

SCHOOL BULLYING AMONG DISADVANTAGED STUDENTS IN SCHOOL

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The objective of this study is to reveal the structure of bullying behaviour patterns occurring at school, the occurrence rate of the bully, victim, intervener participant, helper participant and bystander behaviour patterns among disadvantaged students at primary and secondary schools. We used the Bullying Questionnaire developed by our research team to study the behaviour patterns that are related to bullying. In the case of primary school pupils the behaviour pattern occurring most frequently was - regardless of gender - aiding intervention. For the secondary school students we revealed difference between boys and girls. Among girls the most intensive behaviour pattern was aiding intervention, while to boys joining to the attacking party was the most typical. Regarding the second strongest behaviour pattern shown in the case of bullying we found that to girls the spectator manner was most typical in every age group, while in the case of primary schoolboys the intervention by way of joining to the attacking party was most peculiar and in the case of secondary school boys the aiding intervention was most characteristic. The attacking behaviour given to bullying was not found typical in any of the age groups. However attacking behaviour was significantly more typical to boys in every age group than to girls. The application of physical and verbal force as well as preference of advantage deriving from attack was significantly more peculiar to boys than to girls in every age group. The victim behaviour pattern was the least typical to the specimen. At the age between 11 and 12 the boys and girls became victims due to bullying nearly at the same level. As of the age between 13 and 14 however this behaviour pattern was found principally more characteristic to girls, but this did not reach the significant level in the case of either age group.

Keywords: bullying, bully, victim, intervener participant, helper participant and bystander behaviour patterns

Prevalence of School Bullying

The prevalence rate of school bullying show large variation depending on what are the influencing factors by the researchers; which period the measurement covers (e.g: last month, the previous six months, any time in the school years); what is the frequency that can be criterion in connection with bullying (eg once / twice in the period, once a month, once a week or

more often), which definition is used (eg indirect or direct types) (Monks et al., 2009).

The research results show (Smith et al., 1999), that the victims of bullying are in minority (approximately 5-20% of the children and the harassers (who injured the others) are usually even less (about 2-20%).

Some students are also a harasser and a victim (attacker/victim); their prevalence rate is in connection with school bullying, beyond the above mentioned uncertainty, it changes a lot according to the applied methodology and criteria (Wolke et al., 2000).

According to Figula's (2004) domestic test, in school situations the rate of victims is 26, 1%, the rate of harassers is 12,9%, the rate of aggressive/victims is 26,5%.

In childhood and adolescence, aggression is often described as a stable characteristic. Other researches show that bullying has a different process (Farrington, 1991; Goldstein, 1994; Loeber & Stouthamer-Loeber, 1998).

In fact, the increase and peak of bullying can be in the years of adolescence while during the high school years it shows a declining tendency (Nansel et al., 2001; Pellegrini & Bartini, 2001).

With age the incidence tendency of bullying moves from physical aggression toward indirect and covert aggression. There are more boys in the category of offenders, while among the victims there is balance between the genders. Physical maltreatment is typical of boys, covert and indirect harassment is typical of girls (Olweus, 1993; Smith et al., 1999).

According to the researchers of bullying, there is connection between family atmosphere and aggressive behavior. It is likely that those children who find aggressive behavior useful it is typical that conflict is often present in their family, they take part in bullying at home and in aggressive behavior, and they feel that aggression has a functional value to achieve their goals. Surely they learn these behaviors at home and it is likely that the learned things at home are practiced at school by them (Espelage & Swearer, 2003).

The role of family in the development of bullying has been examined by several researches. Researchers have found strong links between the aggressive behavior of young people and the lack of family cohesion (Gorman-Smith et al., 1996), inadequate family control (Farrington, 1991), family bullying (Thornberry, 1994), belligerence (Loeber & Dishion, 1983) and poor problem-solving skills (Tolan et al., 1986). Furthermore, the presence of family conflicts and parental problems also show close contact with aggression in childhood (Henggeler et al., 1998).

More researchers have revealed connection among parental educational style, family atmosphere and school bullying. For example, according to Olweus' Scandinavian Youth Research (1980, 1993) he concluded that the violent boys' families can be often characterized by the lack of coziness, the use of physical bullying within the family and the inability to control extra-curricular activities.

The above findings in Bowers, Smith and Binney's research (1994) were supplemented by that the harassers' family members have high claim to power. About the families of the victims it turned out that the family is very cohesive and probably the mother is overprotective (Berdondini & Smith, 1996).

The researches examining the proactive victim's family background revealed that the harsh, negative parental behavior is quite common in the proactive victims' families; the parents are often unable to control their emotions. The proactive boy victims often have close relationship with their mother but their relationship is distant with their father. The proactive girl victims' mother is rather hostile than overprotective (Révész, 2007).

The aim of this present study is to reveal the structure of the aggressive attitude – and behavior patterns in school practice, the occurrence rate of the bully, the victim, the intervener participant, the helper participant and the bystander behavior patterns among among disadvantaged students in primary school.

Theory of School Bullying

About the dynamics of school bullying, several theories have been born over the past few decades. One part of the theories puts emphasis on personality; the other part puts emphasis on the characteristics of social situation in connection with the explanation of school bullying.

Evolutionary theory

The evolutionary approach of aggressive behavior has only just begun to be investigated by the researches (Kolbert & Crothers, 2003). The theory recommends that we should consider aggressive behavior at school as any type of aggressive behavior. Aggressive behavior in school has advantages and disadvantages too, as in some circumstances the attacker has positive profit (benefit of the assault) (for example the purchase of material essentials or the protection of subculture), even if it is not beneficial for the victim or the atmosphere. The theory does not protect aggression in any sense because according to the theory, correlation and correctness have evolutionary roots.

Attachment theory

Attachment theory assumes that the development of the internal working model of relations influences the quality of the attachment to parents or carers and this has an effect on the attachment of the person in his/her subsequent relationships (Main et al, 1985). Attachment theory assumes that the development of internal working model is relatively continuous. Uncertain attachment can lead to that the individual will show more hostile and more aggressive reaction than the expected reaction towards others, so this can easily become bully behavior in the course of school bullying.

Social Learning theory

Researches on bullying show that there is a connection between family atmosphere and aggressive behavior. It is likely that those children who find aggressive behavior useful, it is typical of them that in their family conflict is/was often present, they take part in bully at home and in aggressive behavior and they assume that aggression has a functional value to achieve the goals. Surely they learn these behaviors at home and it is likely that they play the learnt things in the school (Espelage & Swearer, 2003).

Beyond attachment theory, the effect of family factors, social learning (through observations, imitation of roles, reinforcement) contribute to the development of aggressive behavior (Baldry, 2003).

Socio cultural theory

Socio cultural theory concentrates rather on the role of social factors in behavior than to understand individual differences. According to the theory, one should observe aggressive behavior in the systematic environment where it appears. Researches show that aggression is not typical of democratic, authoritarian schools with rigid hierarchy (Roland, 1989).

It is important to examine that in these schools whether rules against overt aggression or covert rewards are present. Community members can support (directly or indirectly) bully behavior pattern through its approaches (Ireland, 1999; Salmivalli et al, 1996).

In order to reduce the frequency of the appearance of school bullying, it is important to pay attention to changes in the system (school as organization), not to the characteristics of the people living in the given environment (students and teachers).

This approach can be used in those schools, where interventions extending the entire school are attained and all members of the organization take part in the fight against school bullying.

Social-cognitive learning theory

This theory focuses on the differences of individual development. According to Crick and Dodge's (1994) social information processing model, aggression is caused by the distorted and different form of the norm processing of information. They believe that in this way aggression is not an appropriate (maladaptive) response of aggression.

According to the model, the lack of social abilities within this, primarily the impairment of social problem solving is associated with the development of aggression.

Aggressive students during social information processing are more likely to show code problems such as the attribution error of belligerency and the representation level error (for example the interpretation weakness of others' state of mind).

Nowadays, researchers question that whether this model can be applicable to all types of aggression within this, to school bullying. It is well-known that school bullying is the indirect form of aggression such as lie or spreading rumors, which leads to the victim's exclusion from the group and physical aggression is carefully designed in most cases. It is likely that at least some of the attackers are aware of the social perception of their behavior (Espelage & Swearer, 2003).

Consciousness theory

Sutton et al. (1999) discuss the approach of lack of social abilities model in connection with school bullying. They emphasize that some attackers understand other people's behavior well and they use this knowledge in their own interest.

