THE ROLE OF LOCUS OF CONTROL, SELF-ESTEEM, PARENTING STYLE, LONELINESS, AND ACADEMIC ACHIEVEMENT IN PREDICTING BULLYING AMONG MIDDLE SCHOOL STUDENTS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

GÖKHAN ATİK

IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF
MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

JULY, 2006

Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science in Educational Sciences.

Prof. Dr. Ali Yıldırım
Head of Department

This is to certify that we read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science in Educational Sciences.

Assist. Prof. Dr. Oya Yerin Güneri
Supervisor

Examining Committee Members

Prof. Dr. Esin Tezer	(METU, EDS)	
Assist. Prof. Dr. Oya Yerin Güneri	(METU, EDS)	
Assoc. Prof. Dr. Tuncay Ergene	(H.U., EDS)	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Gökhan Atik

Signature :

ABSTRACT

THE ROLE OF LOCUS OF CONTROL, SELF-ESTEEM, PARENTING STYLE, LONELINESS, AND ACADEMIC ACHIEVEMENT IN PREDICTING BULLYING AMONG MIDDLE SCHOOL STUDENTS

Atik, Gökhan
M.S., Department of Educational Sciences
Supervisor: Assist. Prof. Dr. Oya Yerin Güneri

July, 2006, 79 pages

This study aimed at determining the prevalence rate of bullying and victimization among middle school students and investigating the role of locus of control, self-esteem, parenting style, loneliness, and academic achievement in predicting participation in bullying and victimization. The sample consisted of 742 participants recruited from 6^{th}, 7^{th}, and 8^{th} grades.

Results revealed that of the total 742 students: 4.6 % of the students were bullies, 21.3 % were victims, 6.5 % were bully/victims, 44.7% were pure not involved and 22.9 % were not involved. Regarding the types of bullying, the most common bullying behavior used by the bullies and experienced by the victims was verbal bullying.

When gender and grade level were investigated in relation to bullying, meaningful gender differences were found. However, no significant grade level differences were found.

The binary logistic regression analysis indicated that; female students who involved in bullying had low acceptance/involvement and academic achievement scores, but higher loneliness and psychological autonomy scores. Furthermore, male involved students had external locus of control, higher self-esteem, and loneliness scores, and lower strictness/supervision scores. Logistic regression analysis also revealed external locus of control and higher loneliness scores; but lower acceptance/involvement and academic achievement scores among the victim group.

Keywords: Bullying, victimization, locus of control, parenting style, loneliness, self-esteem, academic achievement, middle school students.

ÖZ

İLKÖĞRETİM İKİNCİ KADEME ÖĞRENCİLERİ ARASINDAKİ ZORBALIK DAVRANIŞINI YORDAMADA DENETİM ODAĞI, BENLİK SAYGISI, AİLE STİLİ, YALNIZLIK VE AKADEMİK BAŞARININ ROLÜ

Atik, Gökhan
Yüksek Lisans, Eğitim Bilimleri Bölümü
Tez Yöneticisi: Yrd. Doç. Dr. Oya Yerin Güneri

Temmuz, 2006, 79 sayfa

Bu çalışmada, ilköğretim ikinci kademe öğrencileri arasındaki zorbalık ve kurban olma davranışının yaygınlığını belirlemek ve bu tür davranışları yordamada denetim odağı, benlik saygısı, aile stili, yalnızlık ve akademik başarının rolününü incelenmek amaçlanmıştır. Araştırmanın örneklemini ilköğretim 6., 7, ve 8. sınıf öğrencileri oluşturmuştur.

Sonuçlara göre toplam 742 öğrencinin % 4.6'sı zorba, %21.3'ü kurban, % 6,5'i zorba/kurban, % 44,7'si hiç dahil olmayan ve % 22,9'u dahil olmayandır. Zorbalık davranışının türü açısından, zorbaların kullandığı en yaygın zorbalık türünün ve kurbanların en çok maruz kaldıkları zorbalık davranışının sözel zorbalık olduğu bulunmuştur.

Zorbalık davranışı ile ilgili olarak cinsiyet ve sınıf düzeyi değişkenleri incelendiğinde, anlamlı cinsiyet faklılıkları bulunmuştur. Fakat, sınıf düzeyi açısından anlamlı fark bulunmamıştır.

İkili lojistik regresyon analizi sonuçları zorbalığa dahil olmuş kız öğrencilerin, kabul/dahil olma ve akademik başarı puanlarının düşük, yalnızlık ve psikolojik otonomi puanlarının yüksek olduğunu göstermiştir. Ayrıca, zorbalığa dahil olmuş erkek öğrencilerin dıştan denetim, benlik saygısı ve yalnızlık puanlarının yüksek; sıkı/gözetim puanlarının düşük olduğu bulunmuştur. Lojistik regresyon analizi bulguları ayrıca, kurban grubun dıştan denetim ve yalnızlık puanlarının yüksek, kabul/dahil olma puanlarının ve akademik başarılarının düşük olduğuna işaret etmektedir.

Anahtar Kelimeler: Zorbalık, Kurban Olma, Denetim Odağı, Aile Stili (Psikolojik Otonomi, Kabul/Dahil Olma, Sıkı/Gözetim), Yalnızlık, Benlik Saygısı, Akademik Başarı, İlköğretim İkinci Kademe Öğrencileri.

To my family and Zeynebim

ACKNOWLEDGMENTS

It is not possible to adequately thank all the many people who have assisted me throughout the process of completing this thesis. However, I am thankful for each person and wish for them the best of fortune in all of their future endeavors.

First, I would like to express my sincerest appreciation to my supervisor, Dr. Oya Yerin Güneri, for her scholary advice, constant energy, and positive encouragement throughout the development of this thesis. I have been also benefited greatly from the guidance of the members of my thesis committee, Professor Esin Tezer and Dr. Tuncay Ergene. All of them have given generously of their time, knowledge and encouragement.

Second, I am indebted to the staff of the school in which the data for this work was gathered. I have also been blessed with the support of many colleagues and friends, particularly Ayfer Yıldız and Feyza Eşim, and each one of them has contributed to my work in some way. Also, I would like to thank Dr. Arif Özer. I am grateful for his support and advice on statistical analysis.

Third, a special thank you to my friends and colleagues Gülşah Kemer, Onur Özmen, Seval Öztürk, Deniz Türkel, we started this journey together and they helped me in too many ways to mention to get to the end of this road.

And, of course, my studies would not have been possible without love, encouragement, and unfailing support of my family and darling. To my brother and his fiancée, Hüseyin Atik and Aslı Aytaç, thank you for your inspiring words and support. Hüseyin has tirelessly supported me and was always there for me when I needed him. Finally, my darling, Zeynebim, encouraged me, challenged me, and comforted me during the ups and downs I experienced while completing not only this

thesis paper but everything that I have attempted since I have known her. I love you all.

TABLE OF CONTENTS

PLAGIARISM iii
ABSTRACT iv
ÖZ vi
ACKNOWLEDGMENTS ix
TABLE OF CONTENTS xi
LIST OF TABLES xiv
CHAPTERS 1
1. INTRODUCTION 1
1.1 Background of the Study 1
1.2 Purpose of the Study 4
1.3 Research Questions 4
1.4 Hypothesis 5
1.5 Significance of the Study 5
1.6 Limitations of the Study 6
1.7 Definition of the Terms 6
2. REVIEW OF THE LITERATURE 8
2.1 Models that Explaining Bullying 8
2.1.1 Social Information-Processing Model 8
2.1.2 The Systemic-Developmental Model 10
2.1.3 Social Cognitive/Learning Theory 11
2.2 Prevalence Rates of Bulling and Victimization across the World 12
2.3 Characteristics of Bully, Victim, and Bully/Victim 16
2.4 The Consequences of Bullying and Victimization 20
2.5 Variables Associated with Bullying 22
2.5.1 Gender 22
2.5.2 Locus of Control 23
2.5.3 Self-Esteem 24
2.5.4 Parenting Style 26

2.5.5 Loneliness 28
2.5.6 Academic Achievement 30
3. METHOD 31
3.1 Participants 31
3.2 Instruments 32
3.2.1 Demographic Information Form 32
3.2.2 The Revised Olweus Bully/Victim Questionnaire 32
3.2.3 The Locus of Control Scale 33
3.2.4 Rosenberg Self-Esteem Scale 34
3.2.5 Parenting Style Inventory 34
3.2.6 Loneliness and Social Dissatisfaction Scale 36
3.2.7 Grade Point Avarage Scores 36
3.3 Procedure 37
3.4 Analysis of Data 37
4. RESULTS 41
4.1 Prevalence of Bullying and Victimization 41
4.2 Bully vs. Victim vs. Bully/Victim vs. Not Involved 43
4.3 Involved (Bully,Victim, and Bully/Victim) vs. Not Involved 45
4.4 Locus of Control, Self-Esteem, Parenting Style, Loneliness, and Academic Achievement 46
4.4.1 Involved vs. Not Involved 46
4.4.2 Victim vs. Not Involved 48
5. DISCUSSION 50
5.1 Discussion of the Findings 50
5.2 Implications and Recommendations 54

REFERENCES 56
APPENDICES 65
Appendix A: Permission Letter of the Ministry of Education 65
Appendix B: Demographic Information Form 66
Appendix C: The Revised Olweus Bully/Victim Questionnaire 67

Appendix D: Locus of Control Scale 70
Appendix E: Rosenberg Self-Esteem Scale 73
Appendix F: Parenting Style Inventory 74
Appendix G: Loneliness and Social Dissatisfaction Scale 76
Appendix H: Collinearity Coefficients of Independent Variables 79

LIST OF TABLES

TABLES

Table 3.1 The Distributions of the Participants in terms of Gender and Grades 31

Table 4.1 Prevalence Rates of Bully, Victim, Bully/Victim, and Not Involved..... 42

Table 4.2 Prevalence of Various Types of Bullying..... 42

Table 4.3 Prevalence of Various Types of Victimization..... 43

Table 4.4 Results of Two-Way Contingency Table Analysis Comparing Gender and Grade Level Differences on Pure Bully, Pure Victim, Bully/Victim, and Not Involved. 44

Table 4. 5 Pair-wise Comparisons of Bully, Victim, Bully/Victim, and Pure Not Involved 44

Table 4.6 Results of Two-Way Contingency Table Analysis Comparing Gender and Grade Level Differences on Involved and Not Involved..... 45

Table 4.7 Binary Logistic Regression Analysis: Predicting Female's Involving in Bullying From Their Locus of Control, Self-Esteem, Parenting Style, Loneliness, and Academic Achievement Scores..... 47

Table 4.8 Binary Logistic Regression Analysis: Predicting Male's Involving in Bullying From Their Locus of Control, Self-Esteem, Parenting Style, Loneliness, and Academic Achievement Scores..... 48

Table 4.9 Logistic Regression Analysis: Predicting Students' Victimization From Their Locus of Control, Self-Esteem, Parenting Style, Loneliness, and Academic Achievement Scores..... 49

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Bullying is an issue that has drawn considerable attention over the past decades. Olweus was the first researcher to study the nature and prevalence of bullying in Scandinavian schools in the 1970s (as cited in Smith, Pepler, & Rigby, 2004, p. 1). Bullying among students has become a concern of many countries such as Norway (e.g. Solberg & Olweus, 2003), the United Kingdom (e.g. Wolke, Woods, Bloomfield, & Karstadt, 2000), Spain (e.g. Barrio, Martín, Montero, Fernández, & Gutiérrez, 2001), the United States of America (e.g. Finkelhor, Ormrod, Turner, & Hamby, 2005), Italy (e.g. Gini, 2004), Northern Ireland (e.g. Collins, McAleavy, & Adamson, 2004), Germany (e.g. Scheithauer, Hayer, Petermann, & Jugert, 2006), and Japan (e.g. Ando, Asakura, & Simons-Morton, 2005).

Although several definitions of bullying have been made over the years, more careful the review of literature suggests that there is no universally agreed definition for the term (Tattum, 1993). According to some researchers, bullying is a form of aggression (Orpinas & Horne, 2006). Others (Craig & Pepler, 2003) defined bullying as an assertion of interpersonal power through aggression and violence across the lifespan.

However, other researchers (Rigby, 2001; cited in Rigby, 2004, p.288) make a distinction between aggressive acts which can occur between people of equal power, and aggressive acts which involve a power imbalance. According to Rigby, "bullying can be viewed along a continuum of seriousness, with most bullying acts being of low severity, such as in occasional unpleasant teasing, and some much less

commonly perpetrated of extreme severity, as in continual physical assaults and/or total exclusion from others over an extended period."

The most widely used definition of bullying provided by Olweus (1995) is that "a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (p.197). In this definition, negative actions include physical contact, words, making faces or dirty gestures, and intentional exclusion from a group. An additional criterion of bullying is an imbalance in strength (an asymmetric power relationship), and the student who is exposed to the negative actions has difficulty in defending himself or herself.

