

Peer Bullying among High School Students: Turkish version of Bullying Scale

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Abstract

The aim of study was to conduct the reliability and validity studies of the Turkish version of The Forms of Bullying Scale (FBS; Shaw et al., 2013). The Turkish form of the scale was applied on 357 high school students. Scale was examined by the reliability analysis and confirmatory factor analysis within the scope of the adaptation study. Analysis results showed that the uni-dimensional structure well fit ($\chi^2=198.22$, $sd=33$, $p=0.00$, $RMSEA=.11$, $NFI=.94$, $NNFI=.93$, $CFI=.95$, $IFI=.95$, $IFI=.95$, $SRMR=.61$). Cronbach alfa reliability of the scale was .86. The scale can be used by experts in the field in order to determine whether or not bullying behaviors differ in terms of demographic factors. Research was discussed in the literature.

Keywords: *Bullying, peer bullying, confirmatory analysis*

Introduction

Recognizing emotions and controlling behaviors in adolescence period, in short experiencing this period in a healthy way has an important effect on individual's position in the society in his/ her later life and his/ her position among adults (Duran and Eldeleklioglu, 2005). Depending on increasing physical power and environmental conditions, there may be an increase in the frequency of enjoyment of violence and behaving violently in adolescence period (Kulaksizoglu, 2004). Bullying is the most common one among young population and at educational environments (Carney, 2000). Bullying can be defined as a violent behavior because of the power imbalance between the victim and the bully (Smith and Brain, 2000). Studies represent that bullying is not for once but it is a recurring activity (Besag, 1999; Carney, 2000; Ma, Stewin & Mah, 2001). Earlier times there were some attitudes that considered bullying in terms of two categories, namely physical and verbal bullying. However, recent studies show that bullying can be seen in several forms like physical, verbal, psychological and social bullying (Besag, 1999; Ma, Stewin & Mah, 2001; Monks & Smith, 2006). In terms of understanding how bullying affects individuals, it is important to understand why students bully other students. Direct bullying may consist of hitting, mocking, threatening or other physical harassment types. On the other hand, indirect or relational bullying may cover cutting someone dead, sending that person Coventry or gossiping about that person (Ahmad & Smith, 1994; Smith & Sharp, 1994). Bullying tyrants mostly come from families in which parents do not involve in the children's lives, and in which the environment is not suitable for caring. Students who show bullying behavior at schools are more prone to be the victim at their home (Batche and Knoff, 1994; Olweus, 1993). Students who show bullying behaviors experience more behavioral problems, have difficulty in terms of expressing themselves or misstate themselves. Students who show bullying behaviors at schools are more prone to involve in problematic behaviors. Therefore, those students maintain these problematic behaviors at their adulthood, and this behavior may result in criminal activities (Juvonen, Graham & Schuster, 2003; Wolke, Woods, Bloomfield & Karstadt, 2001).

Studies indicated that teachers were defined as the last persons who were aware of the bullying situations (Cranham and Carroll, 2003). Moreover, researches represented that generally bullying takes place in corridors of lavabos in which teachers are not there (Berger, 2007; Conoley, 2008; San Antonio & Salzfass, 2007). Teachers' unresponsiveness to relational (or indirect) bullying makes students regard bullying behavior as acceptable and tolerable (Crothers and Kolbert, 2008; Yoon and Kerber, 2003). In other words, students begin to think this harmful behavior as acceptable because of teachers' unresponsiveness. Bullying may result in permanent negative consequences like suicidal ideation (Alavi, Roberts, Sutton, Axas, Repetti, 2015). Thus, teachers, psychological counselors, school administrators and parents should take precautions. Furthermore, they should be aware of what the bullying concept means and which behaviors it includes. In this regard, it is thought that peer bullying scale will shed light on experts in the field and education experts.

Method

Study group

The peer bullying scale was applied to 357 high school students. 198 (56%) female and 159 (44%) male students were included in the study. The average age of the sample is 15.6.

Bullying Scale

The Peer Bullying Scale (Shaw, Dooley, Cross, Zubrick and Waters, 2013), consisting of 10 items and a uni-subscale, has a 5Likert-type rating. The reliability coefficient of the scale was calculated as .86. Within the context of the scale adaptation study, the English form of the scale was translated by the researcher into Turkish language and opinions were obtained from psychological expert lecturers in the field. Within the scope of the

research, confirmatory factor analysis, corrected item-total correlation and internal consistency coefficient (cronbach alpha) were examined for reliability of the scale.

RESULTS

As a result of the analysis made to determine the item total correlation of the peer bullying scale, the corrected item correlation coefficients were found to vary between .49 and .68.