Their arguments are drawn up in connection with consciousness theory. This idea suggests that the individual is able to „identify” others' and his/her state of mind (Leslie, 1987).

Using consciousness theory, Sutton et al. (1999) express their view that some attackers can have/possess consciousness theory because they aim at vulnerable children who tolerate harassment and it is likely that their peers do not stand by them.

Similarity theory

Peers play an important role in the children and adolescents' social behavior. The peer group tends to be important in the child's personality development in late childhood and early adolescence. During this developmental period, the base of the formation of peer groups is similarity of souls and gender and racial similarity (Leung, 1994).

Peer groups are liable to show similarity in the different dimensions of behavior. This similarity within the group is called as homophily by the researchers (Berndt, 1982).

So far, Espelage and Swearer (2003) have examined the homophily hypothesis in connection with school bullying. They examined high school students in the research, one hand applying the analysis method of social network for the charting of peer social network, on the other hand with hierarchical linear modeling they determined of its extent, how peers influence each other in school bullying. The results support homophily hypothesis in connection with bullying and fighting in the test of sixth and eighth grade students in the one year period.

The effect of homophily was stronger in point of verbal aggression than physical aggression. This shows that peers' influence play more important role in the lower level aggression than in fighting. Simply, peers like to „hang out” with peers who attack as frequent as they do.

In addition, the effect of homophily was also strong in case of those students, who make friends with attackers. In the sample the boys seemed to be a little more harmful than the girls. Homophily theory has been confirmed in both groups.

These results suggest that prevention efforts should include conversations with students in reference to that how to handle their peers' pressure, which forces them to take part in aggressive events. And it should be discussed how to restrict powerful peer influence (Espelage & Swearer, 2003).

Dominance theory

Early adolescence is the period of the growth of school bullying. Dominance theory gives a possible explanation of this growth. Dominance can be considered to be a relationship, by means of which the individuals on the basis of available material essentials are arranged in hierarchy (Pellegrini & Bartini, 2001).

Pellegrini (2002) argues that in the period of transition to high school , students have to reform their dominance relations and they should consider bullying as a conscious strategy by which they have chance to win in the reformed peer group.

In an empirical study, which examined the dominance theory of proactive aggression and school bullying, Pellegrini and Long (2002) found that school bullying is more typical of those boys, who use aggression for the transition. This research supports the idea that the boys in the period of high school transition took part more in school bullying than the girls (Pellegrini & Long, 2002).

Attraction theory

According to attraction theory, the young adolescents need to be detached from the parents and they have to create relationships with their peers, who have similar characteristics. They do so in order to express their independence (for example this is the cause of delinquency, aggression and disobedience) and they attract less to those, who have characteristics of childhood (such as obedience) (Bukowski et al., 2000).

Bukowski et al. (2000) argue that the young adolescents treat the period of transition from primary school to high school that they attract to aggressive peers. In their research they examined 217 transitional age boys and girls and they found that the girls and the boys' attraction to aggressive peers are increasing in the period of transition to high school.

This increase is greater in case of the girls, which parallel to Pellegrini and Bartini's researches (2001). They found that senior high school girls would gladly be on date with 'dominant boys', if there was a party.

This theory shows together with homophily hypothesis and dominance theory the complex nature of school bullying in adolescence and it highlights that it needs to move beyond descriptive researches on the boys and girls' school bullying research.

The combination of individual and situational factors

The latest theories attempt to bring close to each other the individual differences and situational factors, which can expose antisocial behavior in different environmental conditions. One can only understand harassing behavior from the different research traditions through the combined approaches.

These models are originated from the theories of criminology (Farrington, 2005) and from the areas of organization psychology (Einarsen et al., 2003) and they can applicable to school, children's hospice and fraternal relations.

The presence of situational (such as the lack of parental control or the cultures passing by hierarchical, authoritarian democracy) and individual factors (attachment, social learning model, attribution style, the difference of individual characteristics) makes aggression possible and the reinforcements are continuously maintaining it.

Reinforcement factors include the victim's response to harm or the reaction of the organization or the positive output, which is observed by the attacker during harassment (for example status or material needs).

Method

Participants

In the study 1365 people (728 girls, 637 boys) school students took part.

The distribution of the sample in terms of school types is as follows:

- Post-primary education at elementary schools: 856 people (410 girls and 446 boys).
- Secondary schools: 509 people (318 girls and 191 boys).

The distribution of the sample in terms of places of residence is as follows:

- Nyíregyháza: 401 people
- Budapest: 231 people
- Small town (population below 20000): 600 people
- Village (population below 5000): 133 people

Measures

The Examination of School Bullying. The Questionnaire on School Bullying (Figula et al., 2008).

Description of the School Bullying Questionnaire. The Questionnaire on School Bullying, with its 70 'Hardly ever, Sometimes, Often, Almost always' options, reveals the phenomena of violence and harassment between pupils in everyday school life in terms of five dimensions. These dimensions are as follows:

- *Victim* (cognitive: apperception and assimilation of the insult; affective: emotional effect of the insult; physical reaction: bodily reaction to the insult; shortage of social support: refusal in the class community)
- *Bully* (physical aggression; verbal aggression; exclusion; positive profit: benefit of the assault)
- *Bystander* (keeping one's distance; fear)
- *Helper participant* (reconciling interposition; interposition appealing for help; affective: inner tension in view of the violence)
- *Intervener participant.*

Except for the scale of Intervener participant, each dimension comprises further subscales. Chart 1. shows the reliability and temporal validity of the scales and subscales.

Chart 1. *Reliability Indices and dimensions of the Questionnaire on School Bullying and the subscales of the dimensions*

Scales and Subscales of the Questionnaire on School Bullying	Number of items	Cronbach-alfa (n=1365)	Test-retest (n=140)
Victim Scale	33	0,886	0,83
Cognitive Subscale	15	0,879	0,83
Affective Subscale	12	0,898	0,84
Physical reaction Subscale	3	0,747	0,81
Shortage of social support Subscale	3	0,823	0,88
Intervener participant Scale	3	0,769	0,79
Helper participant Scale	8	0,743	0,82
Reconciling interposition Subscale	3	0,703	0,80
Interposition appealing for help Subscale	2	0,772	0,81
Affective Subscale	3	0,723	0,84
Bystander Scale	9	0,722	0,80
Keeping one's distance Subscale	6	0,732	0,81
Fear Subscale	3	0,716	0,79
Bully Scale	17	0,796	0,84
Physical aggression Subscale	4	0,819	0,86
Verbal aggression Subscale	5	0,841	0,87
Exclusion Subscale	5	0,765	0,81
Positive profit Subscale	3	0,754	0,80

Results

The Structure of Behavior Patterns on School Bullying

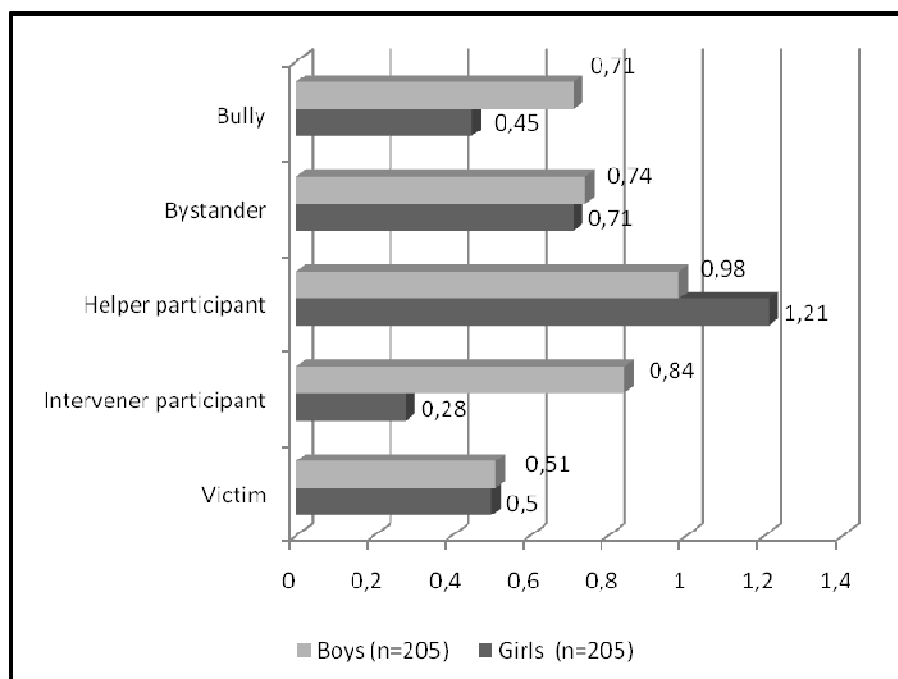
Comparing the scales and subscales of Questionnaire on School Bullying with each other, we calculated the average of values to a given statement within the tested scales and subscales.