Parallel to Olweus, Farrington (1993; as cited in Baldry & Farrington, 2000, p. 17) defines bullying as a physical, verbal or psychological attack, or an intimidation that is intended to cause fear, distress or harm to the victim, with a more powerful person oppressing a less powerful one. Usually, there are repeated incidents between the same people over a considerable time period.

Researchers (Solberg & Olweus, 2003; Olweus, 1995) have usually categorized bullying behaviors into four groups: bully, victim, bully/victim, and not involved. Bullies who continuously and intentionally damage someone else are often characterized by having physical strength, hostile intentions, poor impulse control, a strong need of dominance, low levels of insecurity, high levels of self-esteem, little empathy (Olweus, 1995) and little anxiety (O'Moore & Kirkham, 2001).

On the other hand, victims who are frequently exposed to bullying are often characterized by being more anxious, insecure, cautious, sensitive, quiet, physically weaker, depressed, and having lower self-esteem (Olweus, 1995). The third group, bully/victims, (who are both bullies and victims) are so-called provocative victims, in the literature they are characterized by a combination of both anxious and aggressive behavior patterns, and often being hyperactive (Olweus, 1978; as cited in Olafsen & Viemerö, 2000, p. 58). Also, Olafsen and Viemerö (2000) found that boys in the

bully/victim role used significantly more self-destructive strategies than boys in other roles did. The last group, not involved, is defined as neither being a bully nor being bullied by someone else.

Additionally, bullying appears in several different typologies, such as, physical bullying (hitting, kicking, punching, taking of others belongings), verbal bullying (teasing, taunting, telephone bullying), social exclusion (systematically excluding someone from joining a social group) and indirect bullying (spreading nasty rumors, telling others not to play with someone, deliberate exclusion) (Smith & Ananiadou, 2003).

Increased interest in research about bullying stems from various reasons. Some of these reasons are the spurt in consciousness of individual rights in socio-economically more secure democracies, the role of mass media in calling attention to the issue (Smith, 2000), prevalence of bullying and more importantly negative consequences of being bullied, for example: behavior problems, hyperactivity, conduct problems, peer problems, lower pro-social behavior (e.g. Wolke et al., 2000), posttraumatic stress (e.g. Mynard, Joseph, & Alexandera, 2000), depression and suicidal ideation (e.g. Wal, Wit, & Hirasing, 2003), and decreased academic achievement (Pekel, 2004).

Although bullying among school children is a very old and well-known phenomenon in Western countries, bullying is a relatively new research topic in Turkey, especially in middle schools. However, both the studies conducted in this topic (e.g. Alikaşifoğlu, Erginöz, Ercan, Uysal, Kaymak, & Ilter, 2004; Kapçı, 2004; Kepenekci, & Çınkır 2006) and media reports in Turkey suggest that bullying is a pervasive problem that needs to be addressed. The studies carried out in Turkey about prevalence rates of bullying give us some warnings. For example, Kepenekci and Çınkır (2006) indicated that, out of the total 692 bullied students who participated in the study; 33% had been bullied verbally, 35.5% had been bullied physically, 28.3% had been bullied emotionally, and 15.6% had been bullied

sexually, at least once during the academic year. Thus, for further understanding of bullying in schools and for prevention of bullying, investigation of the effects of several factors and certain background variables deemed to be important.

1.2 Purpose of the Study

The purpose of the present study is two fold. The first is to determine prevalence rates of bullying and victimization among middle school students. The second is to investigate the role of locus of control, self-esteem, parenting style, loneliness and academic achievement in predicting the involvement in bullying and victimization.

1.3 Research Questions

Research questions of present research are as follows:

a) What is the prevalence rate of bullying and victimization among male and female middle school students?

b) Do proportions associated with bully, victim, bully/victim and not involved change with respect to gender and grade?

c) To what extent do locus of control, self-esteem, parenting style, loneliness and academic achievement scores predict involvement in bullying among female middle school students?

d) To what extent do locus of control, self-esteem, parenting style, loneliness and academic achievement scores predict involvement in bullying among male middle school students?

e) To what extent do locus of control, self-esteem, parenting style, loneliness and academic achievement scores predict victimization among middle school students?

1.4 Hypothesis

a) There is a gender difference in terms of involvement in bullying.

b) There are grade differences in terms of involvement in bullying.

c) Locus of control, self-esteem, parenting style, loneliness and academic achievement predict involvement in bullying among male middle school students.

d) Locus of control, self-esteem, parenting style, loneliness and academic achievement predict involvement in bullying among female middle school students.

e) Locus of control, self-esteem, parenting style, loneliness and academic achievement predict victimization among middle school students.

1.5 Significance of the Study

In recent years, research findings have reported an increase in bullying among students and underlined the negative impact of bullying on children's social and emotional development. Therefore, identifying prevalence rates and types of bullying, especially among middle school students who live in poor neighborhoods where violence is more prevalent, seems to be important in determining the nature and extent of bullying. Thus, the present study aims to determine prevalence rates of bullying among students who attend schools located in one of the poor neighborhoods in Ankara.

In addition, bullying is regarded as a construct which is related to various personality, school and demographic factors. Bullying has recently attracted more attention from researchers in Turkey and many predictors which contribute to bullying, such as self-esteem (Kapcı, 2004), loneliness, academic achievement (Pekel, 2004) and parenting style (Akgün, 2005) have been studied separately in

different studies. However, this study aims to investigate the role of locus of control, self-esteem, parenting style, loneliness, and academic achievement in combination to a full model for predicting bullying and victimization. By determining these relationships, this study may provide valuable information to school counselors, teachers, parents and school administrators for understanding bullying. Furthermore, findings may help to gain further insight into planning appropriate prevention strategies for dealing with bullying from a multidimensional perspective that takes parenting style, certain personality characteristics and some school factors such as GPA and grade level into account.

1.6 Limitations of the Study

There are certain limitations to the present study. Firstly, participants were limited to students from public middle schools. Thus, generalizability of the study is limited to this sample and these schools. Also, findings of the study are limited to data collected from self-reported questionnaires. However, as stated in the literature (Solberg & Olweus, 2003), in identifying bullies, victims, bully/victims and bystanders, various assessment types such as peer and teacher nomination and behavioral observation could be used.

1.7 Definition of the Terms

Bullying: A physical, verbal or psychological attack or an intimidation that is intended to cause fear, distress or harm to the victim, with a more powerful person oppressing a less powerful one (Farrington, 1993; as cited in Baldry & Farrington, 2000, p. 17).

Bully: Bully is a person who continuously and intentionally damages someone by attacking physically, spreading false rumors, or by intentionally excluding from groups (Olweus, 2003).

Victim: Victim is a person who is frequently exposed to bullying, and has difficulty in defending himself or herself (Olweus, 2003).

Bully/Victim: Bully/victim is a person who is exposed to negative actions repeatedly and over time, and repeatedly engages in bullying behavior as well (Olweus, 2003).

Not involved: A person who neither bullies someone nor is bullied by someone else.

Locus of Control: A person's expectancies for internal (i.e., by oneself) versus external (i.e., by fate, chance, luck, or powerful others) control of reinforcement (Jolley & Spielberger, 1973).

Loneliness: "Cognitive awareness of a deficiency in one's social and personal relationships, and ensuing affective reactions of sadness, emptiness, or longing" (Asher & Paquette, 2003, p. 75).

Parenting Style: A constellation of attitudes that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed (Darling & Steinberg, 1993).

Self-Esteem: "A favorable or unfavorable attitude toward the self" (Rosenberg, 1965, p. 15).

Academic Achievement: Student's Grade Point Average (GPA), which is the sum of grade points a student has earned in 4^{th}, 5^{th}, 6^{th}, 7^{th}, and 8^{th} grades divided by the number of course hours taken.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the research literature most relevant to the purpose of this study is summarized. This chapter includes five sections. The first one explains models of bullying. The second presents prevalence rates of bullying and victimization across the world. The third presents characteristics of bully, victim, and bully/victim. The fourth covers studies about the consequences of bullying and victimization. The final part includes variables associated with bullying.

2.1 Models that Explain Bullying

Bullying is considered as a subtype of aggression (e.g., Elinoff, Chafouleas, & Sassu, 2004; Orpinas & Horne, 2006). Theories and models developed to explain aggression have been considered for bullying and modified to bullying by researchers (Camodeca et al. 2003; Atlas & Pepler, 1998).

2.1.1 Social Information-Processing Model

The social information processing model has been seen as a description of how mental operations affect behavioral responses in social situations (Dodge & Rabiner, 2004). It was originally developed by Dodge (1986; as cited in Camedoca et al., 2003, p. 117) and later reformulated by Crick and Dodge (1994). According to Crick and Dodge (1994) children respond to social situations with their biological capabilities and memories of past experiences. First, they receive external and internal cues and encode them, and then process these cues which form their behavioral response. The model consists of six steps: (1) encoding of external and internal cues, (2) interpretation and mental representation of those cues, (3)

clarification or selection of a goal, (4) response access or construction, (5) response decision, and (6) behavioral enactment (Crick & Dodge, 1994, p. 76).

Children, during steps 1 and 2, selectively pay attention to particular situational and internal cues, encode those cues, and then interpret them. During step 3, after interpreting the situation, children select a goal or desired outcome for the situation (e.g., staying out of trouble, making a friend, or obtaining a desired toy) or continue with a preexisting goal. It is proposed that children bring goal orientations or tendencies to the social situation, but also revise those goals and construct new goals in response to immediate social stimuli. During step 4, children put into practice possible responses to the situation, or if the situation is new, they may construct new behaviors in response to immediate social cues. At step 5, children evaluate the previously constructed responses and select the most positively evaluated response for enactment. Children evaluate their responses to situations according to several factors such as the outcomes they expect, the degree of self-confidence (or self-efficacy), and their evaluation of the appropriateness of each response. At Step 6, the chosen response is behaviorally performed.

Camodeca (2003) investigated the way in which bullies, victims, bully/victims, and those not involved process social information. A peer nomination measure of bullying and victimization was administered twice over an interval of one year. The sample consisted of 236 children (126 girls and 110 boys) at the beginning of the study and 242 children one year later (mean age: 8 years). To test how children responded when provoked, both spontaneously and after prompting, they used provocation scenarios, and to test their attribution interpretations they used ambiguous scenarios. The results showed that children not involved in bullying responded in an assertive way to provocation more often than bullies and victims, but not more than bully/victims. Appealing for the help of an adult or a peer was the strategy most often chosen. When the intent of the perpetrator was ambiguous, bully/victims attributed more blame, were angrier, and would retaliate more than those not involved.

2.1.2 The Systemic-Developmental Model

Atlas and Pepler (1998) adopted a systemic-developmental model of bullying and victimization by using Cairns and Cairns' view. A systemic-developmental model incorporates the assessment of a wide array of factors that may contribute to the development of aggressive behavior: individual factors, inter-individual interactions, social relations, and cultural and ecological conditions. This theoretical perspective requires an integration of individual difference, social-interaction, and ecological perspectives. Bullying behavior is an interaction that occurs between an individual bully and victim and unfolds within a social ecological context. The bullying interaction is influenced by a number of factors: a) the individual characteristics of the bully and victim, b) the dyadic interactional processes between the individual bully and victim, c) the presence of peers and teachers, and d) the context in which bullying behavior unfolds. Although individual characteristics of the child play an important role in the development of bullying behavior, both dyadic interactional processes between the individual bully and victim and the broader social context in which bullying occurs are equally important to our understanding of bullying interactions.

Based on the systemic-developmental model of bullying and victimization, Atlas and Pepler (1998) examined the individual characteristics of bullies and victims, dyadic interactional features, and social ecological factors related to bullying and victimization. The results of the study indicated that aggressiveness and bullying behavior were associated. Aggressive children were more likely to bully than nonaggressive children. Also, equal numbers of aggressive and nonaggressive children were observed as victims in the classroom. As the dyadic interactional features of bullying were assessed, bullies in the classroom were often rated as taller as and heavier than their victims, victims being physically weak and thin. Moreover, the systemic-developmental model underlines the importance of social ecological factors, such as children's interactions with peers and teachers. These factors influence bullying behavior at school. In this study, when bullying occurred, peers

rarely intervened to stop bullying. Children may not intervene to stop bullying because they are unsure how to help. Teachers intervened in 11 (18%) of the 60 bullying episodes in the classroom. The results suggested that when teachers are aware of bullying in the classroom they tend to intervene, but often they are not aware of the covert activity. On the basis of the systemic-developmental model, the structure of the classroom and the context in which bullying unfolds were examined. In the classroom observations, bullying most frequently occurred when children were involved in solitary activities. As expected, bullying was less likely to occur in front of the teacher. Also, the majority of bullying in the classroom was verbal. Because verbal bullying can be done quietly and covertly, and children are able to avoid detection and punishment.