Table 1. Correlation Points of the items

Items	<i>r_{ix}</i>	Items	<i>r_{ix}</i>
1	.53	7	.49
2	.55	8	.68
3	.58	9	.60
4	.68	10	.60
5	.66		
6	.55		

For the whole scale, Cronbach's (α) coefficient was found to be .86.

Structure Validation

The fit index obtained as confirmatory factor analysis of the scale show that the uni-dimensional model is well fit as a result of second-order confirmatory factor analysis. Standardized regression weights of confirmatory factor analysis are given in Figure 1 and Figure2:

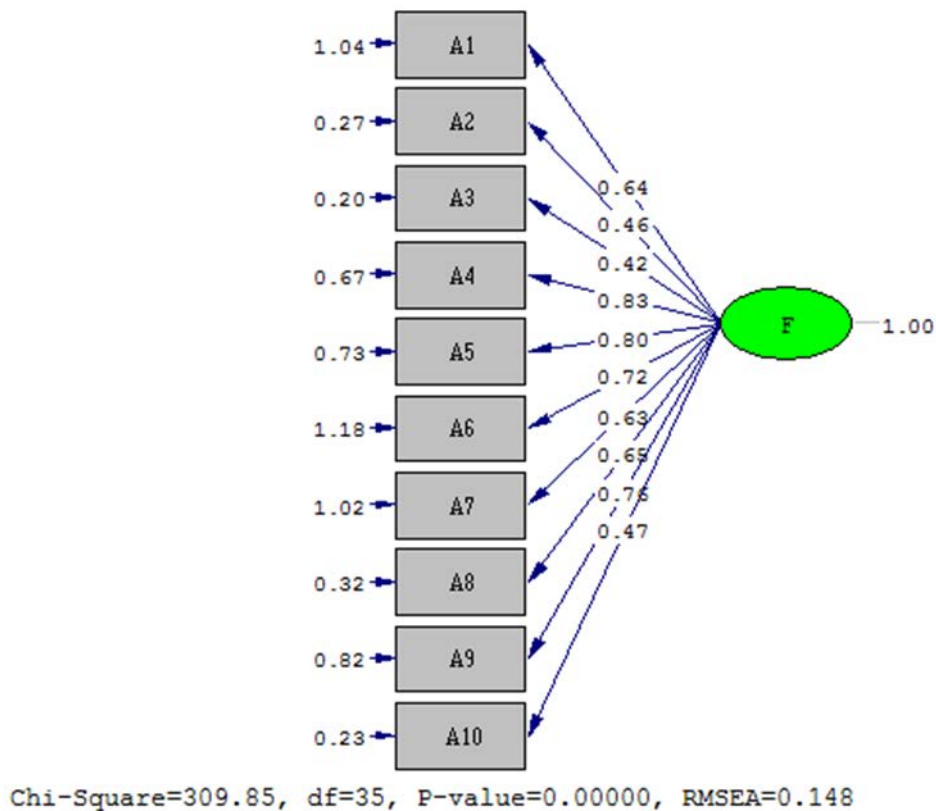


Figure 1: First-order confirmatory factor analysis

Standardized regression weights of second-level confirmatory factor analysis are shown in Fig.2