In school practice we examined the structural characteristics of attitude and behavior patterns in connection with school bullying according to age groups (11-12 year olds, 13-14 year olds, 15-16 year olds, 17-19 year olds).

11-12 year old age group

Figure 1 shows the structure of behavior patterns in connection with school bullying in the 11-12 year old age group.

Figure 1. *The structure of behavior patterns in connection with school bullying in the 11-12 year old age group*

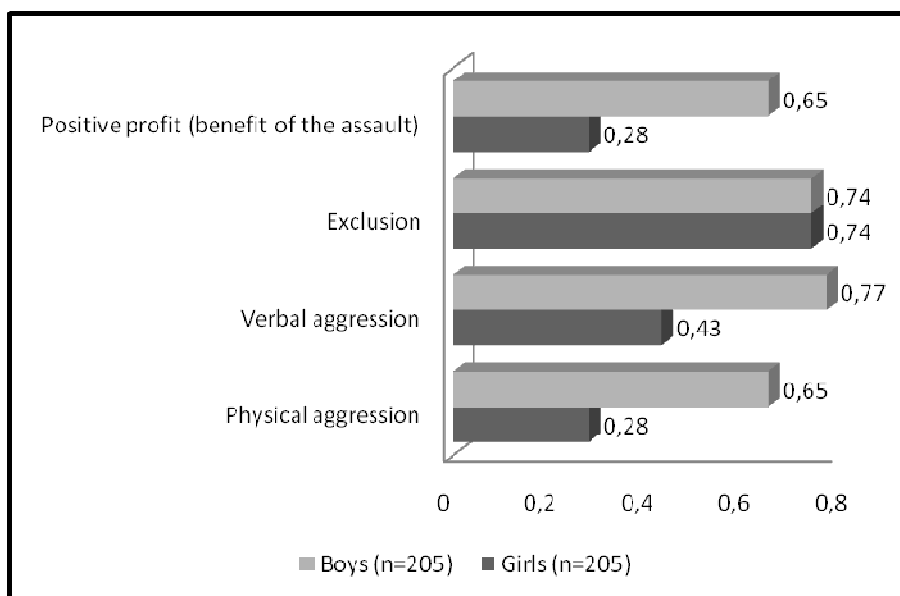


The figure shows that there are differences between the girls and the boys in the structure of behavior patterns in connection with school bullying. In this age group helper participant was typical of boys then intervener participant was the next. It was followed by bystander and bully behavior patterns. Victim behavior pattern was the least typical of boys.

In case of the girls, from the behavior patterns of school bullying helper participant was the most dominant and it was followed by bystander behavior pattern. Next time there were victim and bully behavior patterns. Intervener participant was the least typical of girls.

We also examined the components (subscales) of the behavior patterns (scales) in connection with school bullying in this age group. Figure 2 shows the structure of the components of bully behavior pattern.

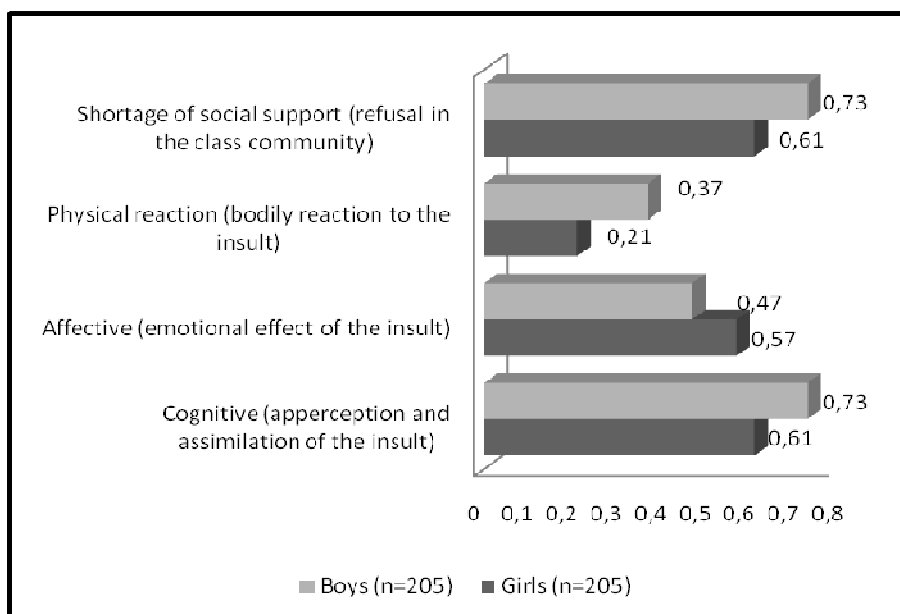
Figure 2. *The structure of the components of bully behavior pattern in the 11-12 year old age group*



In this age group there was a difference between the boys and the girls in the structure of bully behavior pattern. The aggressive behavior patterns of the boys were characterized by verbal aggression and willingness for the exclusion of others; it was followed by positive profit (benefit of the assault). Physical aggression was the least typical of them.

In case of the girls, the most dominant component of bully behavior pattern was exclusion, which was followed by verbal aggression. Positive profit (benefit of the assault) and physical aggression were not very typical of girls. Figure 3 shows the structure of the components of victim behavior pattern.

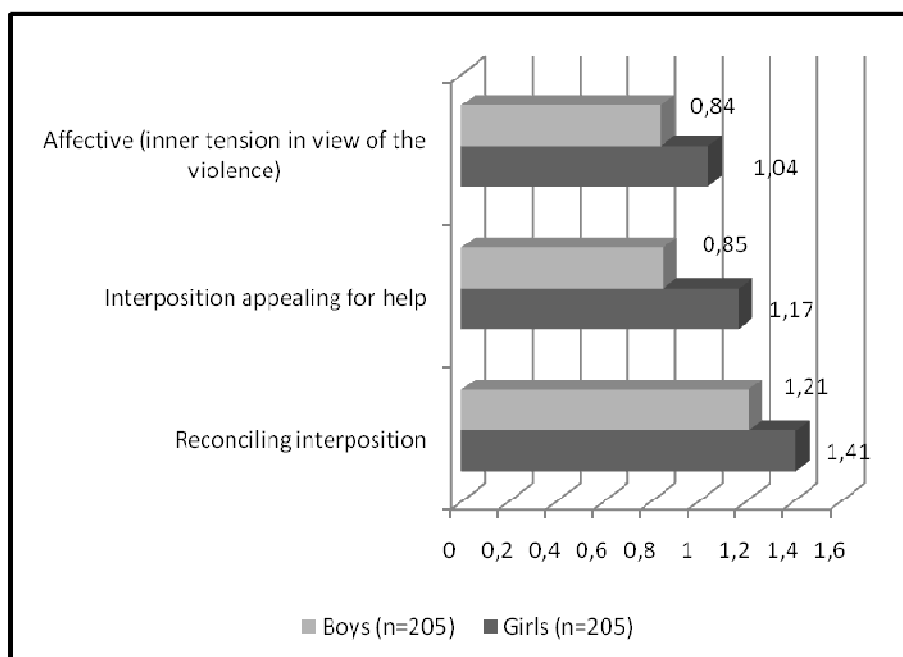
Figure 3. *The structure of the components of victim behavior pattern in the 11-12 year old age group*



In the structure of victim behavior pattern, we do not find significant gender differences. In case of both genders, social support (refusal in the class community) was the main component of becoming a victim, in the case of girls, it was followed by affective behavior pattern (emotional effect of the insult), and in case of the boys it was followed by cognitive behavior pattern (apperception and assimilation of the insult).

In the third place we found cognitive behavior pattern (apperception and assimilation of the insult) in case of the girls and affective behavior pattern (emotional effect of the insult) in case of the boys. Physical reaction (bodily reaction to the insult) was the least typical of both genders. Figure 4 shows the structure of the components of helper participant behavior pattern.

