individuals or groups using electronic or digital media, consisting of the regular sending of hostile or aggressive messages with the aim of causing harm or discomfort to the victim¹. Researchers point to the public nature of internet harassment, which particularly affects children and young people². The use of the internet or other digital technologies as a tool of aggression³ and the intentionality of the perpetrator's actions⁴ are also considered necessary elements of cyberbullying. An important factor contributing to aggressive behaviour online is the sense of anonymity enjoyed by users, which allows them to create false identities and reduces their sense of responsibility for their own actions⁵.

Cyberbullying can take various forms. Researchers distinguish between (1) *flame wars* – aggressive exchanges of views in online discussions, (2) *harassment* – sending aggressive and ridiculing messages, (3) *impersonation* – impersonating the victim in cyberspace, (4) *outing* – sharing the victim's private materials with other people, (5) *cyberstalking* – electronic surveillance and harassment of the victim, (6) *happy slapping* – disseminating photos and recordings of the victim's provoked behaviour, (7) *denigration* – disseminating humiliating and false information and materials about the victim,

¹ Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26, 277–287. <https://doi.org/10.1016/j.chb.2009.11.014>

² Finkelhor, D. – Mitchell, K. J. – Wolak, J. (2000). *Online victimization: A report on the nation's youth*. Alexandria, VA: National Center for the Missing and Exploited Children.

³ Finkelhor, D., Mitchell, K. J., Wolak, J. (2000). *Online victimization: A report on the nation's youth*. Alexandria, VA: National Center for the Missing and Exploited Children. Pyżalski, J. (2012). *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowanie młodzieży*. Kraków: Impuls.

⁴ Wojtasik, Ł. (2009). Przemoc rówieśnicza z użyciem mediów elektronicznych – wprowadzenie do problematyki. *Dziecko Krzywdzone. Teoria, Badania, Praktyka*, 8(1), 1–5.

⁵ Pyżalski, J. (2012). *Agresja elektroniczna...* op.cit.

(8) *exclusion* – deliberate exclusion from virtual groups⁶, (9) *hacking* – destruction of the victim's computer hardware and software⁷, (10) *sexting* – sending messages, photographs, or videos of a sexual nature⁸.

As mentioned, sexting is defined as sending, receiving, or sharing sexual content – in the form of text messages, photographs, or video recordings – using digital devices and electronic media. The literature emphasises that this phenomenon may be voluntary, but in the case of children and young people it is often associated with peer pressure, manipulation, or coercion. Sexting becomes a form of cyberbullying when intimate content is distributed without the consent of the person depicted or when it is used as a means of harassment, intimidation, or blackmail⁹. The dissemination of messages and other material of a sexual nature without the consent of the other party can have a number of consequences. Such action violates a person's privacy and intimacy, creates the risk of further dissemination of the material, causes shame, humiliation, and social stigmatisation, and may contribute to further pressure and manipulation. It can also – even if the original sending of sexual content was a form of flirting or cybersex – lead to further forms of cyberbullying: *sextortion* (sexual blackmail), *revenge porn* (revenge through the sharing of sexual material) or *grooming* (exploitation by adult perpetrators).

Research Procedure

The aim of the research, conducted between 2020 and 2025, was to diagnose the frequency of various forms of cyberbullying among secondary school students and young adults, including sexting. The research conducted at the onset of the COVID-19 pandemic (April 2020) and after its end (May 2023) was comparative in nature. A total of 165 secondary school students took part in the research. The research conducted in 2025 was part of a broader project on the educational functionality of the family of origin. A total of 165 students aged 18-25 participated in the research. In addition, the analysis was expanded to include the results of research conducted between 2020 and 2025 on various forms of cyberbullying, in which 419 people aged 18-45 participated. Descriptive statistics and correlation analyses were used for the analysis.

⁶ Kowalski, R. M., Limber, S. P., Agatson, P. W. (2008). *Cyberbullying. Bullying in the digital age*. New York: Blackwell Publishing.

⁷ Pyżalski, J. (2012). *Agresja elektroniczna...* op.cit.