2.1.3 Social Cognitive/Learning Theory

According to social cognitive theory, aggressive behavior is learned either directly or indirectly through the observation of models (Guerra et al., 1994; as cited in Maeda, 2003, p. 20). The anticipated consequences of aggressive behavior could serve as a motivator. For instance, positive consequences (e.g., control or dominance of others) of behavior may encourage the bully to act aggressively toward others.

In a recent study, Bandura (2004) has defined main constructs and determinants of social cognitive theory. These determinants consist of "*knowledge* of health risks and benefits of different health practices, *perceived self-efficacy* that one can exercise control over one's health habits, *outcome expectations* about the expected costs and benefits for different health habits, the health *goals* people set for themselves and the concrete plans and strategies for realizing them, and the *perceived facilitators* and social and structural *impediments* to the changes they seek" (p. 144).

When these determinants are applied to aggression; *knowledge* includes solving conflict, being friendly, and being social with others. The *self-efficacy* domain refers to confidence in responding nonaggressively, avoiding aggressive situations, and

helping victims. *Outcome expectation* means that expectation of the results of behaving aggressively. *Expectancies* are the value that students give to be aggressive or to be nonaggressive. *Self-control* refers to students' ability to control their own behavior and also manage their emotions. And finally, *reinforcement*s consist of responses of teachers and peers that increase the possibility of acceptable behaviors and reduce the possibility of aggressive behaviors (Orpinas & Horne, 2006).

Based on social cognitive theory, Mouttapa and her colleagues (2004) investigated whether bullies, victims, and bully/victims differed on classroom social network variables, gender, and ethnicity. The sample of the study consisted of 1,368 6th grade students (mean age = 11.3 years). Results were found to be consistent with social cognitive theory. They revealed that friends' participation in aggressive behaviors was positively associated with being a bully or an aggressive victim, and negatively associated with being a victim. Also, the presence of aggressive friends is associated with participation in aggression, whereas the presence of nonaggressive friends is associated with less participation in aggression.

2.2 Prevalence Rates of Bullying and Victimization across the World

Bullying is a crucial concern that occurs all around the world. Since studies about nature and prevalence of bullying firstly started with Olweus in the last three decades (as cited in Smith, Pepler & Rigby, 2004, p. 1), its importance has continued in the same way. Large scale surveys on the prevalence of bullying in schools have been conducted throughout the world. For example, in Norwegian primary and secondary schools, approximately 5% of the pupils are bullied persistently, and about the same percentage of the pupils bully regularly (Roland, 2000).

In another study, Solberg and Olweus (2003) made a prevalent estimation of school bullying with the Olweus Bully/Victim Questionnaire, comprising a sample of 5,171 students from 37 schools in the town of Bergen, Norway. The 2,544 girls and 2,627 boys were in grades 5 through 9, with modal ages of 11 through 15 years. Results

revealed that the total number of victims was 506, or 10.1% of all students. There were significantly more boys than girls who reported being bullied by other students: 11.1% vs. 9.1%. The prevalence was highest among boys in the age 14 group (grade 8), with 22.3% being involved either as a pure victim (10.2%), a pure bully (10.4%), or a bully/victim (1.7%). In grades 5 and 6, the percentages were around 15%.

Wilkins-Shurmer and his colleagues (2003) carried out a study with 805 adolescents, with a mean age of 13.6 years, and reported that up to 36% of boys and 38% of girls reported being bullied at least once over the school term, in Australia. Frequent peer victimization occurring more often than once per week was reported by 6% of boys and 5% of girls.

In the United Kingdom, Wolke et al. (2000) investigated the prevalence of direct and relational bullying and associated problems among primary school children. Of the 1,639 children 4.3% were direct bullies, 39.8% victims, and 10.2% were both bullied and victimized frequently (bully/victim). The rates for relational bullying were 1.1% bullies, 37.9% victims, and 5.9% bully/victims.

Another study conducted by Collins et al. (2004) provided baseline information on bullying across 120 schools in all five Education and Library Boards in Northern Ireland, comprising 60 primary and 60 post-primary schools, 1079 primary pupils (Year 6) and 1353 post-primary pupils (Year 9). In primary schools 40% of pupils and 30% of post-primary pupils reported being bullied at school, and 25% of primary and 28% of post-primary pupils admitted to bullying others.

Karatzias, Power, and Swanson (2002) investigated the prevalence rates and types of bullying/victimization that had been experienced or expressed in Scottish secondary schools. The sample consisted of 425 pupils. Results indicated that a proportion of 7.5% of the total sample reported had been bullied by others since the current school year began (6 to 8 month time interval). Thus, it appeared that verbal bullying was the most common form reported (59.4%), followed by physical (28.1%) and

behavioral (28.1%) bullying. A proportion of 16.7% reported they had experienced bullying. Thus, it appears that verbal bullying was the most widely experienced bullying type (91.4%). Behavioral bullying was the second most common type experienced (55.7%), followed by physical bullying (44.3%).

A sample of 3000 students from 300 secondary schools participated in the national study, in Spain. Insulting and other forms of verbal aggressions were the most frequent forms of bullying among secondary school children, around 40% of the total sample reported having been done so recurrently since the start of the current academic year. Around 11–15% of the students were socially excluded by their classmates. Around 10% of the students were threatened and less than one tenth of the sample stated being maltreated in other ways (Barrio et al., 2001).

The survey (Finkelhor et al., 2005) designed to obtain 1 year incidence estimates of a comprehensive range of childhood victimizations, assessed the experiences of a nationally representative sample of 2,030 children ages 2 to 17 years old living in the United States. More than one half of this national representative sample had experienced a physical assault in the past year, more than 1 in 4 had experienced a property victimization, more than 1 in 8 a form of child maltreatment, 1 in 12 a sexual victimization, and more than 1 in 3 had been a witness to violence or another form of indirect victimization. Only a minority (29%) had no direct or indirect victimization.

Berthold and Hoover (2000) examined the relationship between bullying and risk behaviors among 591 fourth through sixth grade students in a mid-sized Midwestern (USA) town. More than one third of respondents reportedly experienced bullying and about one fifth reported bullying others.

In Zimbabwe, Zindi (1994; as cited in Greeff, 2004, p. 2) found that 18 % of the students were bullied regularly. In a study carried out in South Africa, consisting of

1073 first and second grade students, revealed that 38 % of the students were being bullied by peers (Richter, Palmary & de Wet, 2000; as cited in Greeff, 2004, p. 2).

In Turkey, Kapcı (2004) reported that 40% of 206 children have been exposed to physical, verbal, emotional, and sexual bullying experienced by the 4th and 5th grades. Similarly, in another Turkish study, Kepenekci and Çınkır (2006) investigated the occurrence of bullying among public high school students in Turkey. Of the total 692 students, everyone reported had been bullied. Of these students 33.5% had been bullied verbally, 35.5% had been bullied physically, 28.3% had been bullied emotionally, and 15.6% had been bullied sexually, at least once during the academic year. Among the four types of bullying, the most common forms of bullying students from both sexes exposed to were respectively: pushing (58.1% girls, 63.5% boys) and name calling (44.1% girls, 61.8% boys).

A study carried out by Dölek (2002), involving 659 5th, 7th, and 9th grade students, showed 22.48 % of the students reported were being bullied frequently during the semester and 2.56 % of the female students and 6.73 % of the male students reported themselves as a bully. Furthermore, 5th grade students were found to be exposed to bullying three times more than 9th grade students.

Pişkin (2006) investigated the prevalence of bullying among 4th, 5th, 6th, 7th, and 8th grade students, in Ankara, with a sample of 1154 students. Findings summarized 35 % of the students reported were being bullied and 6 % of the students were bullying others regularly.

In another study, Kutlu (2005) revealed that of the total of 519 sixth grade students, 8.9 % of the students were identified as bullies, 8.5% were classified as victims and 3.3 % of the students were categorized as bully/victims.

Consequently, studies conducted in various countries depicted that bullying is a prevalent problem in school settings.

2.3 Characteristics of Bully, Victim, and Bully/Victim

A distinctive characteristic of the typical bully is their aggression toward peers. But bullies tend to be aggressive also toward adults, both teachers and parents. They are often characterized by impulsivity and strong needs to dominate other people. They have little empathy with victims of bullying. If they are boys, they are likely to be physically stronger than boys in general and the victims in particular. Bullies have unusually little anxiety and insecurity (Olweus, 1995). O'Moore and Kirkham (2001) examined the differences in anxiety between the pure bullies of post-primary age and their peers who had not bullied others or been bullied. Finally, there was a significant difference and the post-primary children who bullied most frequently were the least anxious.

Roland and Idsoe (2001) confirmed that aggressiveness was strongly related to bullying others. In this study, Roland and Idsoe examined two forms of aggressiveness and found that reactive and proactive aggressiveness were very differently related to bullying others and being bullied. The impact from reactive aggressiveness on being bullied and on bullying others decreases from the fifth to the eighth level, and the impact of proactive aggressiveness increases on the part of the bullies and decreases on the part of the victims from the fifth to the eighth level.

In another study, Roland (2002) found a positive and significant correlation between depressive symptoms and bullying others, and a strong positive correlation between both power-related and affiliation-related proactive aggressiveness and bullying others among both boys and girls. Although, reactive aggression was common in bullies and victims, proactive aggression was only a characteristic of bullies. Both bullies and victims, compared to the other children, scored higher on hostile interpretation, anger, retaliation and ease of aggression (Camodeca & Goossens, 2005).

In another study (Salmivalli & Nieminen, 2002), bully/victims were found to be the most aggressive group of all. For this group, it was typical to be highly aggressive both reactively and proactively. Although bullies were significantly less aggressive than bully/victims, they scored higher than victims and controls on both reactive and proactive aggression.

Baldry and Farrington (2000) found that low social behavior was especially characteristic of the bully/delinquents. No doubt they are the most antisocial. As bullying increased, self-reports of negative behavior (e.g., misconduct and anger) increased and social skills (e.g., confidence in using nonviolent strategies) decreased (Bosworth, Espelage, & Simon, 1999). Kokkinos and Panayiotou (2004) also stated that those who were bully/victims reported greater conduct disorder symptoms. Bullies more likely than other students tend to spend time at home without adult supervision, drink alcohol, smoke or chew tobacco, cheat on tests and bring weapons to school. In addition, bullies' peers pressured them to emit high-risk behaviors such as smoking and drinking (Berthold & Hoover, 2000).

According to Camodeca et al. (2003) bullies as well as victims reported less assertive strategies in reaction to provocation (suggesting lower social competence) than not involved children. Surprisingly, they did not find a significant difference in terms of assertiveness between those not involved and the bully/victims.

Bullies did not consider assertive strategies as efficient in stopping the bully. Defenders, outsiders, victims and children not involved, on the other hand, were very much in favour of strategies aimed at solving the conflict through nonchalance or assertiveness, especially when they imagined being the bully. Girls chose assertive strategies more often than boys and younger children preferred nonchalance more often than older children, who tended to choose retaliation more often (Camodeca & Goossens, 2005a).

Menesini and his colleagues (2003) emphasized that bullies show higher levels of moral disengagement as compared to victims and other children. Analyses of the specific justifications revealed that bullies have a profile of egocentric reasoning that is particularly evident when they justify attribution of disengagement to self in the role of the bully. It seems that when they think about themselves in this role, personal motives and the advantages of bullying behavior are sufficient to justify negative and detrimental behavior. Children and particularly bullies, reported that they would feel proud or indifferent simply because they reason in an egocentric and selfish way and value the personal benefits of these actions. Specifically, bullies can easily deactivate moral controls to justify themselves and their negative behavior, and these cognitive mechanisms, in turn, can reinforce negative behaviors.

Students with low self-control who perceive themselves to be stronger than their peers are most likely to bully others, but among students with high self-control, perceived strength is not associated with bullying. Overweight students were more likely to be bullied, and students who were both overweight and had Attention Deficit Hyperactivity Disorder (ADHD) were even more likely to be bullied (Unnever & Cornell, 2003).