Figure 4. *The structure of the components of helper participant behavior pattern in the 11-12 year old age group*



In this age group helper participant behavior pattern showed similar structure in case of both genders. In the case of both genders, reconciling interposition was the most typical and it was followed by interposition appealing for help. In this age group, affective behavior pattern (inner tension in view of the violence) was the least typical. Figure 5 shows the structure of the components of bystander behavior pattern.

Figure 5. *The structure of the components of bystander behavior pattern in the 11-12 year old age group*

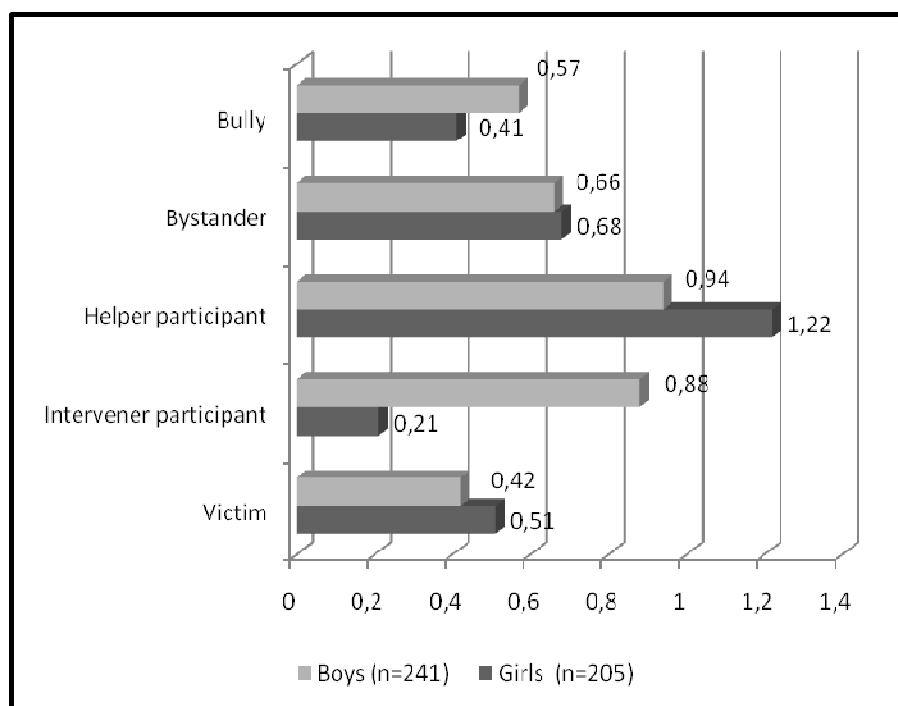


We did not find significant gender differences in the structure of bystander behavior pattern. In case of both genders, bystander behavior pattern was characterized by the effort of keeping one's distance, it was followed by fear.

13-14 year old age group

Figure 6 shows the structure of behavior patterns in connection with school bullying in the 13-14 year old age group.

Figure 6. *The structure of behavior patterns in connection with school bullying in the 13-14 year old age group*



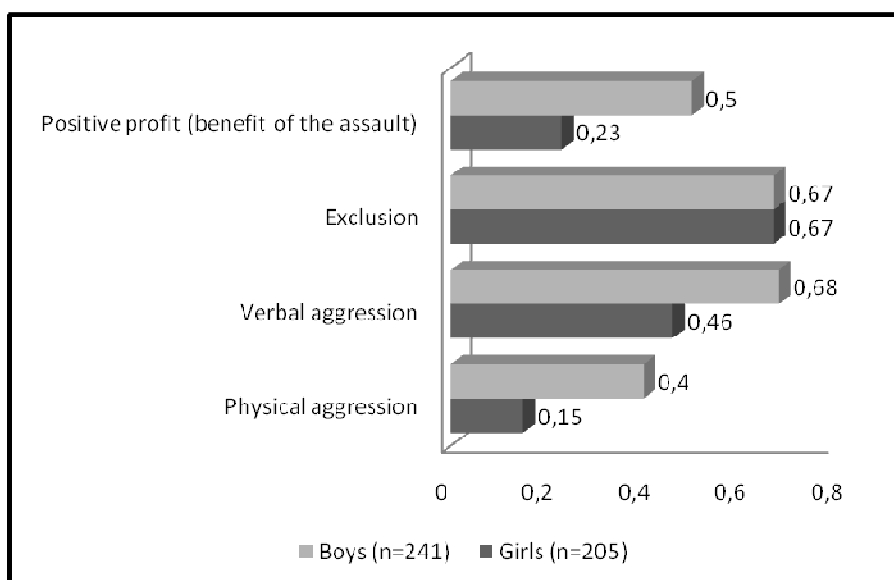
The figure shows that in the 13-14 year old age group there was not significant change in the structure of the behavior patterns in connection with school bullying compared to the other age group.

In this age group, helper participant was also the most typical of boys and it was followed by intervener participant. Finally it was followed by bystander and bully behavior patterns. Victim behavior pattern was the least typical of boys.

In case of the girls, from the behavior patterns of school bullying helper participant was also the most dominant in this age group and it was followed by bystander behavior pattern. Next time there were victim and bully behavior patterns. Intervener participant was the least typical of girls.

We also examined the components (subscales) of the behavior patterns (scales) in connection with school bullying in this age group. Figure 7 shows the structure of the components of bully behavior pattern.

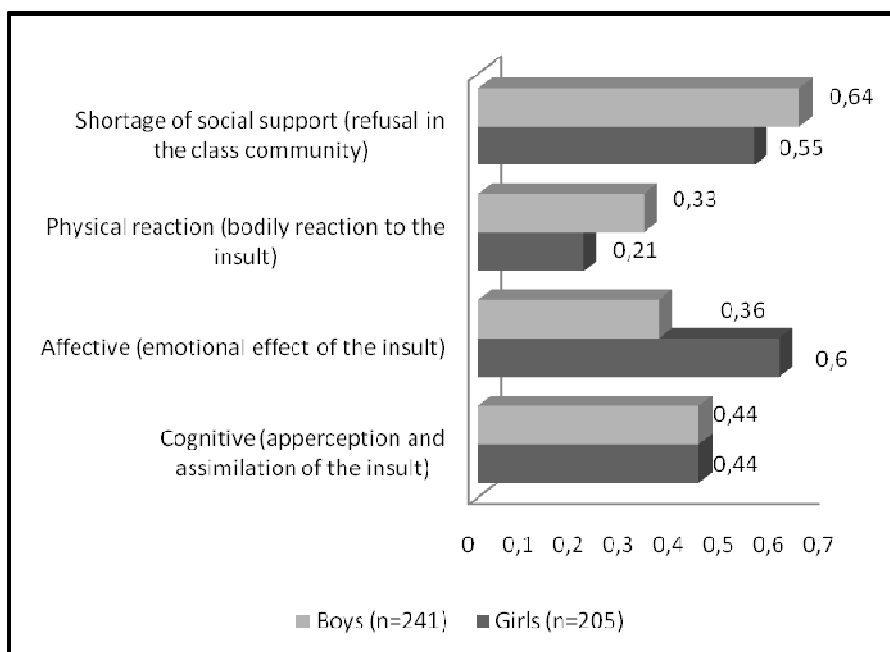
Figure 7. The structure of the components of bully behavior pattern at 13-14 year old age group



In the 13-14 year old age group there were not significant changes compared to the previous age group in the structure of bully behavior pattern.