⁸ Klettke, B., Hallford, D. J., Mellor, D. J. (2014). Sexting prevalence and correlates: A systematic literature review. *Clinical Psychology Review*, 34(1), 44–53. <https://doi.org/10.1016/j.cpr.2013.10.007>

⁹ Ibidem.

Results

Initially, the responses given by secondary school students at the beginning and end of the COVID-19 pandemic were analysed. The data analysis indicates significant shifts in the declared frequency of sexting between 2020 and 2023. Most notably, there was an increase in the percentage of students declaring no experience with sexting – the "never" response rose from 37.0% to 49.3%, which may indicate greater awareness of the risks and a more cautious approach to sharing intimate content after the pandemic. At the same time, there was a significant decrease in the "rarely" response (from 33.7% to 16.4%), which is the largest change in the ranking and may indicate a polarisation of behaviour: some students are completely giving up sexting, while others are engaging in it more often. The "sometimes" category remains at a similar level, with only a slight increase (from 13.0% to 15.1%), which suggests stability in moderate forms of behaviour. On the other hand, the percentage of people declaring frequent involvement in sexting has decreased (from 12.0% to 9.6%), which can be interpreted as a weakening of intensive practices in this group. The most worrying trend, however, is the increase in the "constantly" category (from 4.3% to 9.6%), indicating a doubling of the percentage of students who experience sexting constantly or very often. This change suggests that although the overall prevalence of sexting in the study population is decreasing, at the same time there is a small but particularly vulnerable group of young people engaging in high-risk behaviour (Table 1).

Table 1: Changes in the frequency of sexting among secondary school students in 2020 (n=92) and 2023 (n=73)

	Sexting (N=165)		
	2020	2023	Change
never	37.00%	49.30%	12.30%
rarely	33.70%	16.40%	-17.30%
sometimes	13.00%	15.10%	2.10%
often	12.00%	9.60%	-2.40%
constantly	4.30%	9.60%	5.30%

An analysis of data on the frequency of sexting among secondary school students, broken down by gender, shows that the differences between women and men are relatively small in most categories, although there is one notable exception. In the categories "never", "rarely", "sometimes" and "often", the percentages of responses are similar; women are slightly more likely to report zero (41.1% compared to 44.3% for men) or low (26.3% compared to 25.7%) levels of experience with sexting. The responses "sometimes" and "often" are similar, with differences of only 3.1 to 3.4 percentage points in favour of men,

indicating that moderate and frequent sexting occurs in both groups with comparable intensity. The most significant difference appears in the "constantly" category (10.5% for women, 1.4% for men). The difference of 9.1 percentage points is the strongest contrast between the analysed groups (Table 2). This may indicate greater social pressure on girls, greater susceptibility to manipulation in relationships, or different patterns of communication in close relationships. This phenomenon requires special attention, as constant engagement in sexting is associated with the risk of psychological and social consequences and exposure to phenomena such as sextortion, revenge porn, or grooming.

Table 2: Frequency of sexting among secondary school students (N=165) by gender (women n=90 and men n=70)

	Females (n=90)	Men (n=70)	Change
never	41.10%	44.30%	3.20%
rarely	26.30%	25.70%	-0.60%
sometimes	12.60%	15.70%	3.10%
often	9.50%	12.90%	3.40%
constantly	10.50%	1.40%	-9.10%

An analysis of the correlation between age and the frequency of sexting shows different patterns of dependence in the two populations studied. In the group of secondary school students (N = 165), surveyed in 2020 and 2023, a positive, statistically significant correlation was obtained ($r = 0.154$; $p = 0.048$). This means that among schoolchildren, older students are more likely to engage in sexting. This relationship, although weak, is consistent with the characteristics of adolescence – increased interest in intimate relationships, exploration of sexuality, and greater digital autonomy. It may also reflect older students' greater access to digital devices and higher level of technical competence, which facilitates this type of activity.

In contrast, in the group of students (N = 165) surveyed in 2025, the relationship takes a different direction. A significant negative correlation was found between age and sexting ($r = -0.178$; $p = 0.022$). This means that in this population, younger students engage in sexting more often than older students. This phenomenon may be due to several factors. Firstly, younger students – especially those just entering adulthood – may use social media, dating apps, or mobile messengers more intensively, which encourages fast and often more risky forms of intimate communication. Secondly, these differences may reflect a shift in priorities with age: older students are more likely to form more stable relationships, are entering early adulthood, and may be more aware of the risks associated with sharing intimate content.