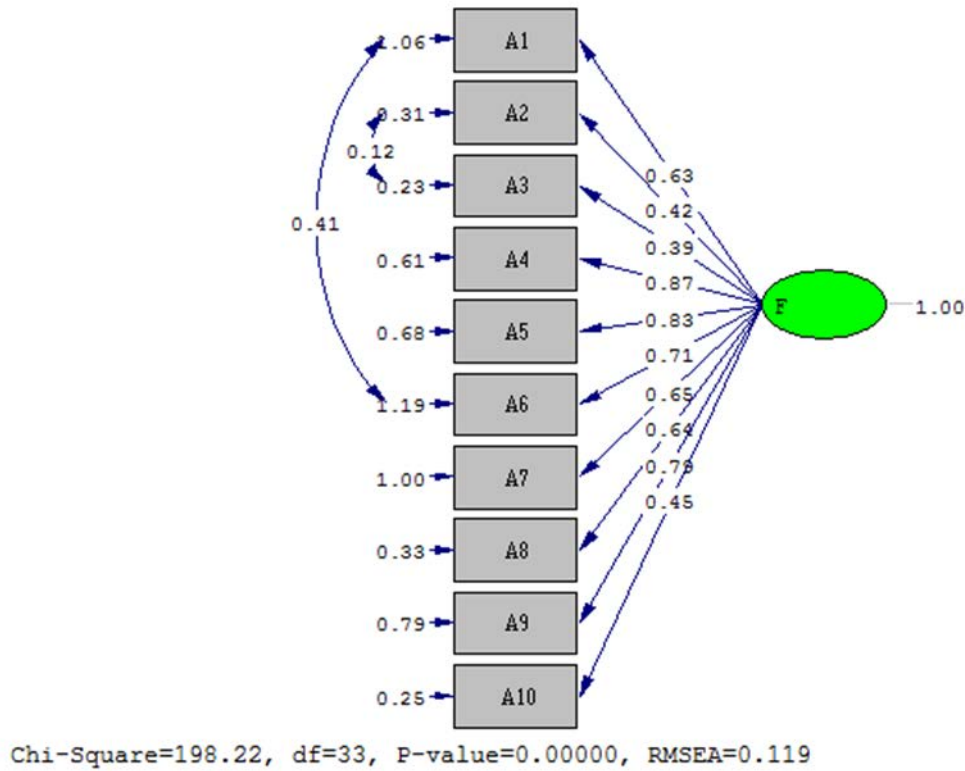


Figure 2: Second-order confirmatory factor analysis

Discussion

Analysis represented that Peer Bullying Scale showed good validity and reliability. Item discrimination analysis indicated that adjusted correlation coefficients changed between .49 and .68. First, Shaw, Dooley, Cross, Zubrick and Waters (2013) found internal consistency coefficient as .85 in their original study. Moreover, they found adjusted correlation coefficients between .44 and .67. In this context, the original study results support the present study. Furthermore, other scale studies in the literature also support current findings. Determination of Peer Bullying Scale- Adolescent Form that was developed by Pişkin and Ayas (2007) consists of 53 items and 6 subscales. The Bully-Victim Determination Scale- Child Form, developed by Pişkin and Ayas (2011), showed .87 internal consistency reliability coefficient. Kutlu and Aydın (2010) found .83 internal consistency reliability coefficient for bullying scale in their pilot study that aimed to develop peer bullying scale. All of the abovementioned scale studies support the findings of the current study. The scale was administered as 5-point Likert. Indeed, it was represented as 1 (I did not do that), 2 (I did only once or twice), 3 (I did once a month), 4 (I did once a week), and 5 (I did several times per week). Other peer bullying scale development studies also used the same format as a frequency in terms of response (Gültekin and Sayıl, 2005; Mynard and Joseph, 2000; Olweus, 1993). Nowadays education has focused on the need of students' maintaining a reliable life at schools and transforming schools as an attraction center. Trust and peace at school environment has arisen as an important concept in terms of educational administration paradigm in these days. Student's comfort, resulted from reliable school environment, may also affect that student's motivation at school life significantly. Thus, it is thought that it is important to recognize bullying concept, transformed as a school syndrome, and increase awareness (Yaman, Eroğlu and Peker, 2011). Bullying events, experienced at schools, may result in negative consequences in certain parts of the students' lives who are subject to, who act as a bully, and even who are unconcerned but witness to those events. Moreover, these events may affect the social atmosphere of the school negatively, so that it may be more difficult to maintain educational activities healthfully (Ayas, 2008). In this regard, in terms of preventing and decreasing bullying events, administrators, teachers and parents should take on important tasks. In fact school psychological counselors can use peer bullying scale and do individual and group counselling. In addition, peer bullying scale can be used in school climate and psychosocial scanning activities. Moreover, the scale can be used by experts in the field in order to determine whether or not bullying

behaviors differ in terms of demographic factors. In the present study, the scale was administered to secondary education students, further reliability and validity studies should use different participants.

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AKRAN ZORBALIĞI ÖLÇEĞİ

Her sorunun karşısında bulunan; (1) Yapmadım (2) Bir ya da İki kez yaptım (3) Ayda Bir kez yaptım (4) Haftada bir kez yaptım (5) Haftada birkaç kez yaptım anlamına gelmektedir

1-Kötü bir şekilde birisi ile alay ettim	1	2	3	4	5
2-Birine ait olan sırları onu incitmek için başkalarına bilerek söyledim	1	2	3	4	5
3-Sahip oldukları arkadaşlığı bitirmeye çalışarak birisine zarar verdim	1	2	3	4	5
4-Birisini kasıtlı olarak tehdit ettim	1	2	3	4	5
5-Birisine Kasıtlı olarak fiziksel zararda bulundum	1	2	3	4	5
6-Birisinin ismi ile dalga geçtim	1	2	3	4	5
7-Birisine onlara söylediğim şeyi yapmadıkları sürece onlardan hoşlanmadığımı söyledim	1	2	3	4	5
8-Birinin eşyasına kasıtlı olarak zarar verdim	1	2	3	4	5
9-Birisi ile konuşmayarak ona zarar vermeye çalıştım	1	2	3	4	5
10-Birisi hakkında yalan söyleyerek diğerlerinin onu sevmemesini sağladım	1	2	3	4	5