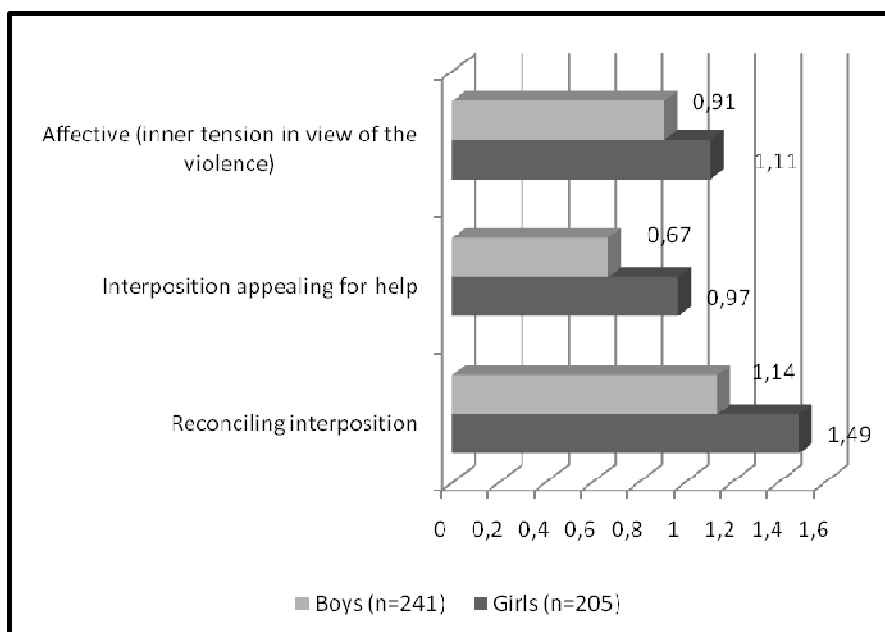
In this age group similarly to the previous age group there was a difference between the boys and the girls in the structure of bully behavior pattern. The aggressive behavior patterns of the boys were characterized by verbal aggression and willingness for the exclusion of others; it was followed by positive profit (benefit of the assault). Physical aggression was the least typical of them. In case of the girls, the most dominant component of bully behavior pattern was exclusion, which was followed by verbal aggression. Positive profit (benefit of the assault) and physical aggression were not very typical of girls. Figure 8 shows the structure of the components of victim behavior pattern.

Figure 8. *The structure of the components of victim behavior pattern in the 13-14 year old age group*



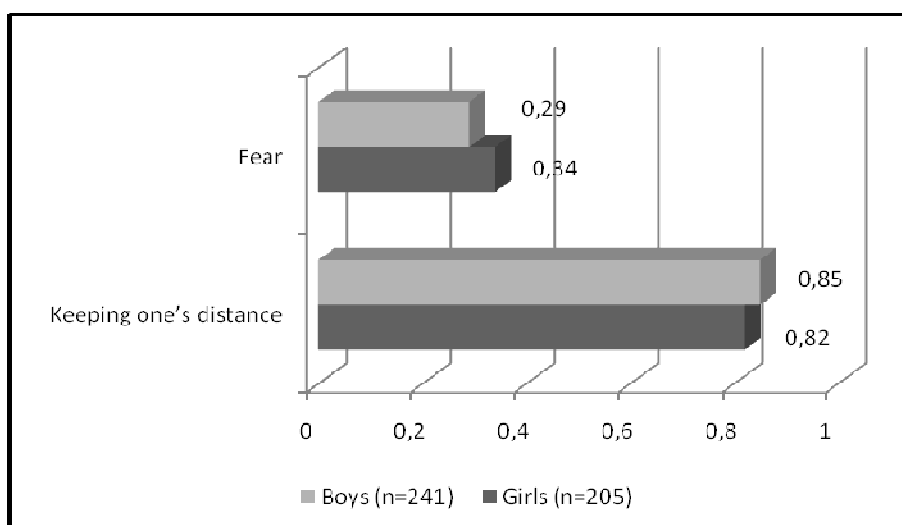
In the 13-14 year old age group, we do not find significant changes in the structure of victim behavior pattern compared to the previous group. In case of both genders, social support (refusal in the class community) was also the main component of becoming a victim, in case of the girls, it was followed by affective behavior pattern (emotional effect of the insult), and in case of the boys it was followed by cognitive behavior pattern (apperception and assimilation of the insult). In the third place we found cognitive behavior pattern (apperception and assimilation of the insult) in case of the girls and affective behavior pattern (emotional effect of the insult) in case of the boys. Physical reaction (bodily reaction to the insult) was the least typical of both genders. Figure 9 shows the structure of the components of helper participant behavior pattern.

Figure 9. *The structure of the components of helper participant behavior pattern in the 13-14 year old age group*



In this age group helper participant behavior pattern also showed similar structure in case of both genders. From the components of helper participant in the 13-14 old age group – compared to the previous age group – reconciling interposition was also the most frequent behavior pattern. Contrary to the previous age group, it was followed by affective behavior pattern (inner tension in view of the violence) and finally helper participant came after it (in case of the previous age group, helper participant was the second most typical behavior pattern. Figure 10 shows the structure of the components of bystander behavior pattern.

Figure 10. *The structure of the components of bystander behavior pattern in the 13-14 year old age group*



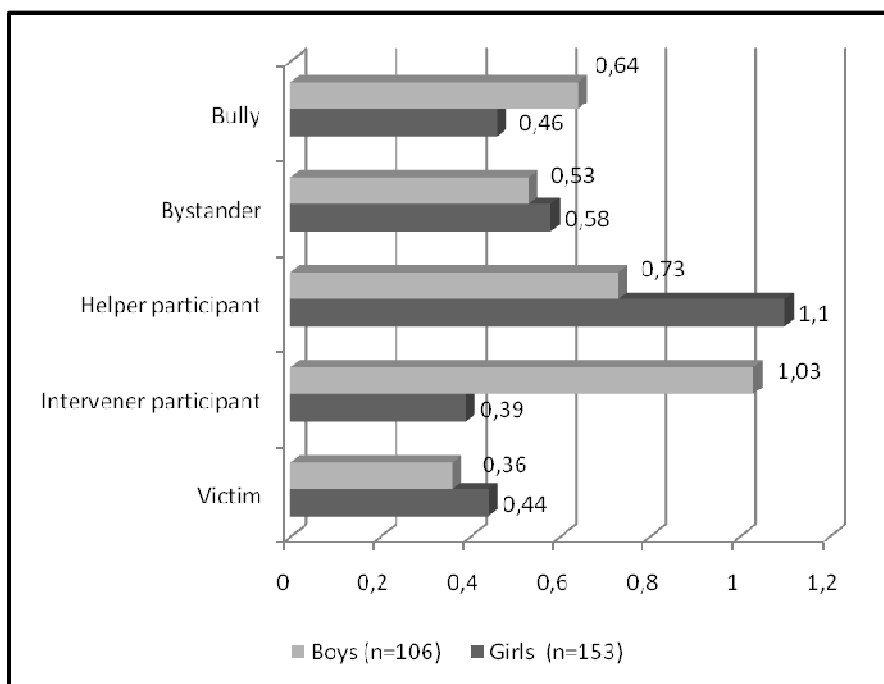
In this age group we did not find significant gender differences in the structure of bystander behavior pattern either. In case of both genders – similarly to the previous age group – bystander behavior pattern was

characterized by the effort of keeping one's distance, it was followed by fear.

15-16 year old age group

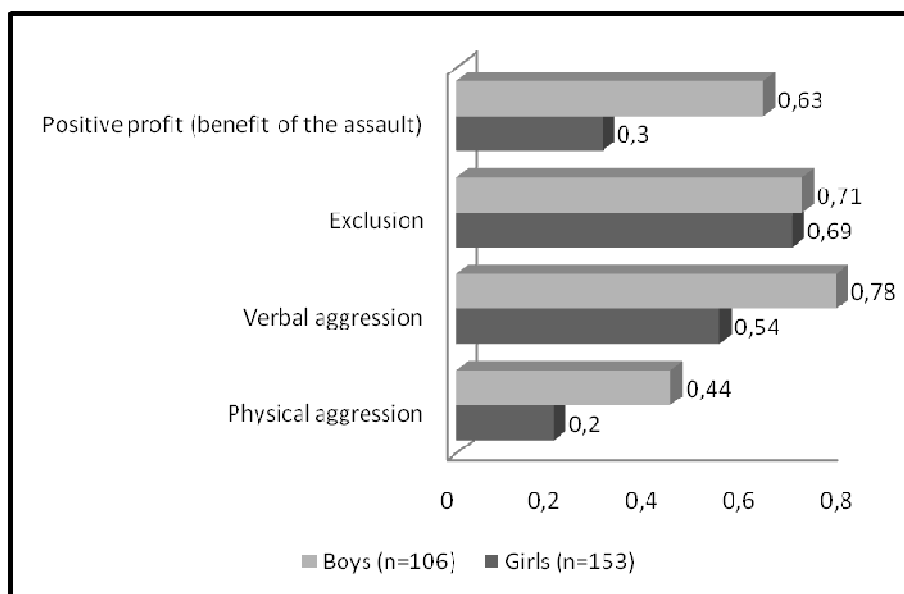
Figure 11 shows the structure of behavior patterns in connection with school bullying in the 15-16 year old age group.