A comparison of the two analyses indicates that age has a different effect depending on the stage of development. In late adolescence (secondary school students), increasing age is associated with more frequent sexting, while in early adulthood (university students), this relationship is reversed, with sexting being more common among younger individuals. These results emphasise that sexting is not a uniform phenomenon across the entire population of young people, but varies with development, relationship experience, and functioning in the digital environment (Table 3).

Table 3: Comparison of correlations between sexting and age in studies of two populations: secondary school students (N=165) and university students (N=165)

Correlation Matrix		Age – secondary school pupils	Age – university students
Sexting	Pearson's r	0.154 *	-0.178 *
	p-value	0.048	0.022

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

A different pattern emerges from a study of adults aged 18–45 (N = 419) conducted between 2020 and 2025. This study also distinguished between active sexting (sending content) and passive sexting (receiving content). In this group, all analysed variables related to sexting show negative correlations with age, some of which are statistically significant. With age, the frequency of sending nude photos ($r = -0.120$; $p = 0.014$), receiving nude photos ($r = -0.132$; $p = 0.007$) and overall sexting ($r = -0.126$; $p = 0.010$) decreases. On the other hand, sending and receiving messages with sexual content also shows a downward trend with age, although these relationships did not reach statistical significance. This suggests that the intensity of sexting behaviour is highest in early adulthood and then gradually decreases. This may be attributed to, among other things, to greater experience in relationships, growing awareness of risks, life stability, or changes in the ways of building intimacy, which with age may rely less on digital communication (Table 4).

Table 4: Correlation between sexting and age in a study of adults aged 18-45 (n=419)

Correlation Matrix		Age
Sending sexually explicit messages	Pearson's r	-0.080
	p-value	0.104
Receiving sexually explicit messages	Pearson's r	-0.076
	p-value	0.120
Sending nude photos of oneself	Pearson's r	-0.120 *
	p-value	0.014
Receiving nude photos	Pearson's r	-0.132 **
	p-value	0.007
Sexting	Pearson's r	-0.126 **
	p-value	0.010

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The correlation between sexting and personality traits measured by the Big Five Personality Test [TIPI]¹⁰ was verified in two populations, as the 2025 study conducted among students focused on other issues. Therefore, the following analysis is based solely on a group of secondary school students and on studies conducted among adults aged 18-45.

The analysis of the relationship between personality traits and sexting reveals different patterns in the two populations studied. In the group of secondary school students, the results indicate that most of the personality traits measured by the TIPI test – such as extraversion, agreeableness, conscientiousness, and stability – show no significant relationship with sexting. The only trait that showed a statistically significant relationship with this behaviour was openness to experience ($r = 0.172$; $p = 0.028$). This relationship is positive, which means that students who are more curious about the world and inclined to explore new areas are more likely to engage in sexting. This result suggests that during adolescence, intimate digital behaviours may be part of the search for new experiences and a way of expressing oneself, and their occurrence is more related to developmental processes than to stable personality traits (Table 5).

¹⁰ Sorokowska, A. – Słowińska, A. – Zbieg, A. – Sorokowski, P. (2014). *Polska adaptacja testu Ten Item Personality Inventory (TIPI) – TIPI-PL – wersja standardowa i internetowa*. WrocLab, Instytut Psychologii, Uniwersytet Wrocławski.