The typical victims are more anxious and insecure than students in general. They are often cautious, sensitive, and quiet. Victims suffer from low self-esteem; they have a negative view of themselves and their situation and tend to be more depressed. If they are boys, they are likely to be physically weaker than boys in general (Olweus, 1995). Olweus (1993) made a distinction between passive and provocative victims. Provocative victims differ from passive victims in that they usually provoke an attack, are easily provoked, may retaliate when attacked, and often complain about being attacked. Victims tend to dislike themselves and desire to stay home from school (for the sake of physical safety) (Berthold & Hoover, 2000). Active problem-solving strategies were rarely observed among victims and they have deficiency in emotional skills (Wilton, Craig, & Pepler, 2000)

Kristensen and Smith (2003) examined coping strategies for dealing with those being bullied. Looking first at the overall preference for the five different coping strategies, self-reliance/problem-solving emerged as the overall preferred coping strategy, followed by distancing and seeking social support to the same degree; least preferred were the coping strategies of internalizing and particularly externalizing. Self-reliance/problem-solving, seeking social support, and distancing are considered "approach" strategies, and externalizing and internalizing are considered "avoidance" strategies. It would seem that the children typically prefer the use of "approach" strategies in response to bullying. Results showed that children classified as bully/victims were found to engage in the coping strategy of externalizing significantly more than not involved children and victims.

Bullies, victims, and controls can be distinguished in terms of preferences for different ways of resolving schoolyard conflict. Unsurprisingly, children labeled bullies and aggressive victims by their teachers were more aggressive with their peers than controls or passive victims. Interestingly, aggressive victims were also characterized as the most asocial group in the sample, followed by the passive victims. Both of the victim groups were also more anxious and fearful and more excluded by peers. These findings suggest that victims may be distinguished by a more solitary social experience in the school setting, characterized by a level of anxiety (Wilson et al., 2003).

Psychosocial factors associated with physical, verbal, and indirect bullying among junior high school Japanese adolescents (N = 2,923) was investigated by Ando et al. (2005). Deviant peer influence, less serious attitude in school, poor self-control of aggressiveness and impulsiveness, poor self-assertive efficacy against bullying, and euphemistic thinking were commonly associated with physical, verbal, and indirect bullying.

In a study carried out in Turkey, Yıldırım (2001) studied the relationship between bullying and family environment in terms of four groups of fourth grade elementary

school students identified as bullies, victims, bully/victim and controls. In this study, behavioral characteristics and popularity levels of four groups of students were also investigated. The sample consisted of 140 primary school students, 70 male and 70 female. Results revealed that controls and victims were higher in cooperate scores than bullies and bully/victims; bullies and bully/victims were higher in disruptive scores than victims and controls, whereas victims were high in shy and seeks help scores, and bullies, similarly were high in fights and leader scores. Also, bullies and bully/victims scored higher than victims and controls in being liked the least scores, on the other hand, control and victims scored significantly higher than bullies and bully/victims in being liked the most scores.

2.4 The Consequences of Bullying and Victimization

A sizeable body of research highlights the impact of bullying upon children's social and emotional development. Wilkins-Shurmer et al. (2003) for example, found that being bullied is associated with a significantly poorer adolescent psychosocial quality of life. Also, all children involved in direct bullying had significantly increased total behavior problems, hyperactivity, conduct problems, peer problems scores, and lower prosocial behavior scores compared to those not involved in bullying (Wolke et al., 2000). Furthermore, the probability of being deviant in adolescence is increased if the child has been involved in bullying at an elementary school age (Kumpulainen & Räsänen 2000).

Depression and suicidal ideation were also found to be the common outcomes of being bullied in both boys and girls (Wal, Wit, and Hirasing, 2003). However, these associations are stronger for indirect than direct bullying. Direct bullying had a significant effect on depression and suicidal ideation in girls, but not in boys. Boy and girl offenders of bullying far more often reported delinquent behavior. Bullying others directly is a much greater risk factor for delinquent behavior than bullying others indirectly. Boy and girl offenders of bullying also more often reported

depressive symptoms and suicidal ideation. Furthermore, the most tragic outcome of victimization was suicide (Smith, Pepler, & Rigby, 2004).

Kumpulainen, Räsänen, and Puura (2001) evaluated the relationship between bullying and psychiatric disorders and studied the probability of using mental health services among children involved in bully/victim problems. The data consisted of interviews with 423 parents and 420 children. Children involved in bullying as bullies, bully/victims, and victims were compared with other children. Children involved in bully/victim problems were more prone to have psychiatric disorders than noninvolved children. The probability of being disturbed was highest among male bullies, followed by male bully/victims and female victims compared with noninvolved same-sex children. The most common diagnoses among children involved in bully/victim problems were attention deficit disorder, oppositional/conduct disorder, and depression. Furthermore, children involved in bully/victim problems were more likely to have used mental health services at some time during their lives and also during the previous three months.

In addition, bullying and victimization both were associated with involvement in other behavioral problems such as drinking, smoking, theft, damage to property, and violations of parents' rules (Haynie, Nansel, Eitel, Crump, Saylor, & Simons-Morton, 2001).

Victimization by peers predicted externalizing rather than internalizing difficulties. These patterns were moderated by gender, namely, females appeared to be more affected by victimization by peers than their male counterparts. In general, females tended to report more depression and unpopularity than males (Khatri, Kupersmidt, & Patterson, 2000).

Peer victimization is also found to be associated with higher posttraumatic stress. One third of bullied children may suffer from clinically significant levels of posttraumatic stress (Mynard, Joseph, & Alexandera, 2000). Increasing exposure to

bullying was associated with a highly significant increase in the number of psychsomatic symptoms (e.g., sleeplessness, irritability, headache, backache, and nervousness) (Natvig, Albrektsen, & Qvarnstrøm, 2001a).

Schwartz, Farver, Chang, and Lee-Shin (2002) also found that peer victimization was associated with aggression, and low levels of assertive social behavior.

2.5 Variables Associated with Bullying

2.5.1 Gender

Gender is an individual factor that relates to bullying behavior. Literature would indicate inconsistent findings about the effect of gender on bullying. Although in some studies, bullying and victimization both were more prevalent among boys than girls (Atlas & Pepler, 1998; Bosworth et al., 1999; Haynie et al., 2001; Natvig, Albrektsen, & Qvarnstrøm, 2001; Karatzias et al. 2002; Kristensen & Smith 2003; Pekel, 2004). And in others, no significant gender difference was found (Andreou, 2000; Wolke et al., 2000; Wilkins-Shurmer et al., 2003).

Olweus (1993) for example, reported that girls were more likely than boys to experience indirect forms of bullying. Boys reported more physical bullying, girls reported more indirect bullying. Indirect bullying might be less effective for boys; girls can perhaps bully someone more effectively by social isolation and by rumor-mongering (Smith & River, 1994).

Boys bully other students more often than girls do, and a relatively large percentage of girls, about 50 %, report that they are bullied mainly by boys. A somewhat higher percentage of boys are victims of bullying, especially in the junior high school grades. But bullying certainly occurs among girls as well. Physical bullying is less common among girls, who typically use more subtle and indirect means of harassment, such as intentionally excluding someone from the group, spreading

rumors, and manipulating friendship relations. Such forms of bullying can certainly be as harmful and distressing as more direct and open forms of harassment (Olweus, 2003) whereas in many studies no significant gender difference was found (Andreou, 2000; Wolke et al., 2000; Wilkins-Shurmer et al., 2003; and Kapcı, 2004). For boys, the prevalence of bully/victims tended to decrease with age, while for girls the trend was mainly stable (Solberg & Olweus, 2003).

Olafsen and Viemerö (2000) found that boys in the role of bully/victim used significantly more aggressive strategies than boys in the role not involved. Furthermore, boys in the role of bully/victim used significantly more self-destructive strategies than did boys in the roles of bully, victim, and not involved. The girl victims of indirect bullying were found to turn the aggression toward themselves but not toward others.

Power-related proactive aggressiveness is a better predictor for being involved in bullying for boys than for girls, and affiliation-related proactive aggressiveness is a better predictor for girls than for boys (Roland & Idsoe, 2001).

A study carried out (Dölek, 2002) showed that although boys had higher bully scores than girls, there were not any significant differences in overt physical aggressive behaviors for boys and girls. In another study, Kepenekci and Çınkır (2006) found clear gender differences, with boys consistently experiencing more physical bullying including kicking/slapping, assaulting with a knife, rude physical jokes, and more verbal bullying including name calling and insulting/swearing.

2.5.2 Locus of Control

Within the literature, locus of control divided into internal and external locus of control. Rotter (1966; as cited in Österman, Björkqvist, Lagerspetz, Charpentier, Caprara, & Pastorelli, 1999, p. 61) defined “internal locus of control as the perception that events are contingent on one’s own behavior or one’s own permanent

characteristics, while external control is characterized by the feeling that outcomes are more a result of fate, luck, chance or control of powerful others, or are unpredictable due to the complexity of situations."

Little research has been conducted that examined the relationship between locus of control and bullying behaviors. For example, Österman et al. (1999) investigated whether external locus of control is related to aggression in different types of aggression (physical, verbal, and indirect) and in both sexes. In the case of boys, all three kinds of aggression correlated significantly with external locus of control. In the case of girls, no significant relationship between aggression and locus of control was found. When both sexes were aggregated in the analysis, external locus of control correlated significantly with all three types of aggression. Similarly, Slee (1993; as cited in Slee, 1995, p. 61) reported that children who victimized suffer from external locus of control.

Andreou (2000) cited that children who are both bullies and victims may be best characterized as low internal locus of control belief. On the contrary, Karatzias et al. (2002) detected that higher levels of external locus of control in the noninvolved group were found in comparison to bullies and victims and higher levels of internal locus of control in bullies in comparison to victims and the noninvolved.

2.5.3 Self-Esteem

The most broad and repeatedly cited definition of self-esteem within literature is Rosenberg's (1965), who explained it as "a favorable or unfavorable attitude toward the self" (p. 15). This concept has been mostly studied with bullying behavior. But, the literature has indicated controversial findings about the relationship between self-esteem and bullying behavior. Several researchers agree that bullying and victimization experiences are associated with lower self-esteem (Salmivalli, Kaukiainen, Kaistaniemi, & Lagerspetz, 1999; Mynard, Joseph, & Alexandera, 2000;

and Kapcı, 2004). Children with higher personal self-esteem report less peer victimization (Verkuyten & Thijs, 2001).

More specifically, according to a study conducted by O'Moore and Kirkham, (2001), children of both primary and post-primary age who were involved in bullying as victims, bullies, or both had significantly lower global self-esteem than did children who had neither bullied nor been bullied. The bully/victims of all ages had the lowest self-esteem of the subgroups in the study. Also, the more frequently children were victimized or bullied others, the lower their global self-esteem was.

Similarly, Karatzias et al. (2002) found significantly lower levels of peer self-esteem (a domain of self-esteem) in victims in comparison to bullies. Lower levels of peer self-esteem in victims in comparison to bullies and those never involved may be due to the experience of bullying. Thus, bullies may engage in bullying to increase their peer self-esteem by gaining power from abusing the victim.

In a study carried out in Turkey, Kapcı (2004) investigated how the self-esteem differed by experience/types of bullying. The sample of this study was 206 children, 99 were pupils and 107 were boys with a mean age of 10.8. According to the results, regardless of what types of bullying occurred, victimized students had low self-esteem.

However, some researchers (Salmivalli et al., 1999) reported that bullies seemed to have neither very high nor very low (self or peer-evaluated) self-esteem or bully students do not suffer from poor self-esteem (Olweus 1993, as cited in O'Moore & Kirkham, 2001, p. 270; Baldry & Farrington, 2000)

Kokkinos and Panayiotou (2004) reported that Conduct Disorder and low self-esteem were predictive of bullying, whereas Oppositional Defiant Disorder and low self-esteem were predictive of victimization. Consequently, self-esteem predicts

involvement in both bullying and victimization, but low self-esteem mostly characterizes children who are victimized.

2.5.4 Parenting Style

Darling and Steinberg (1993) defined parenting style as, "a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed". Steinberg and his colleagues (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) identified four parental style typologies based on acceptance/involvement and strictness/supervision dimensions: authoritative, authoritarian, indulgent, and neglectful. The acceptance/involvement dimension refers to the extent to which adolescents perceive their parents as loving, involved, and responsive. The strictness/supervision refers to parental control, monitoring, and supervision of the child. Authoritative parents have higher scores on both dimensions; on the other hand, neglectful parents have lower scores in both dimensions. Authoritarian parents have lower scores on acceptance/involvement, but higher on strictness/supervision. Lastly, indulgent parents have higher scores on acceptance/involvement but lower on strictness/supervision.

Research on parenting style and bullying indicated that parents of bullies and bully/victims were more likely to have an authoritarian child rearing style than parents of both nonbully/nonvictims and victims. Also, children in the victim and bully/victim categories were similar in reporting more family disharmony than the nonbully/nonvictims and bullies (Ahmed & Braithwaite, 2004).

Stevens, Bourdeaudhuij, and Oost (2002) investigated the differences between families of victims, bullies, bully/victims, and noninvolved children on family functioning, and child rearing practices. Bullies in particular showed a widely diverging family pattern as compared to the other groups. They described their family as less cohesive, more conflictual, and less organized and controlled.