Figure 11. *The structure of behavior patterns in connection with school bullying in the 15-16 year old age group*

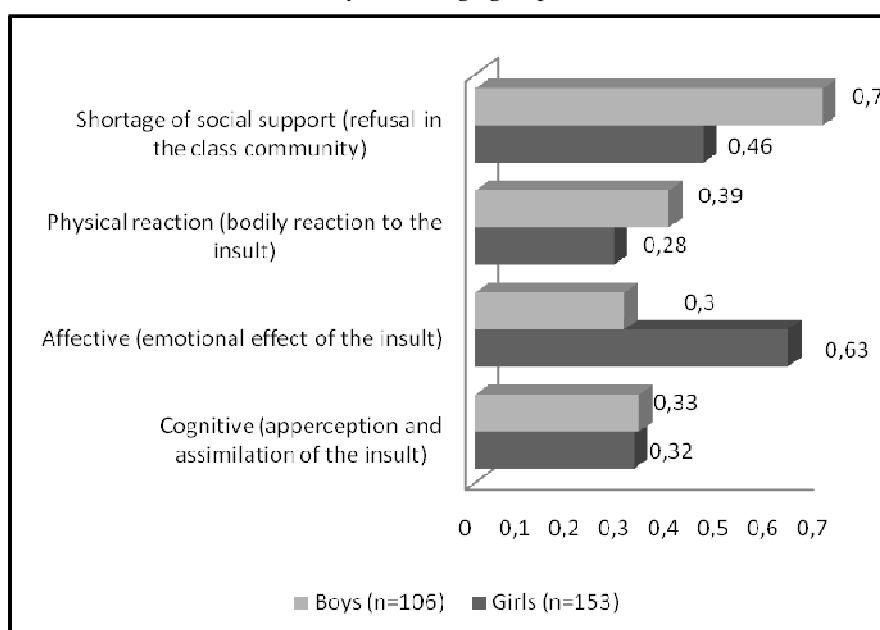


In the 15-16 year old age group the structure of the behavior patterns in connection with school bullying do not show significant changes compared to the previous age group in case of the girls. In this age group we found helper participant the most dominant reaction; it was followed by bystander behavior pattern. Then victim and bully behavior patterns approximately at the same level came after it. In case of the girls, here also intervener participant was the least typical.

In the 15-16 year old age group the structure of behavior patterns in connection with school bullying shows changes in case of the boys compared to the previous age group. In case of the boys, the most dominant behavior pattern was intervener participant and it was followed by helper participant. Then bully and bystander behavior patterns came after them. In this age group, victim behavior pattern was also the least typical of boys. Figure 12 shows the structure of the components of bully behavior pattern.

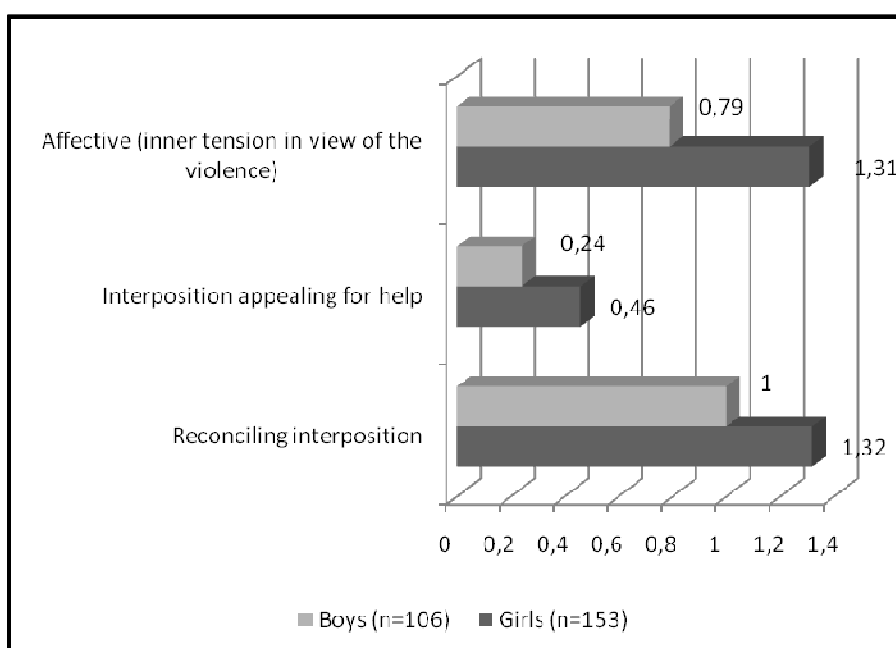
Figure 12. *The structure of the components of bully behavior pattern in the 15-16 year old age group*

In the 15-16 year old age group there were not significant changes compared to the previous age group in the structure of bully behavior pattern. In this age group similarly to the previous age group there was a difference between the boys and the girls in the structure of bully behavior pattern. The aggressive behavior patterns of the boys were characterized by verbal aggression and willingness for the exclusion of others; it was followed by positive profit (benefit of the assault). Physical aggression was the least typical of them. In case of the girls, the most dominant component of bully behavior pattern was also exclusion, which was followed by verbal aggression. Positive profit (benefit of the assault) and physical aggression were not very typical of girls. Figure 13 shows the structure of the components of victim behavior pattern.

Figure 13. *The structure of the components of victim behavior pattern in the 15-16 year old age group*

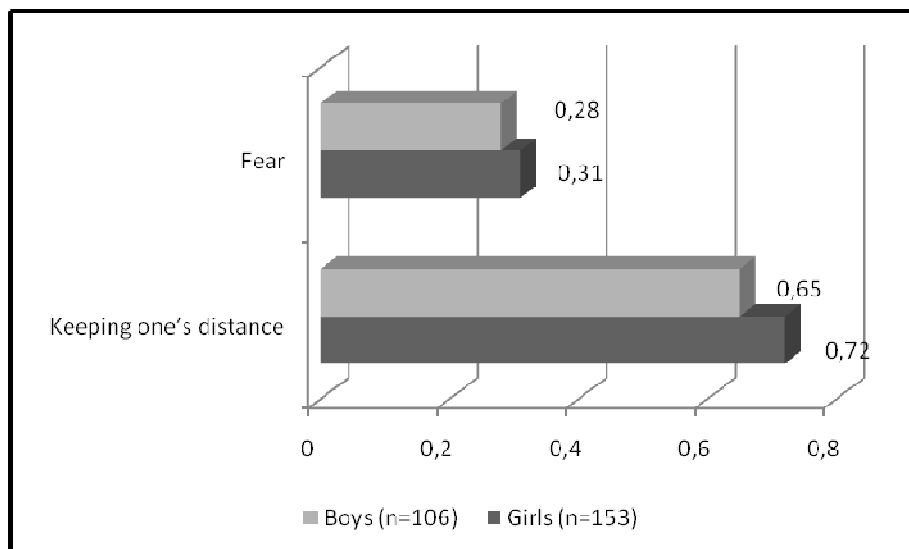
In the 15-16 year old age group, changes occurred in the structure of victim behavior pattern compared to the previous age group. From this age we find significant gender differences in the structure of victim behavior pattern. In case of the girls, affective (emotional effect of the insult) came into the first place, which was followed by social support (refusal in the class community) and cognitive (apperception and assimilation of the insult). Physical reaction (bodily reaction to the insult) was the least typical of girls. In case of the boys, social support (refusal in the class community) was the most dominant component of victim behavior pattern, which was followed by physical reaction (bodily reaction to the insult) and cognitive (apperception and assimilation of the insult). Affective reaction (emotional effect of the insult) was the least typical of boys. Figure 14 shows the structure of the components of helper participant behavior pattern.

Figure 14. *The structure of the components of helper participant behavior pattern in the 15-16 year old age group*



In this age group helper participant behavior pattern showed similar structure in case of both genders. In the 15-16 year old age group from the components of helper participant– similarly to the previous age group–reconciling interposition was the most typical behavior pattern. It was followed by affective (inner tension in view of the violence) (in case of the girls it was at the same level with reconciling interposition). Finally, helper participant came after them. Figure 15 shows the structure of the components of bystander behavior pattern.