Table 5: Correlations between sexting and personality traits in a group of secondary school students (n=165)

Correlation Matrix

		Extraversi on	Agreeablen ess	Conscientious ness	Stabili ty	Openne ss
Sexti ng	Pearso n's r	0.104	-0.018	-0.023	-0.066	0.172 *
	p-value	0.183	0.820	0.766	0.403	0.028

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

In the adult population aged 18–45 (N = 419), surveyed between 2020 and 2025, a clearly different pattern of dependence can be observed. In this group, conscientiousness plays a key role, correlating negatively, and statistically significantly, with various forms of sexting. People with higher levels of conscientiousness are less likely to send sexually explicit messages, share nude photos of themselves, and receive them, and their overall level of involvement in sexting is lower. Conscientiousness – associated with responsibility, foresight, and caution – thus acts as a protective factor, limiting risky digital practices. Other personality traits, such as extraversion, agreeableness, stability, and openness, do not show significant associations with sexting in this population, indicating that these behaviours are not strongly anchored in personality but rather result from situational, relational, and life context factors (Table 6).

Table 6: Correlations between sexting and personality traits in a group of adults aged 18-45 (n=419)

Correlation Matrix		Extraversion	Agreeableness	Conscientiousness	Stability	Openness
Sending sexually explicit messages	Pearson's r	-0.052	-0.081	-0.173 ***	0.022	0.028
	p-value	0.290	0.097	<.001	0.653	0.574
Receiving sexually explicit messages	Pearson's r	-0.042	-0.022	-0.065	-0.038	0.086
	p-value	0.386	0.652	0.186	0.433	0.079
Sending nude photos of oneself	Pearson's r	-0.090	-0.073	-0.202 ***	-0.074	-0.008
	p-value	0.065	0.136	<.001	0.128	0.874
Receiving nude photos	Pearson's r	-0.033	-0.088	-0.101 *	-0.053	0.003
	p-value	0.500	0.073	0.039	0.280	0.957
Sexting	Pearson's r	-0.065	-0.080	-0.161 ***	-0.045	0.036
	p-value	0.185	0.101	<.001	0.360	0.459

Note. * p < .05, ** p < .01, *** p < .001

A comparison of the two groups reveals a significant change in the role of personality in different stages of development. Among secondary school students, sexting is more common among those who are open to new experiences, reflecting the tendency to explore and experiment that is characteristic of adolescence. In contrast, among adults, conscientiousness is clearly important as a trait that inhibits engagement in intimate behaviour in the digital space. This means that with age and the development of social and emotional maturity, the factors conducive to sexting change: from curiosity and the need for exploration, typical of adolescence, to increased self-control, responsibility, and a reflective approach to risk in adulthood. This developmental nature of the relationship emphasises that sexting is not a homogeneous behaviour, but evolves as one progresses through the stages of life, and its psychological determinants are different in adolescents and adults.

The last research tool used was the scale of educational functionality of the family of origin¹¹. Analysis of the results revealed clear differences in the relationships between the quality of the family environment and the undertaking of sexting in different age groups. Among secondary school students (N = 165) surveyed in 2020 and 2023, a statistically significant negative correlation was found between family functionality and engagement in sexting ($r = -0.184$; $p = 0.018$). This result indicates that the lower the educational functionality of the family of origin — understood as a lower level of emotional support, poorer communication, and weaker parental control — the more often young people engage in sexting. This relationship is particularly understandable in the context of adolescence, when young people seek confirmation of their self-worth, closeness, and recognition in peer relationships, and deficits in the family environment can reinforce the tendency to engage in risky forms of emotional and sexual expression in the digital space (Table 7).

Table 7: Correlation between sexting and the educational functionality of the family of origin in studies of secondary school students conducted in 2020 and 2023 (N=165)

Correlation Matrix		
		Functionality
Sexting	Pearson's r	-0.184 *
	p-value	0.018

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

In the group of university students (N = 165) surveyed in 2025, this relationship did not occur — the correlation between family functionality and sexting proved to be statistically insignificant ($r = -0.082$; $p = 0.293$). This result may indicate that with the onset of early adulthood, the influence of the family of origin weakens in favour of situational, relational, and individual factors. Students are more likely to function outside the direct control of their parents, make independent decisions, enter into relationships, and their intimate behaviour in digital media is shaped less by family patterns and more by current interpersonal experiences, relational identity, and social context. The lack of correlation between the studied population may also result from the selection of the research sample, as the very fact of undertaking higher education may be related to the educational functionality of their family of origin (Table 8).