Moreover, the results revealed lower scores on expressiveness, socially orientation, and attachment within this group. Their parents only differed from parents of victims, bully/victims, and noninvolved children on reporting more punishment. For victims of bullying, a large congruence was found between their reports of family functioning, child rearing practices, and those of noninvolved children. Their parents only differed from parents of bullies in reporting a higher level of avoidance. Children identified as a bully and a victim typically showed a pattern in between victims and bullies. Compared to noninvolved children, they reported more conflict and punishment, and a less close relationship with their parents. They only differed from bullies on perceptions of control, reporting more discipline and rules. They also showed a large congruence with family characteristics of victims, from which they only differ in levels of conflict. Bully/victims reported more anger and more aggression within their families.

Baldry and Farrington (2000) aimed to analyze the personal characteristics and parental styles of bullies and delinquents, and to establish which factors were related to the bully/delinquent group which was related to only bullies or only delinquents. A self-report questionnaire on bullying and delinquency was completed by 113 girls and 125 boys aged 11-14 in a middle school in Rome. Results showed that while authoritarian parents and agreement with parents were especially features of the only bullies, low supportive and conflictual parents were especially features of the only delinquents.

Akgün (2005) determined the role of parenting style and parent-adolescent relationship on peer victimization and bullying among adolescents. The sample consisted of 379 senior high school students, 268 females (%71) and 111 males (%29). The results revealed that psychological autonomy and strictness/supervision dimension of parenting style and communication with fathers significantly predicted overall bullying behavior. Moreover, psychological autonomy and strictness/supervision dimension of parenting style and communication with fathers significantly predicted teasing; strictness/supervision significantly predicted overt

victimization. Acceptance/involvement and psychological autonomy significantly predicted relational victimization and lastly, acceptance/involvement and global distress significantly predicted terror. The results regarding peer victimization indicated that acceptance/involvement, psychological autonomy and strictness/supervision dimension of parenting style and communication with fathers significantly predicted overall victimization. For types of victimization, it was also found that acceptance/involvement and psychological autonomy and communication with fathers and mothers significantly predicted teasing, global distress significantly predicted overt victimization, acceptance/involvement, strictness/supervision and communication with fathers significantly predicted relational victimization, psychological autonomy and strictness/supervision significantly predicted terror and lastly, acceptance/involvement significantly predicted attacks on property.

In conclusion, as seen in the different studies, parenting style of parents plays a key role in the child's participation in bullying.

2.5.5 Loneliness

Asher and Paquette (2003) claimed that loneliness is an internal emotional state, and in itself not pathological. But, higher levels of loneliness may lead to a risk of poor outcomes for children, including bullying.

Research into the relationship between loneliness supported that victimization is a precursor of children's loneliness (Kochenderfer & Ladd, 1996) and all types of victimization were related to children's loneliness in school (Kochenderfer & Ladd, 1996a). Moreover, as multivariate analyses indicated that peer victimization was a loneliness and submissive–withdrawn behavior (Schwartz et al., 2002).

Adolescents who are victimized in multiple forms experience more loneliness than those who report only one form of victimization (Storch, Brassard, and Masia-

Warner (2003a). Overt and relational victimization were associated with elevated levels of loneliness for adolescent females (Storch & Masia-Warner, 2004).

Eslea et al. (2003) compared sex, school type, and bully/victim status differences in friendships and playground social interactions, using data from nine surveys in seven countries: China, England, Ireland, Italy, Japan, Portugal, and Spain. A total of approximately 48,000 children completed various translations of the Olweus Bullying Questionnaire. Results showed that victims reported liking playtimes least of all in China, Sheffield (England), Ireland, Japan, Portugal, and Spain, whereas bullies enjoyed playtimes most in Sheffield (England),, Florence (Italy), Japan, Portugal, and Spain. The children who reported being left alone at playtimes most often were always either victims (Florence (Italy), Portugal, and Spain) or bully-victims (China, Sheffield (England), Ireland, and Cosenza (Italy)), while those left alone least often were almost always the neutrals (China, Sheffield (England), Ireland, Cosenza (Italy), Portugal, and Spain). Victims reported having fewest friends in China, Sheffield (England), Ireland, Florence (Italy), and Japan, and were least well liked in both England and Japan. Those with the greatest number of friends were usually the neutrals (Sheffield (England), Cosenza and Florence (Italy)) or the bullies (Ireland, Japan and Portugal). A study carried by Pekel (2004) in Turkey, also, indicated that victim and bully/victim children were lonelier than bully and noninvolved children.

Social peer support statistically moderated the association between relational victimization and loneliness for children with high levels of peer support. For children with low levels of peer support, relational victimization was positively correlated with loneliness. In contrast, for children reporting high levels of peer support, there was no significant association between relational victimization and loneliness (Storch, Nock, Masia-Warner, & Barlas, 2003).

2.5.6 Academic Achievement

Academic achievement is another factor that relates to bullying behavior. Most of the researchers agree that children who participated in bullying tend to have lower academic scores. For example, Pekel (2004) found that bully/victim children had the lowest grades. Also, particularly for girls in the bullied group, there was a trend towards lower academic performance (Wilkins-Shurmer et al., 2003).

In another study, Ahmed and Braithwaite (2004) found that bully/victims scored as highly as victims did on experiencing school hassles, although bullies were not significantly higher than the nonbully/nonvictims on this variable. Also, the nonbully/nonvictims were least bothered by school issues.

On the contrary to these findings, Baldry and Farrington (2000) found that school achievement and self competence were not significantly related to either bullying or delinquency.

CHAPTER III

METHOD

In this chapter, methodological procedures of the study are presented. The first section presents the population and selection of the participants. The instruments utilized in the data collection are presented in the second section. The data collection procedure is explained in the third section. Finally, the data analysis procedure is introduced in the last section.

3.1 Participants

A total of 742 middle school students from four schools in Altındağ, province of Ankara, participated in the study. Age of participants ranged from 11 to 15 (M=13.11, SD=.924). of the participants were males (47 %) and 393 of the participants were females (53 %). The sample consisted of 270 sixth (36 %), 224 seventh (30 %), and 248 eighth (33 %) grade students. The distribution of the participants in terms of gender and grades was presented in Table 3.1.

Table 3.1

The Distributions of the Participants in terms of Gender and Grades

		Grades			Total
		6th Grade	7th Grade	8th Grade	
Gender	Female	150(20,2%)	123(16,6%)	120(16,2%)	393(53,0%)
	Male	120(16,2%)	101(13,6%)	128(17,3%)	349(47,0%)
Total		270(36,4%)	224(30,2%)	248(33,4%)	742(100,0%)

3.2 Instruments

Demographic Information Form and five student self-report instruments: The Revised Olweus Bully/Victim Questionnaire (Dölek, 2002), Locus of Control Scale (Korkut, 1986), Rosenberg Self-Esteem Scale (Çuhadaroğlu, 1985), Parenting Style Inventory (Yılmaz, 2000), and Loneliness and Social Dissatisfaction Scale (Tarhan, 1996) were used in this study to collect data.

3.2.1 Demographic Information Form

Demographic Information Form (*see* Appendix B) included questions about the participants' gender, age and grade level.

3.2.2 The Revised Olweus Bully/Victim Questionnaire (ROBVQ)

The Revised Olweus Bully/Victim Questionnaire originally was developed by Olweus (1996; as cited in Dölek, 2002, p. 271) (*see* Appendix C). This measure is a self-report questionnaire composed of 40 questions about bullying and victimization experiences. The ROBVQ assesses the frequency and types of bullying, the location where the bullying takes place, who does the bullying, how often children report bullying to teachers or their family, and if the teacher intervenes and what he or she does to stop the bullying.

The internal consistency of the original version of ROBVQ was assessed on more than 5000 students. Findings showed that combinations of items for being victimized or bullying others revealed internal consistency (Cronbach's alpha) in the .80's or higher (Olweus, 1996; as cited in Sacco, 2002, p. 38). In another study, several items assessing being victimized or bullying others were correlated between .40 - .60 (Pearson correlations) when analyzed with independent peer ratings (Olweus, 1997; as cited in Sacco, 2002, p. 38).

The Revised Olweus Bully/Victim Questionnaire was translated into Turkish by Dölek (2002). The Turkish version of the questionnaire consists of 49 items. The psychometric properties of the questionnaire were not reported in the adaptation study. In the present study, the internal consistency coefficients were found as .71 for victimization and .75 for bullying.

3.2.3 The Locus of Control Scale (LOS)

The 40 item form of the Nowicki–Strickland Locus of Control Scale (Nowicki & Strickland, 1973) (*see* Appendix D), adapted by Korkut (1986) into Turkish culture, was administered to determine the role of external/internal locus of control on bullying. In fact, this scale consists of two forms. The 21 item form of the Nowicki–Strickland Locus of Control Scale is for grades 7 through 12, and the other 19 item form is for grades 4 and 5. LOS measures the degree to which people believe that reinforcement is a result of their own behavior (internal locus of control) or a result of fate or chance (external locus of control). The original measurement consisted of "yes" or "no" answers, and the total score can range from 0 (internal locus of control) to 40 (external locus of control). The higher scores reflects external locus of control, the lower scores reflects internal locus of control. LOS includes items such as, “Are some kids just born lucky?”, “Do you believe that if somebody studies hard enough he or she can pass any test?”, “When you get punished, does it usually seem it’s for no good reason at all?”

Test-retest reliability was reported by Nowicki-Strickland (1973) for the original form for the third grade as .63 and for the seventh grade as .71. The Nowicki–Strickland Locus of Control Scale has also convergent validity with the Rotter’s Locus of Control Scale, with the scales correlated at r = .61.

In the adaptation procedure, Korkut (1986) assessed Cronbach alpha coefficients by administering 19 items of scale that were prepared for 4^{th} -5th grade elementary school students. Results revealed that Cronbach alpha coefficients for each third

grade, .63 and fifth grade, .65. Also, Yeşilyaprak (1988) studied test-retest reliability for whole test, and found that test-retest reliability is .87 and Kuder-Richardson-21 is .71. The Turkish version of scale has also demonstrated convergent validity with the subscales of the Personal Orientation Inventory that "self-esteem" and "internal locus of control", with the scales correlated at r = .58 and r = .40 (Yeşilyaprak, 1988).

3.2.4 Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES) (*see* Appendix E) is a 10 item unidimensional measure of global self-esteem and was originally developed by Rosenberg (1965). The instrument was designed and originally used as Gutman-type scale with four response options ranging from strongly agree to strongly disagree. The instrument contains five positively scored and five negatively scored items. RSES include such statements as the following: "I do not have much to be proud of", " I am proud of myself", and "I take a positive attitude toward myself". Reverse items are 3, 5, 8, 9, 10. For the purpose of this study, the RSES were summed.

Rosenberg (1979; as cited in Chubb, Fertman, & Ross, 1997, p. 120) studied the scale's reliability and validity on two small college samples and had two week test-retest reliability coefficients of r = .85 and .88.

Rosenberg's Self Esteem Scale was adapted to Turkish adolescents by Çuhadaroğlu (1985). Çuhadaroğlu (1985) found that the correlation coefficient between psychiatric interview scores and scores of RSES was .71. Also, Çankaya (1997) reported significant correlation between RSES and Self-Concept Inventory (.26 for the whole group, $p < .001$; .26 boys and girls $p < .05$).

3.2.5 Parenting Style Inventory (PSI)

The Parenting Style Inventory (Lamborn et al., 1991) (*see* Appendix F) is a 26 item multidimensional scale adapted to Turkish culture by Yılmaz (2000). The original

scale yielded three factors: acceptance/involvement, strictness/supervision, and psychological autonomy. Acceptance /involvement subscale measures the extent to which the adolescent perceives his or her parents as loving, responsive, and involved (sample item: When I have problems, I am sure that my parents will help me.). The strictness/supervision subscale assesses parental monitoring and supervision of the adolescents (sample item: Does your parent permit you to go out at night during the week?). Psychological autonomy subscale assesses the extent to which parents employ noncoercive, democratic discipline and encourage the adolescents to express individuality in the family (sample item: My father and mother tell me not to argue with the elderly.).

Acceptance/involvement and psychological autonomy subscales have 9 items. Respondents are asked to think about their own parents and answer each item by indicating the extent of their agreement along a 4-point Likert scale, ranging from 1=not alike at all to 4 =very much alike. The possible total score obtained from each of the two subscales change between 9 and 36. Strictness/supervision subscale has 8 items. In the first two items of this scale, respondents are asked to indicate their agreement by choosing the alternatives “yes” or “no”. If their answer is “yes”, they then are asked to choose one of the 6 scored from 1 to 6. In the rest of the items respondents are asked to indicate their agreement along a 3-point Likert scale, ranging from 1 to 3. The possible total score obtained from each of the two subscales changes between 8 and 32.