Figure 15. *The structure of the components of bystander behavior pattern in the 15-16 year old age group*

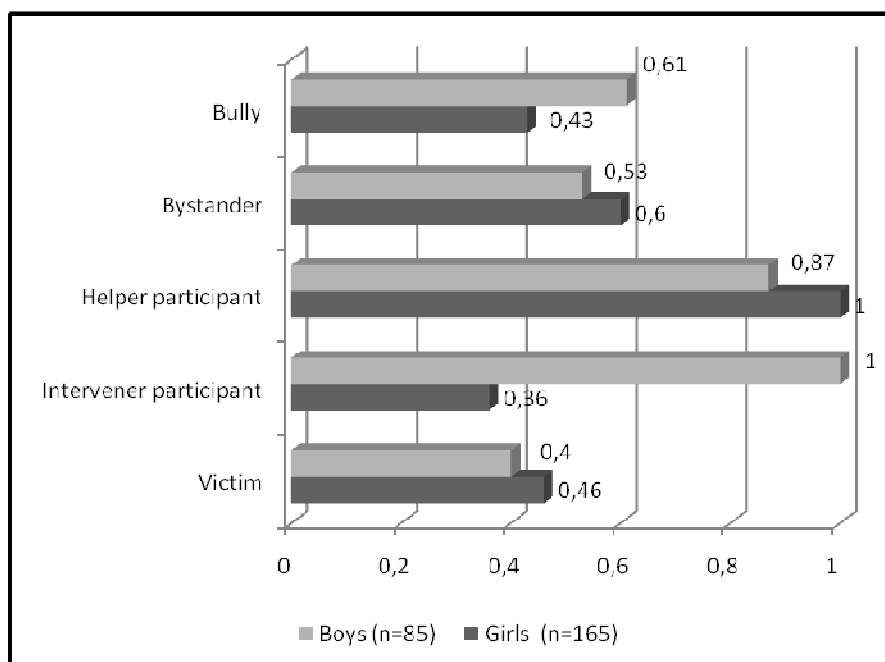


In this age group we did not find significant gender differences in the structure of bystander behavior pattern either. In case of both genders- similarly to the previous age group- bystander behavior pattern was characterized by the effort of keeping one's distance, it was followed by fear.

17-19 year old age group

Figure 16 shows the structure of behavior patterns in connection with school bullying in the 17-19 year old age group.

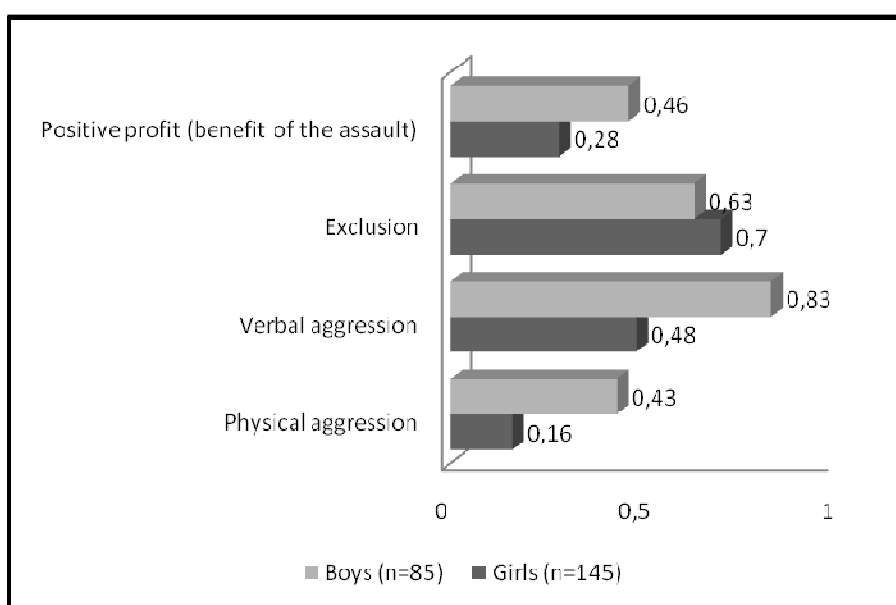
Figure 16. *The structure of behavior patterns in connection with school bullying in the 17-19 year old age group*



The figure shows that in the 17-19 year old age group there were not significant changes in the structure of the behavior patterns in connection with school bullying compared to the other age group. In this age group, helper participant was also the most typical of girls and it was followed by bystander behavior pattern. It was followed by victim and bully behavior patterns. Intervener participant was the least typical of the girls.

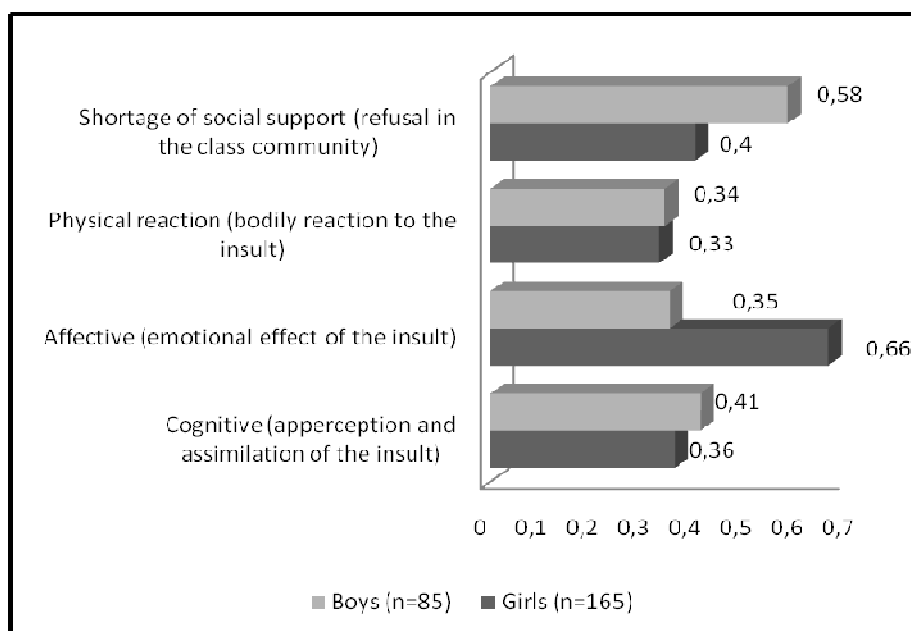
In case of the boys, intervener participant was also the most dominant in this age group and it was followed by helper participant. Next time there were bystander and bully behavior patterns. Victim behavior pattern was the least typical of boys. Figure 17 shows the structure of the components of bully behavior pattern.

Figure 17. *The structure of the components of bully behavior pattern in the 17-19 year old age group*



In the 17-19 year old age group there were not significant changes compared to the previous age group in the structure of bully behavior pattern. In this age group -similarly to the previous age group- there was a difference between the boys and the girls in the structure of bully behavior pattern. The aggressive behavior patterns of the boys were characterized by verbal aggression and willingness for the exclusion of others; it was followed by positive profit (benefit of the assault). Physical aggression was the least typical of them.

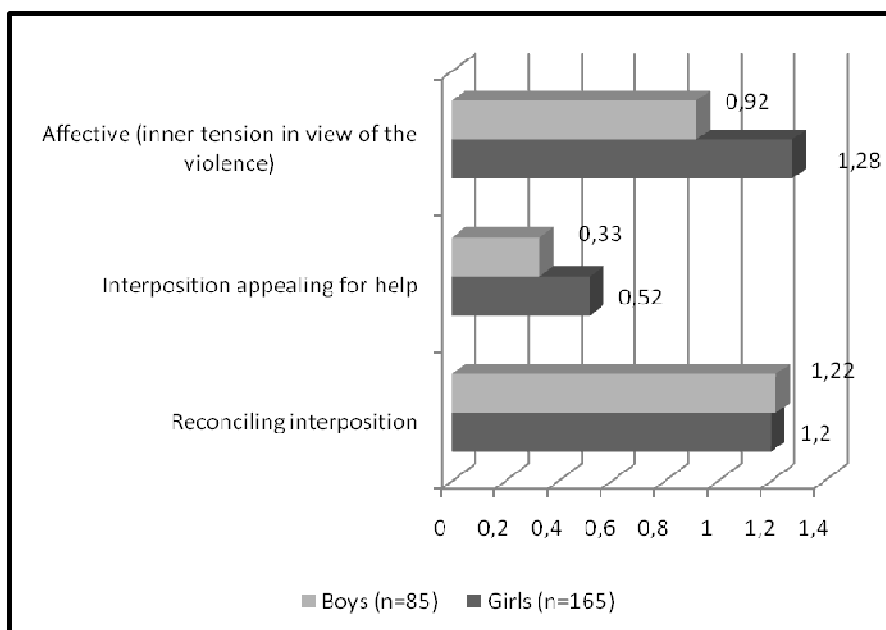
In case of the girls, the most dominant component of bully behavior pattern was also exclusion, which was followed by verbal aggression. Positive profit (benefit of the assault) and physical aggression were not very typical of girls. Figure 18 shows the structure of the components of victim behavior pattern.