¹¹ Kwiatkowski, P. (2016). Resiliencja rodziny jako źródło pozytywnej adaptacji młodzieży. *Wychowanie w Rodzinie*, 13(1), 311–343. <https://doi.org/10.23734/wwr20161.311.343>. Kwiatkowski, P., Jurczyk-Romanowska, E. (2022). Retrospektywny pomiar jakości wychowania w rodzinie – propozycja nowego narzędzia. *Wychowanie w Rodzinie*, 28(3), 13–28. <https://doi.org/10.34616/wwr.2022.3.013.028>

Table 8: Correlation between sexting and the educational functionality of the family of origin in a study of university students conducted in 2025 (N=165)

Correlation Matrix		
		Functionality
Sexting	Pearson's r	-0.082
	p-value	0.293

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

A different picture emerges in the population of adults aged 18–45 with varying levels of education ($N = 419$), surveyed between 2020 and 2025. In this group, consistent, negative, and mostly statistically significant correlations were found between family functionality and all analysed forms of sexting (active and passive). Lower parenting functionality in the family of origin was associated with more frequent sending of sexually explicit messages ($r = -0.185$; $p < .001$), more frequent receiving of such content ($r = -0.120$; $p = 0.014$), a greater tendency to send one's own nude photos ($r = -0.257$; $p < .001$), and more frequent receipt of nude photos ($r = -0.126$; $p = 0.010$). The strongest correlation was observed for sending one's own nude photos, which may indicate that individuals from less functional families more often compensate for emotional deficits by seeking closeness, confirmation of their value, or approval in the digital space, often in risky ways.

A general sexting index was also examined in adults, which also correlated negatively with family functionality ($r = -0.206$; $p < .001$), which is consistent with the analysis of the relationships between specific manifestations of sexting behaviour. Deficits in emotional security, relationship, and communication patterns internalised in childhood may persist and manifest themselves in adulthood through greater susceptibility to risky forms of intimate communication (Table 9).

Table 9: Correlation between sexting and the educational functionality of the family of origin in a study of adults aged 18-45 conducted in 2020-2025 (N=419)

Correlation Matrix		Functionality
Sending sexually explicit messages	Pearson's r	-0.185 ***
	p-value	< .001
Receiving sexually explicit messages	Pearson's r	-0.120 *
	p-value	0.014
Sending nude photos of oneself	Pearson's r	-0.257 ***
	p-value	< .001
Receiving nude photos	Pearson's r	-0.126 *
	p-value	0.010
Sexting	Pearson's r	-0.206 ***
	p-value	< .001

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Conclusions

The conducted research allows us to conclude that sexting is a developmentally diverse phenomenon, conditioned by both individual and environmental factors. The results indicate that among secondary school students, the frequency of sexting has changed during the COVID-19 pandemic – the overall prevalence of this behaviour has decreased, but at the same time, the group of young people who frequently or constantly engage in this type of activity has increased, which emphasises the need to intensify preventive measures aimed specifically at high-risk individuals. An analysis of gender differences revealed that girls engage in sexting on a repetitive basis significantly more often than boys, which may be a consequence of peer pressure, differences in social norms or greater susceptibility to manipulation in intimate relationships.

The relationship between sexting and age proved to be different in different groups: among secondary school students, older age is associated with more frequent engagement in this behaviour, while among university students, on the contrary, sexting is more common among younger people. Among adults, the intensity of sexual behaviour in the digital space gradually decreases with age.

Personality analyses revealed that among secondary school students, the only significant predictor of sexting is openness to experience, while among adults,

conscientiousness plays a key role, acting as a protective factor against risky digital behaviour.

The educational functionality of the family also proved to be an important factor. Among secondary school students and adults, a lower quality family environment was associated with more frequent sexting. It can therefore be concluded that the educational functionality of the family of origin is an important factor protecting against risky behaviour of this kind.

In summary, the results of the study emphasise the need for a multifaceted approach to the prevention of risky behaviour in the digital environment. Educational activities should be adapted to age, developmental level, and the specifics of peer relationships, taking into account both psychosocial components and personality variables. Furthermore, preventive and educational measures should cover not only those directly exposed to cyberbullying, but also their families, especially in the early stages of raising children.

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