In the adaptation study, Yılmaz (2000) found the factor structures similar to the original scale. Cronbach alpha coefficients for each subscale were .70 for acceptance/involvement, .69 for strictness/supervision, and .66 for psychological autonomy. Test-retest reliability coefficients were .82 for acceptance/involvement, .88 for strictness/supervision, and .76 for psychological autonomy subscales.

3.2.6 Loneliness and Social Dissatisfaction Scale (LSDS)

Loneliness and Social Dissatisfaction Scale (Asher and Wheeler, 1985) (*see* Appendix G) is a 24 item (including 8 filler items) self-report measure that assesses subjective feelings of loneliness, adapted by Tarhan (1996) in Turkish culture. It has a third grade reading level, and a children's response of 16 items pertaining to feelings of loneliness, opinions about their current peer relationships, perceptions of the degree to which provisions for important relationships are being met, thought about their social competence on a 5-point Likert scale, and items are summed to comprise a total score with higher scores corresponding with increased feelings of loneliness. Items are answered by selecting one of the five alternatives (5= always, 4= usually, 3= sometimes, 2= rarely, 1= never). The items 3, 6, 9, 12, 14, 17, 18, 20, 21, 24 are scored in a reverse manner. The items 2^{nd}, 5^{th}, 7^{th}, 11^{th}, 13^{th}, 15^{th}, 19^{th}, 23^{rd} that were filler items about hobbies and interests were not scored.

The original 16 item scale (Asher, Hymel, & Renshaw, 1984) was found to be internally consistent (Cronbach's α = .90) and internally reliable (split-half correlationfiltered= .83, Spearman-Brown reliability coefficient = .91, Guttman split-half reliability coefficient = .91). The modified form of the original scale yielded the same internal consistency (Cronbach's α = .90) (Asher & Wheeler, 1985).

In the adaptation study, the test-retest reliability of the Turkish version of LSDS (Tarhan, 1996) was .92 and the internal consistency was found as .89. The validity evidence obtained by analyzing the correlation coefficient between the teachers' reports and LSDS scores was .85.

3.2.7 Grade Point Average Scores

While calculating students' Grade Point Average scores, the sum of grade points a student has earned in 4^{th}, 5^{th}, 6^{th}, 7^{th}, and 8^{th} grades are divided by the number of courses taken. Grades measure the students' learning that occurred within the larger

social context of the classroom, and its effort and persistence over long periods of time (Wentzel, 1991; as cited in Gizir, 2004, p. 85). These scores were obtained from students records in participating schools by the means of school administration.

3.3 Procedure

After receiving permission from the Ministry of National Education (*see* Appendix A), researcher made personal visits to the principals of the schools in Altındağ, province of Ankara, to explain the purpose of the study and to request their assistance. In the four schools, school principals were agreed to cooperate. The data was collected through the collaboration with school counseling and guidance services and an informed consent received. A set of instruments consisting of the five scales (ROBVQ, LOS, RSS, PSI, LSDS) were prepared to collect data. While administering, instruments were divided into two sets for the convenience of administration. Scales were administered to 758 students who were enrolled in four middle schools. Administration was made during the 2006 spring semester, two months after the semester had began, during class sessions by the researcher and a graduate student in counseling. Information about the study and detailed instructions on how to respond to each instrument was provided by the researcher while administering measures. The data was collected in a 2 hour class session, with a break.

3.4 Analysis of Data

Prior to analyses, a missing value analysis was conducted for each independent variable (locus of control, self-esteem, parenting style, and loneliness) with the data set consisting of 758 cases. Since missing values of the cases were not greater than 5%, missing values were replaced by the series mean method. After replacing missing values, the outliers test was conducted for each independent variable. 15 cases from the data set exceeded a z score of +3.29 and -3.29 were detected as univariate outliers and excluded from the analysis. Mahalanobis Distance Test was

used to detect multivariate outliers. One case from data set exceeded Chi-square was detected as multivariate outliers in the analysis. Moreover, multicollinearity of the data set was also investigated, since there were no VIF (Variance Inflation Factor) values greater than 5-10 and tolerance levels of variables have not approached to 0, the absence of the multicollinearity was secured for the data set (*see* Appendix H) (Tabachnick & Fidell, 2001).

Before the data analyses, as suggested by Solberg and Olweus (2003), to group students as bully, victim, bully-victim and not involved, two questions were used: one pertaining to the experience of being bullied-"How often have you been bullied at the school in the past couple of months?", and one pertaining to bullying other students-"How often have you taken part in bullying another student(s) at the school in the past couple of months?". These two questions were assessed on a five-point scale: "never", "once or twice", "sometimes", "about once a week", or "several times a week", and these responses coded from 1 to 5 (Solberg & Olweus, 2003). While assigning students into groups, average scores of participants about types of bullying (items 2 to 8) and types of victimization (items 10 to 16) were also used. Students, those who had an average score equal to or above three from the question of -"How often have you been bullied at the school in the past couple of months?", and from items 2 to 8 (types of being bullied) were classified as "victims". Students, those who had an average score equal to or above three from the question of-"How often have you taken part in bullying another student(s) at the school in the past couple of months?" and from items 10 to 16 (types of bullying others) were classified as "bully". Participants who both bully others and have themselves been bullied and an average score equal to or above three from these two questions and from items 2 to 8 and items 10 to 16 were classified as "bully/victim". Those who responded to two questions about being bullied and bullying others by selecting "never" and whose average score was less than two from items 2 to 8 and items 10 to 16 were categorized as "pure not involved". Finally, those who had an average score equal to two from two questions- "How often have you been bullied at the school in the past couple of months?" and "How often have you taken part in bullying another

student?" from items 2 to 8 and items 10 to 16 were categorized as "not involved". Due to small sample size in groups of bully and bully/victim, as done in earlier studies (e.g. Karatzias, Power , & Swanson, 2002) participants who were classified as bully, victim and bully/victim were also regrouped as "involved in bullying". For the purpose of this study, not involved group (n=170) was excluded from two-way contingency table analyses, and binary logistic regression analyses.

To investigate prevalence of bullying, victimization and types of bullying and types of victimization frequency analyses were performed. In order to test differences between bully, victim, bully/victim and pure not involved; involved vs. not involved groups in relation to gender and grade two, two-way contingency table analyses were used. Based on the results of the chi square, only the gender variable was found to be significantly related to involvement and not involvement in bullying.

Given that the all predictor variables are continuous and outcome variable is dichotomous, in order to determine a significant model that predicts bullying a binary logistic regression was used. Gender was found to be related to involvement in bullying in preliminary analysis. Therefore, rather than coding the gender as binary variable, two separate binary logistic regression analyses were conducted for male and female students to predict students' involvement in bullying from their locus of control, self-esteem, parenting style (acceptance/involvement, strictness/supervision, and psychological autonomy subscales), loneliness, and academic achievement scores.

The third logistic regression was used to investigate whether locus of control, self-esteem, parenting style (acceptance/involvement, strictness/supervision, and psychological autonomy subscales), loneliness, and academic achievement scores were significant predictors of victimization. Since meaningful gender differences were not found in "victim" and "pure not involved" categories in the preliminary contingency table analysis, separate binary logistic regression analysis were not performed for the male and female students.

All the analyses were conducted using the relevant program of SPSS 13.0.

CHAPTER IV

RESULTS

This chapter presents results related to prevalence of bullying. First, two-way contingency table analyses results regarding differences between bully, victim, bully/victim vs. pure not involved. Second, involved vs. not involved in relation to gender, and grade level. And lastly, three binary logistic regression analyses results that were performed to determine factors that were significant predictors involvement in bullying and victimization.

4.1 Prevalence of Bullying and Victimization

Of the total 742 students, that were included to data analysis, 4.6 % (n=34) were identified as bully, 21.3 % (n=158) victim, 6.5 % (n=48) bully/victim, 44.7 % (n=332) pure not involved, and 22.9 % (n=170) not involved (*see* Table 4.1). The most common bullying behaviors used by the bullies were: calling mean names, making fun of, or teasing in a hurtful way (38. 2 %), excluding someone from a group or ignoring (29.4 %) and bulling with mean names or comments about gestures or speaking (20. 5 %). Table 4.2 shows prevalence of various types of bullying. As can be seen from the table, the most prevalent form of bullying behavior used by bullies was verbal bullying.

As given in Table 4.1, a proportion of 21. 3 % of the participants were victims. The most common victimization forms experienced by victims were: calling mean names, making fun of, or teasing in a hurtful (48.7 %), bullying with mean names or comments about gestures or speaking (34.8 %), and telling lies or spreading false rumors, trying to make others dislike him/her (18.3 %). Parallel to bullies, the most

prevalent form of victimization behavior experienced by victims was verbal bullying (*see* Table 4.3 for prevalence of different types of victimization).

Table 4.1

Prevalence Rates of Bully, Victim, Bully/Victim, and Pure Not Involved

Category	Frequency	%
Bully	34	4,6
Victim	158	21,3
Bully/Victim	48	6,5
Pure Not involved	332	44,7
Not involved	170	22,9
Total	742	100,0

Table 4.2

Prevalence of Various Types of Bullying

	2 or 3 times in a month & Once in a week or more	
	n	%
10. I called another student(s) mean names, made fun of, or teased in a hurtful.	13	38,2
11. I kept him or her out of things on purpose, excluded him/her from our group of friends, or completely ignored him/her.	10	29,4
12. I hit, kicked, pushed, shoved around, or locked him or her indoors.	2	5,8
13. I spread false rumors about him/her and tried to make others dislike him/her.	-	-
14. I took money or other things from him or her or damaged his or her belongings.	-	-
15. I bullied him or her with mean names or comments about my gestures or speaking.	7	20,5
16. I bullied someone in another way.	2	5,8

Table 4.3

Prevalence of Types of Victimization

	2 or 3 times in a month & Once in a week or more	
	n	%
2. I was called mean names, was made fun of, or teased in a hurtful.	77	48,7
3. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.	22	13,9
4. I was hit, kicked, pushed, shoved around, or locked indoors.	19	12
5. Other students told lies or spread false rumors about me and tried to make others dislike me.	29	18,3
6. I had money or other things taken away from me or damaged.	13	8,3
7. I was bullied with mean names or comments about my gestures or speaking.	55	34,8
8. I was bullied in another way.	19	12.6

4.2 Bully vs. Victim vs. Bully/Victim vs. Not Involved

Two, two-way contingency table analyses were conducted to evaluate whether there were differences between bully, victim, bully/victim and not involved groups with respect to gender and grade. To guard against the interpretation of nonmeaningful results, Cramer's *V* where values of .10, .30, and .50 represent small, medium, and large effect sizes (Green & Salkind, 2005) were reported. Meaningful differences (i.e., $p < .05$, Cramer's $V \geq .10$) were found in gender (*see* Table 4.4). Follow up pair-wise comparisons were used to evaluate the differences among these proportions. The bully group had a large percentage of males (10,6 %). Significant

pair-wise differences were identified between bully vs. victim, bully vs. bully/victim, and bully vs. pure not involved (*see* Table 4.5).

Table 4.4

Results of Two-Way Contingency Table Analysis Comparing Gender and Grade Level Differences on Bully, Victim, Bully/Victim, and Not Involved

Variable	Bully	Victim	Bully/Victim	Not Involved
Gender of Student				
Pearson χ^2 [3, N = 572] = 23.5, p =.000*, Cramer's V = .20				
Males	29 (10,6%)	75 (27,4%)	27 (9,9%)	143 (52,2%)
Females	5 (1,7%)	83 (27,9%)	21 (7,0%)	189 (63,4%)
Grade Level				
Pearson χ^2 [6, N = 572] = 11.3, p = .079, Cramer's V = .099				
6th Grades	7 (3,5%)	60 (29,7%)	15 (7,4%)	120 (59,4%)
7th Grades	12 (6,8%)	43 (24,3%)	10 (5,6%)	112 (63,3%)
8th Grades	15 (7,8%)	55 (28,5%)	23 (11,9%)	100 (51,8%)
**P< .05*				

Table 4.5

Pair-wise Comparisons of Bully, Victim, Bully/Victim, and Pure Not Involved.