Figure 18. *The structure of the components of victim behavior pattern in the 17-19 year old age group*

In the 17-19 year old age group, changes did not occur in the structure of victim behavior pattern compared to the previous age group. In case of the girls, affective (emotional effect of the insult) stayed at the first place, which was followed approximately equally by social support (refusal in the class community), cognitive reaction (apperception and assimilation of the insult) and physical reaction (bodily reaction to the insult).

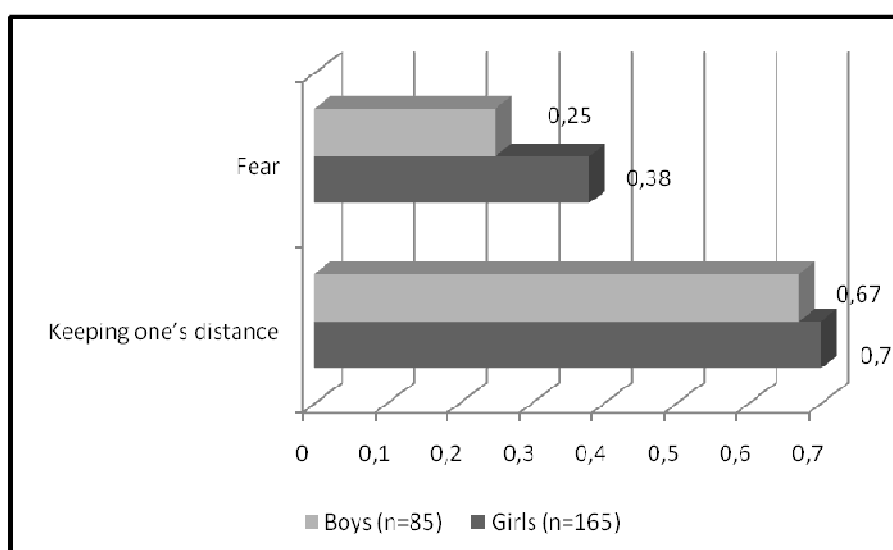
In case of the boys, social support (refusal in the class community) was also the most dominant component of victim behavior pattern, which was followed by cognitive reaction (apperception and assimilation of the insult). Physical reaction (bodily reaction to the insult) and affective reaction (emotional effect of the insult) were the least typical of the boys. Figure 19 shows the structure of the components of helper participant behavior pattern.

Figure 19. *The structure of the components of helper participant behavior pattern in the 17-19 year old age group*



In this age group helper participant behavior pattern showed similar structure in case of both genders. In the 17-19 year old age group from the components of helper participant – similarly to the previous age group – reconciling interposition was also the most typical behavior pattern of the boys. It was followed by affective reaction (inner tension in view of the violence) behavior pattern in case of the boys. In the case of girls the order was reverse, affective reaction (inner tension in view of the violence) came into the first place, reconciling interposition came after it. In case of both genders, helper participant was the next. Figure 20 shows the structure of the components of bystander behavior pattern.

Figure 20. *The structure of the components of bystander behavior pattern in the 17-19 year old age group*



In this age group we did not find significant gender differences in the structure of bystander behavior pattern either. In case of both genders-

similarly to the previous age group- bystander behavior pattern was characterized by the effort of keeping one's distance, it was followed by fear.

Discussion

The aim of this present study was to reveal the structure of the aggressive attitude – and behavior patterns in school practice, the occurrence rate of the bully, the victim, the intervener participant, the helper participant and the bystander behavior patterns among secondary school students.

In case of the primary school students (11-14 year olds) from the reactions on school bullying the most frequent behavior pattern – without reference to genders - was helper participant. Helper participant primarily meant reconciling interposition, which was followed by interposition appealing for help in the age group of 11-12 year old students and it became the least preferred behavior pattern in the age group of 13-14 year old students. While affective (inner tension in view of the violence) was the weakest component of helper participant in the age group of 11-12 year old students, it was a more dominant tendency than interposition appealing for help from parents in the age group of 13-14 year old students.

We also find significant differences between the boys and the girls in point of the second most dominant behavior pattern of school bullying. In case of the girls of all age groups, it was bystander behavior pattern, from the components of which keeping one's distance was more determining than fear (However, fear was more typical of girls than boys in all age groups).

We found bystander behavior pattern less typical of boys, in case of the primary school students it was the third most dominant behavior pattern, from the components of which keeping one's distance was also the most dominant in the case of boys.

In case of the primary school boys, intervener participant was the second most dominant behavior pattern, in case of the high school boys, it was helper participant, from the components of which reconciling interposition was the most important, and it was followed by affective reaction (inner tension in view of the violence). From the components of helper participant-interposition appealing for help from adults was the least typical of boys (this tendency from the age of 13 without reference to genders was the least preferred component of helper participant behavior pattern).

Bully behavior pattern on school bullying was not typical of either of the groups. We demonstrated that bully behavior pattern was significantly more typical of boys than girls in all age groups. In case of the boys of all age groups, physical aggression, verbal aggression and positive profit (benefit of the assault) were significantly more typical. In case of exclusion, we did not find important differences between the genders.

From the reactions on school bullying, victim behavior pattern was the least typical of the sample. At the age of 11-12, both the girls and the boys became victims of school bullying approximately at the same level. From the age of 13-14, we found this behavior pattern more typical of girls, which was not significant in the case of either of the age groups.

Examining the individual components of victim behavior pattern, the situation was different. In case of affective reaction (emotional effect of the insult) we find significant differences in all age groups, the girls seem to be more liable to it than the boys.

The primary school boys seemed to be more liable to physical reaction (bodily reaction to the insult) than the girls. This kind of inclination was more typical of the high school boys but at this age, it was not so significant.

In case of the high school students, in point of the strongest reactions on school bullying, we find differences between the boys and the girls. In the case of girls – similarly to the primary school students- interposition appealing for help remained the most dominant behavior pattern, in which reconciling interposition, affective (inner tension in view of the violence) and interposition appealing for help were the order.

Examining helper participant behavior pattern, we found that effort for helper participant was significantly more typical of girls than boys in all age groups. Within helper participant behavior pattern, affective reaction (inner tension in view of the violence) was significantly more typical of girls than boys. Primary school girls and 15-16 year old girls were also more liable to reconciling interposition and interposition appealing for help than the boys at the same age. In case of the boys, from high school age groups intervener participant behavior pattern become the most dominant from the reactions on school bullying.

Examining intervener participant behavior pattern, we find that intervener participant was significantly more typical of boys than girls in all age groups. In case of the girls, this behavior pattern was the least used reaction in all age groups.

We also find significant differences between the boys and the girls in point of the second most dominant behavior pattern of school bullying. In case of the girls of all age groups, it was bystander behavior pattern, from the components of which keeping one's distance was more determining than fear (However, fear was more typical of girls than boys in all age groups).

We found bystander behavior pattern less typical of boys, in case of the primary school students it was the third, in case of the high school students it was the fourth most dominant behavior pattern, from the components of which keeping one's distance was also the most dominant in the case of boys.

Bully behavior pattern on school bullying was not typical of either of the groups. We demonstrated that bully behavior pattern was significantly more typical of boys than girls in all age groups. In case of the boys of all age groups, physical aggression, verbal aggression and positive profit (benefit of the assault) were significantly more typical. In case of exclusion, we did not find important differences between the genders.

Examining the individual components of victim behavior pattern, the situation was different. In case of affective reaction (emotional effect of the insult) we find significant differences in all age groups, the girls seem to be more liable to it than the boys.

Claim for social support (refusal in the class community) was also more typical of boys but this difference was significant in case of 15-16 year old boys. We cannot demonstrate important differences in the case of cognitive (apperception and assimilation of the insult).

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