

BULLYING IN ADOLESCENTS

The Definition of Bullying

Several aspects...

- Intentional harm
- Repeated over time
- Power imbalance



Depressive Symptoms, Friend Distress, and Self-blame: Risk Factors for Adolescent Peer Victimization

Hannah L. Schacter, Jaana Juvonen

Journal of Applied Developmental Psychology (2017)

Research Question

- How social cognitions and peer relationships of adolescents with depressive symptoms affect the risk of future victimization?

The Aim of the Study

- Depressive symptoms as a risk factor for peer victimization in early adolescence by focusing on self blaming

Hypothesis

- Self-blame can help account for increased victimization risk and that friends' depressive symptoms further strengthen this association.

Participants

- The ethnically diverse sample which includes middle school adolescents ($N = 5374$) from 26 urban public schools in California

Design and Procedure

- Students completed questionnaires in the Fall of the 6th grade, Spring of the 6th grade, and Spring of the 7th grade in a classroom setting.

Measures

1. Perceived peer victimization

- Two statements separated by the word “but” (e.g., some kids are often picked on *but* other kids are not picked on)

- Rating part (if the statement was "really true" or "sort of true" on a 4-point scale).
- Other three items were about being called names, being the target of gossip, and being pushed around by others.

2. Depressive symptoms

- Adapted version of the Center for Epidemiologic Studies Depression Scale (CES-D; Radloff, 1977) (e.g., "I felt depressed," " I felt sad," " My sleep was restless".)

- How often they had experienced each item in the past week



3. Friends' depressive symptoms

- They were asked to list the names of their good friends in their grade at school.

4. Characterological self-blame

- Vignette 1 (in the Fall of 6th grade)
- Vignette 2 (in the Spring of 6th grade)
- Self-blame (e.g., more likely to happen to me than to other kids)

Results

- Students who reported higher levels of depressive symptoms at the beginning of middle school were more likely to endorse self-blaming attributions at the beginning and end of the 6th grade.
- Students who reported higher levels of depressive symptoms at the beginning of middle school were more likely to experience peer victimization both concurrently and during 7th grade.

- Higher depressive symptoms were related to having friends with depressive symptoms and higher levels of self-blame and victimization.



Bullying Among Turkish High School Students

Yasemin Karaman Kepenekci, Şakir Çınkır

Child Abuse & Neglect (2006)

Research Questions

- What types of bullying are taking place in high school in Turkey?
- What is the gender of the victims?
- Where does bullying take place?
- What do the victims do in order to protect themselves from bullying?
- Who are the bullies?
- Why do the children bully each other?

The Aim of the Study

- Investigate school bullying among public high school students in Turkey.

Participants

- Students chosen from five state high schools in Ankara ($N = 692$)
- 14-17 years of age
- 385 of them were girls and 307 of them were boys

Questionnaire Design

- To determine the students' perceptions of bullying in schools

- Questions were derived from the studies by Olweus (1993) and Elliot (1997)
- Four types of bullying : physical, verbal, emotional, and sexual
- 28 binary or multiple-choice questions
- Two open-ended questions (consequences of bullying & prevention methods)

Procedure

- During normal class time
- Anonymous

Results

- All students reported that they experienced at least one type of bullying.

35.3% verbally (pushing)

35.5% physically (name calling)

28% emotionally (humiliating)

15.6% sexually

- Gender and types of bullying

Physical and verbal bullying were the most common type.

Boys experienced more physical (kicking) and verbal (name calling, swearing) bullying than girls.

- "Where does bullying usually take place?"

Classroom, school corridors, on the way to school, school canteen etc.

- “Who was likely to do the bullying in schools?”
 - 33.5% said boys,
 - 9.8% said girls,
 - 18.7% said chubby students,
 - 18.4% said older students,
 - 16.7% said less successful student
 - 2.9% said other

- “Why do you think students bully each other?”
 - “pretending to be strong” (43.1%),
 - “who do not know how to handle their problems” (24.1%),
 - those who “have personal problems” (22.1%),
 - no clue (10.7%)

- Open-ended questions: consequences of bullying and prevention methods
- “A friend insulted and swore at me. I never told anyone including my family. I feel like crying. I feel helpless and sometimes lose concentration. I am losing trust in myself.” (Low psychological well-being)

➤ “Whenever I am faced with discrimination I feel alone and put a distance between my friends and myself.”

(Poor social adjustment)

➤ “My friends gave me a nickname. I went into depression. Became antisocial. I feel like punching them.” (Psychological distress)

- What about prevention?
- High school students in Turkey were more likely to protect themselves rather than telling someone else.