	Pearson chi square	p-value	Cramer's V
Comparison			
Bully vs. Victim	16,13	.000	.290
Bully vs. Bully/Victim	7,75	.005	.307
Bully vs. Pure Not Involved	22,07	.000	.246
Victim vs. Bully/Victim	1,14	.287	.074
Victim vs. Pure Not Involved	,84	.360	.041
Bully/Victim vs. Pure Not Involved	2,95	.086	.088

4.3 Involved (Bully, Victim, and Bully/Victim) vs. Not Involved

Participants of this study who were categorized as bully, victim or bully/victim were also regrouped as involved. Furthermore, this involved group was compared to not involved students in terms of gender and grade level. Meaningful differences (i.e., $p<.05$, Cramer's $V \geq .10$) were found in gender variable. Results of the two-way contingency analysis indicated statistically significant differences between male and female students in terms of involvement in bullying. Male students were involved in bullying more than female students. However, no significant differences were found between involved and not involved students in terms of grade levels. (*see* Table 4.6)

Table 4.6

Results of Two-Way Contingency Table Analysis Comparing Gender and Grade Level Differences on Involved and Not Involved

Variable	Involved	Not Involved
Gender of Student		
Pearson χ^2 [1, N = 572] = 7.4, p =.007*, Cramer's V = .11		
Males	131(47,8%)	143(52,2%)
Females	109(36,6%)	189(63,4%)
Grade Level		
Pearson χ^2 [2, N = 572] = 5.22, p = .074, Cramer's V= .096		
6th Grades	82(40,6%)	120(59,4%)
7th Grades	65(36,7%)	112(63,3%)
8th Grades	93(48,2%)	100(51,8%)

*Note: *P< .05*

4.4 Locus of Control, Self-Esteem, Parenting Style, Loneliness, and Academic Achievement

4.4.1 Involved vs. Not Involved

As the Chi square results showed there were significant gender differences between involved and not involved groups. Thus, to predict male and female students' involvement in bullying in terms of locus of control, self-esteem, parenting style, loneliness, and academic achievement, two binary logistic regression analysis were performed separately for males and females. The dependent variable in the analysis indicated whether a student was involved in bullying or not. Involvement in bullying is coded as 0 (not involved) and 1 (involved).

For the involvement in bullying, a total of 298 cases of female students and a total of 274 male students were analyzed separately with the full model. The full model was found significantly reliable for both female students [$\chi^2(7, N = 298) = 55.59, P < .001$], (Nagelkerke R^2= .233) and male students [$\chi^2(7, N = 274) = 52.05, P < .001$], (Nagelkerke R^2= .231). Prediction accuracy of the involvement in bullying for the females was 68 %, and for the males was 70 %.

Acceptance/involvement, psychological autonomy, loneliness, and academic achievement predicted involvement in bullying. Table 4.7 shows β coefficients, standard error, Wald statistics, and odds ratios for each of the seven predictor variables for the female students. Results indicated that as acceptance/involvement and academic achievement scores decreased the likelihood of female students involvement in bullying increased. On the other hand, increase in loneliness and psychological autonomy scores increased the likelihood of involvement in bullying.

Table 4.7

Binary Logistic Regression Analysis: Predicting Female's Involvement in Bullying From Their Locus of Control, Self-esteem, Parenting Style, Loneliness, and Academic Achievement Scores

Variables in the Equation

	B	S.E.	Wald	Sig.	Exp(B)
Locus of Control	,038	,034	1,202	,273	1,038
Self-Esteem	,041	,033	1,597	,206	1,042
Acceptance/Involvement**	-,108	,034	9,777	,002*	,898
Psychological Autonomy**	,080	,033	5,867	,015*	1,083
Strictness/Supervision**	-,024	,034	,514	,474	,976
Loneliness	,048	,016	8,673	,003*	1,050
Academic Achievement	-,570	,210	7,371	,007*	,566
Constant	,396	2,043	,038	,846	1,486

Nagelkerke R^2 = .231, Overall prediction= 67,9 %

Note: **P< .05* **Subscales of Parenting Style Scale

β coefficients, standard error, Wald statistics, and odds ratios for the seven predictor variables for the male students were shown in Table 4.8. According to the Wald statistics: locus of control, self-esteem, strictness/supervision, and loneliness predicted significantly involvement in bullying. In other words, increase in locus of control, self-esteem, and loneliness scores increased the likelihood of being involved in bullying. Furthermore, as the strictness/supervision scores decreased the likelihood of involvement in bullying for male students increased.

Table 4.8

Binary Logistic Regression Analysis: Predicting Male's Involvement in Bullying From Their Locus of Control, Self-esteem, Parenting Style, Loneliness, and Academic Achievement Scores

Variables in the Equation

	B	S.E.	Wald	Sig.	Exp(B)
Locus of Control	,090	,032	7,788	,005*	1,094
Self-Esteem	,092	,035	6,983	,008*	1,096
Acceptance/Involvement**	-,038	,039	,940	,332	,963
Psychological Autonomy**	,035	,035	1,047	,306	1,036
Strictness/Supervision**	-,082	,029	7,969	,005*	,921
Loneliness	,054	,018	9,361	,002*	1,056
Academic Achievement	-,361	,207	3,022	,082	,697
Constant	-2,073	1,902	1,188	,276	,126

Nagelkerke R^2 *= .233, Overall prediction= 69,8 %*

Note: *$P< .05$ **Subscales of Parenting Style Scale

4.4.2 Victim vs. Not Involved

Binary logistic regression was conducted to determine to what extent locus of control, self-esteem, parenting style, loneliness, and academic achievement predict victimization among middle school students. Since Chi-square results indicated no significant gender differences, binary logistic regression analyses were not performed for each sex separately. The dependent variable in the analysis indicated, whether a child was a victim or not. The dependent variables were coded as 0 (not involved) and 1 (victim).

For the victimization, a total of 490 cases were analyzed with the full model. The full model was found significantly reliable $[\chi^2(7, N = 490) = 66.91, P < .001]$ and

provided a significant squared multiple correlation (Nagelkerke R^2= .178). Prediction accuracy was 72.

Table 4.9 shows β coefficients, standard error, Wald statistics, and odds ratios for each of the seven predictors for the victimization. As can be seen from Table 4.9, the standardized coefficients for locus of control, acceptance/involvement, loneliness, and academic achievement were significant. As locus of control and loneliness scores increased, the likelihood of students being victimized increased. On the other hand, increase in acceptance/involvement and academic achievement scores found to decrease the likelihood of student victimization.

Table 4.9

Binary Logistic Regression Analysis: Predicting Students' Victimization From Their Locus of Control, Self-esteem, Parenting Style, Loneliness, and Academic Achievement Scores

Variables in the Equation

	B	S.E.	Wald	Sig.	Exp(B)
Locus of Control	,055	,026	4,574	,032*	1,057
Self-Esteem	,042	,026	2,613	,106	1,043
Acceptance/Involvement**	-,063	,028	5,040	,025*	,939
Psychological Autonomy**	,043	,025	2,886	,089	1,044
Strictness/Supervision**	-,021	,025	,712	,399	,979
Loneliness	,051	,013	15,261	,000*	1,052
Academic Achievement	-,453	,158	8,242	,004*	,636
Constant	-1,194	1,530	,609	,435	,303

Nagelkerke R^2 = .178, Overall prediction= 71,8 %

Note: *$P< .05$ **Subscales of Parenting Style Scale

CHAPTER V

DISCUSSION

This chapter presents the discussion and interpretation of the results, implications of the findings, and recommendations for further research.

5.1 Discussion of the Findings

This study provided information about prevalence of bullying and factors that predict middle school students' involvement in bullying and victimization. Results regarding prevalence rates indicated that almost one third of the students (32.4 %) are involved in bullying. Among these involved students, the victim group has higher a proportion (21.3 %). On the other hand, proportion of bullies (4.6 %) and bully/victims (6.5 %) were relatively low. Such percentages are consistent with the findings of earlier studies conducted in Turkey and in other countries. Pişkin (2006) for instance, indicated that 35 % of the students reported being bullied and 6 % of the students bully others. In Dölek's (2002) study, 22.48 % of the students reported that they were being bullied frequently during the semester. Moreover, Kapcı's (2004) findings revealed that 40% of 206 children were exposed to physical, verbal, emotional, and sexual bullying. Karatzias et al. (2002) indicated that 7.5 % of students were bullies, 16.7 % were victims, 4.2 % were bully/victims and 67.5% were not involved. In O'Connell et al.'s study (1997), 8.6% of the children acknowledged bullying others "more than once or twice" in the preceding 6 weeks, 15% reported they had been victimized at the same rate and 2% reported being both bullies and victims.

Regarding the types of bullying and victimization, the most prevalent form was verbal bullying. This finding was consistent with current research in Turkey (Pişkin,

2006) and some previous studies (Harris, 2004; Whitney & Smith, 1993) which reported verbal bullying as the most prevalent type.

When gender and grade level were investigated in relation to bullying, meaningful gender differences were found in bully and not involved categories. Males had a larger percentage of bullies, than females. Females had a larger percentage of noninvolved. In literature there are inconsistent research findings regarding gender differences. While some researchers (Atlas & Pepler, 1998; Bosworth et al., 1999; Haynie et al., 2001; Natvig, Albrektsen,& Qvarnstrøm, 2001; Karatzias et al. 2002; Kristensen & Smith, 2003; Pekel, 2004) found that bullying and victimization are more prevalent among boys than among girls, some others indicated that bullying is more common among boys and victimization is more common among girls. One of the possible explanations for this finding might be the socialization process (Orpinas & Horne, 2006). Boys especially in Turkish culture seemed to be encouraged to act more aggressively. Thus, boys may perceive bullying as an acceptable way of interacting with other peers and solving interpersonal conflicts. The second explanation may be the observation of the models learned through direct or indirect experience. In Turkish culture (although it has been changing in the recent years in a positive direction) corporal punishment has been the accepted procedure for disciplining children by parents and teachers (Sümer & Aydın, 1999). Thus boys who model adults, especially their parents, may prefer to use violence and bullying as an appropriate way of interacting with others.

Regarding grade levels, no significant differences were found. Although this finding is not inline with some studies (e.g. Kristensen & Smith, 2003; Olweus, 1985, 1993; as cited in Seals, 2002, p. 22) in which younger children tend to report more bullying and victimization which decreased with increase in age or grade level. Yet this study is consistent with some others (Kapcı, 2004; Perry et al. 1988; as cited in Seals, 2002, p. 22).

According to results of the logistic regression analyses, female students who were in the involved group had low acceptance/involvement and academic achievement scores and higher loneliness and psychological autonomy scores. Furthermore, male students who were in the involved group had high locus of control, self-esteem, and loneliness scores, and low strictness/supervision scores. A common factor that predicted involvement in bullying for both males and females was loneliness.

The third logistic regression revealed that the victim group had external locus of control and higher loneliness scores; lower acceptance/involvement and academic achievement scores. When the results of three separate logistic regressions were closely examined, loneliness was the only common significant predictor.

Results revealed that high scores in locus of control or external locus of control increase the likelihood involvement in bullying for male students, and victimization for both genders. In other words, male students and victimized students seem not to establish causal relations between their behavior and reinforcement; consequently they may not control their behavior. This finding is in line with other research findings (Slee, 1993, as cited in Slee, 1995; Andreou, 2000; Smorti & Ciucci, 2000) that indicated children's bullying behavior is negatively related to internal locus of control, and children who are involved in bullying suffer from external locus of control.

In terms of self-esteem, high scores in self-esteem were found to increase the likelihood of involvement in bullying for male students. This finding supports other studies' findings (Seals & Young, 2003; Salmivalli et al., 1999; Olweus, 1993, as cited in O'Moore & Kirkham, 2001, p. 270). An explanation of this finding might be that bullies are generally more popular in school and have high levels of self-esteem, while victims view themselves as less popular and have low self-esteem (Rigby, 1996).

The finding that involved female students had lower scores on acceptance/involvement and higher scores on psychological autonomy was in accord with current research findings (Akgün, 2005). It appears that, female students who were involved in bullying perceived their parents' style as less loving, involved, responsible and more encouraging to express individuality in the family.

Regarding strictness/supervision, high scores in strictness/supervision decrease the likelihood of involvement in bullying for male students. In other words, male students who had lower scores on strictness/supervision perceived their parents' as less monitoring and giving less supervision. This result is congruent with the findings of Akgün (2005).

Research into the relationship between loneliness and bullying behavior showed that victimization was related to children's loneliness (Graham & Juvonen, 1998; Kochenderfer & Ladd, 1996; Kochenderfer & Ladd, 1996a; Pekel, 2004; Schwartz et al., 2002). The finding of this study supports the notion that lonely students are more involved in bullying.

In response to the prediction of bullying from academic achievement, high scores in academic achievement decreases the likelihood of involvement in bullying for female students, and also decreases victimization. This finding replicates prior findings that children who participated in bullying tend to have lower academic scores (Pekel, 2004; Schwartz et al., 2002; Wilkins-Shurmer et al., 2003).

In conclusion, most of the findings of present study are congruent with the previous research findings and this study highlights the importance of personality, school and individual factors.

5.2 Implications and Recommendations

The findings of the present study may provide valuable information to school counselors, parents, teachers, school principals, and policy makers for understanding the construct of bullying and may help them to gain further insight into planning appropriate preventive strategies for dealing with bullying. For instance, the finding that verbal bullying is the most prevalent form of bullying-- problem solving training, social skills training, and interpersonal skills training could be provided by school counselors to teach children better ways of interacting.

Results yielded that bullying is more prevalent among male students and different independent variables were predictors of involvement in bullying in terms of gender. Self-esteem was the only predictor for male students' involvement in bullying. With the motion of these findings, it can be concluded that bully prevention and treatment programs should be gender sensitive.

Findings of this study indicates that students who were involved in bullying or victimized perceive their parents as less loving, less involved, less responsive, having less parental control, monitoring, and supervision. As a result, parents should strive to model positive problem solving skills, provide a supportive, warm, and consistent home environment, foster positive attitudes and beliefs, and provide adequate adult supervision.

In this study students who are involved in bullying or victimized were found to be lonelier, and have lower academic scores. Consequently, teachers can be more cautious about the lonely and low achieving students in their classes. Teachers can also strive to model positive problem solving skills, be consistent and fair, invite open discussion, and help their students develop empathy for differences. School principals can also intervene and strive to gather information about bullying in their schools early, support students who are at risk, establish school and classroom rules.

Consequently, all parties in the school (teachers, school administrators, parents, students, and school counselors) should cooperate to be able to cope and prevent bullying in the schools.

Several recommendations for future research can be made from the findings of the present study. First, taking into account the limitations of the study, this study can be replicated with children from other grades and SES levels.

Second, in the current study, since the sample size of bully and bully/victim was small, predictors of involvement in bully and bully/victim groups were not investigated. Therefore, further studies are needed to investigate the factors that predict students' participation in different bully groups.

Third, predictors in this study were related to school, family and personality factors. Since the variables in family and school factor were few, future studies that investigate other variables related to those factors and other factors such as community and neighborhood are also needed.

Finally, the concept of bullying is commonly seen as a controversial and moral issue. Therefore, through using different assessment techniques, the perceptions of parents, teachers, students, school counselors, and other school personals about bullying should be investigated to determine the prevalence of bullying and students involvement in bullying.

REFERENCES

Ahmed, E., & Braithwaite, V. (2004). Bullying and victimization: Cause for concern for both families and schools. *Social Psychology of Education* 7, 35–54.

Akgün, S. (2005). *Akran zorbalığının anne-baba tutumları ve anne-baba ergen ilişkisi açısından değerlendirilmesi.* Unpublished master's thesis. Hacettepe University, Ankara.

Alikaşifoğlu, M., Erginöz, E., Ercan, O., Uysal Ö., Kaymak, D. A., İlter, Ö. (2004). Violent behavior among Turkish high school students and correlates of physical fighting. *European Journal of Public Health, 14,* 173-177.

Ando, M., Asakura T., & Simons-Morton, B. (2005). Psychosocial influences on physical, verbal, and indirect bullying among Japanese early adolescents. *Journal of Early Adolescent, 25(3),* 268-297.

Andreou, E. (2000). Bully/victim problems and their association with psychological constructs in 8- to 12-year-old Greek school children. *Aggressive Behavior, 26*, 49–56.

Asher, S. R., Hymel, S., Renshaw, P. D. (1984). Loneliness in children. *Child Development, 55*, 1456-1464.

Asher, S. R., & Wheeler, V. A. (1985). Children's loneliness: A comparison of rejected and neglected peer status. *Journal of Consulting and Clinical Psychology, 53,* 500-505.

Asher, S. R., & Paquette, J. A. (2003). Loneliness and peer relations in childhood. *Current Directions in Psychology Science, 12(3)*, 75-78.

Atlas, R. S., & Pepler, D. J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research, 92(2)*, 86-99.

Baldry, A. C. & Farrington, D. P. (2000). Bullies and delinquents: Personal characteristics and parental styles. *Journal of Community & Applied Social Psychology, 10*, 17-31.

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior, 31(2)*, 143-164.

Barrio, C. D., Martín, E. Montero, I., Fernández, I, & Gutiérrez, H. (2001). Bullying in Spanish secondary schools: A study on a national scale for the

Ombudsman's Report on School Violence. *The International Journal of Children's Rights, 9,* 241–257.

Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International, 21(1),* 65–78.

Bosworth, K., Espelage, D. L., Simon, T. R. (1999). Factors Associated With Bullying Behavior in Middle School Students. *Journal of Early Adolescence,, 19(3),* 341-362.

Camodeca, M., Goossens, F. A., Schuengel, C. & Terwogt, M. M. (2003). Links between social information processing in middle childhood and involvement in bullying. *Aggressive Behavior, 29,* 116–127.

Camodeca, M. & Goossens, F. A. (2005). Aggression, social cognitions, anger and sadness in bullies and victims. *Journal of Child Psychology and Psychiatry 46(2),* 186-97.

Camodeca, M., & Goossens, F. A. (2005a). Children's opinions on effective strategies to cope with bullying: The importance of bullying role and perspective. *Educational Research, 47(1),* 93 – 105.

Çankaya, Ö. (1997). *The relationship among test anxiety, sel-esteem, and academic achievement in eleventh grade students.* Unpublished master's thesis. Middle East Technical University, Ankara.

Chubb, N. H., Fertman, C. I., Ross, J. L. (1997). Adolescent self-esteem and locus of control: A longitudinal study of gender and age differences. *Adolescence. 32(125)*, 113-29.

Collins, K., McAleavy, G., & Adamson, G. (2004). Bullying in schools: A Northern Ireland study. *Educational Research, 46(1),* 55-71.

Craig, W. M. & Pepler, D. J. (2003). Identifying and targeting risk for involvement in bullying and victimization. *The Canadian Journal of Psychiatry-In Review, 48(9)*, 577-582.

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin, 115(1),* 74-101.

Çuhadaroğlu, Ö. (1985). *Adolesanlarda benlik saygısı.* Unpublished doctoral thesis. Hacettepe Üniversitesi Tıp Fakültesi Psikiyatri Anabilim Dalı, Ankara.

Darling, N., & Steinberg, L. (1993). Parenting style as contex: An integrative model. *Psychological Bulletin, 113,* 487-496.

Dodge, K. A., & Rabiner, D. L. (2004). Returning to roots: On social information processing and moral development. *Child Development, 75(4),* 1003–1008.

Dölek, N. (2002). *İlk ve orta öğretim okullarındaki öğrenciler arasında zorbaca davranışların incelenmesi ve "zorbalığı önleme tutumu geliştirilmesi programı"nın etkisinin araştırılması.* Unpublished doctoral thesis. Marmara University, İstanbul.

DSM-IV-TR (2000). *Diagnostic and Statistical Manual of Mental Disorders. American Psychiatric Association (DSM-IV-TR),* 4th Ed., Washington, DC: APA.

Elinoff, M. J., Chafouleas, S. M., & Sassu, K. A. (2004). Bullying: considerations for defining and intervening in school settings. *Psychology in the Schools, 41(8),* 887-897.

Eslea, M., Menesini, E., Morita, Y., O'Moore, M., Mora-Merchan, J. A., Pereira, B., & Smith, P. K. (2003). Friendship and loneliness among bullies and victims: Data from seven countries. *Aggressive Behavior, 30,* 71–83.

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2004). Bullying behavior and associations with psychosomatic complaints and depression in victims. *The Journal of Pediatrics, 144,* 17-22.

Finkelhor, D., Ormrod, R., Turner, H., Hamby, S. L. (2005). The victimization of children and youth: A comprehensive, national survey. *Child Maltreatment, 10(1),* 5-25.

Gini, G. (2004). Bullying in Italian schools. *School Psychology International, 25(1),* 106-116.

Gizir, C. A. (2004). *Academic resilience: An investigation of protective factors contributing to the academic achievement of eight grade students in poverty.* Unpublished doctoral thesis. Middle East Technical University, Ankara.

Graham, S., & Juvonen, J. (1998). Self-blame and peer victimization in middle school: An attributional analysis. *Developmental Psychology, 34(3),* 587-599.

Greeff, P. (2004). *The nature and prevalence of bullying during the intermediate school phase.* (Master Thesis, University of the Free State). Retrieved July 4, 2006, from http://etd.uovs.ac.za/ETD-db//theses/available/etd-09292005-154532/unrestricted/GREEFFP.pdf

Harris, S. (2004). Bullying at school among older adolescents. *Elementary School Guidance and Counseling, 25,* 212-220.

Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., Simons-Morton, B. (2001). Bullies, victims, and bully/victims: Distinct groups of at-risk youth. *Journal of Early Adolescence, 21(1),* 29-49.

Jolley, M. T. & Spielberger, C. D. (1973). The effects of locus of control and anxiety on verbal conditioning. *Journal of Personality, 43(3),* 443-456.

Kapcı, E. G. (2004). İlköğretim öğrencilerinin zorbalığa maruz kalma türünün ve sıklığının depresyon, kaygı, ve benlik saygısıyla ilişkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 37(1),* 1-13.

Karatzias, A. Power, K. G., & Swanson, V. (2002). Bullying and victimisation in scottish secondary schools: Same or separate entities? *Aggressive Behavior, 28,* 45–61.

Kepenekci, Y. K., & Çınkır, Ş. (2006). Bullying among Turkish high school students. *Child Abuse & Neglect, 30,* 193–204.

Khatri, P., Kupersmidt, J. B., & Patterson, C. (2000). Aggression and peer victimization as predictors of self-reported behavioral and emotional adjustment. *Aggressive Behavior, 26,* 345–358.

Kochenderfer, B. J., Ladd, G. W. (1996). Peer victimization: Cause or Consequence of school maladjustment? *Child Development, 67,* 1305-1317.

Kochenderfer, B. J., Ladd, G. W. (1996a). Peer victimization: Manifestations and relations to school adjustment in kindergarten. *Journal of School Psychology, 34(3),* 267-283.

Kokkinos, C. M., & Panayiotou, G. (2004). Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. *Aggressive Behavior, 30*, 520–533.

Korkut, F. (1986). *İlkokul öğrencilerinin kendilerine ve ailelerine ilişkin bazı değişkenlerin denetim odakları üzerine etkisi*. Unpublished master's thesis. Hacettepe University, Ankara.

Kristensen, S. M. & Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology, 44(5),* 479-488.

Kumpulainen, K., Räsänen, E. (2000). Children involved in bullying at elementary school age: Their psychiatric symptoms and deviance in adolescence an epidemiological sample. *Child Abuse & Neglect, 24(12),* 1567–1577.

Kumpulainen, K., Räsänen, E. & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior, 27,* 102–110.

Kutlu, F. (2005). *The effect of bullying management training on bullying behaviors of elementary school students.* Unpublished doctoral thesis. Middle East Technical University, Ankara.

Lamborn, S. D., Mounts, N. S., Steinberg, L., & Darnbush, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development, 62,* 1049-1057.

Liu, X., Kurita, H., Uchiyama, M., Okawa, M., Liu, L., Ma, D. (2000). Life Events, Locus of Control, and Behavioral Problems among Chinese Adolescents. *Journal of Clinical Psychology, 56(12),* 1565–1577.

Maeda, R. (2003). *Empathy, emotion regulation, and perpective taking as predicitors of children's participation in bullying.* Doctoral Dissertation, University of Washington. *ProQuest Information and Learning Company*, UMI Number: 3111101.

Menesini, E., Sanchez, V., Fonzi, A., Ortega, R., Costabile, A., & Feudo, G. L. (2003). Moral emotions and bullying: A cross-national comparison of differences between bullies, victims and outsiders. *Aggressive Behavior, 29,* 515–530.

Mouttapa, M., Valente, T., Gallaher P., Rohrbar, L. A., & Unger, J .B. (2004). Social networks predictors of bullying and victimization. *Adolescence, 39(154),* 315-335.

Mynard, H., Joseph, S. & Alexandera, J. (2000). Peer-victimisation and posttraumatic stress in adolescents. *Personality and Individual Differences, 29*, 815-821.

Natvig, G. K., Albrektsen, G., & Qvarnstrøm, U. (2001). School-related stress experience as a risk factor for bullying behavior. *Journal of Youth and Adolescence, 30(5),* 561- 575.

Natvig, G. K., Albrektsen, G., & Qvarnstrøm, U. (2001a). Psychosomatic symptoms among victims of school bullying. *Journal of Health Psychology, 6(4),* 365–377.

Nowicki, S., & Strickland, B. (1973). A locus of control scale for children. *Journal of Consulting and Clinical Psychology, 40,* 148-154.

O'Connell, P., Sedighdeilami, F., Pepler, D. J., Craig, W., Connolly, J., Atlas, R., Smith, C., Charach, A. (1997). Prevalence of bullying and victimization among Canadian elementary and middle school children. (ERIC Documentation Reproduction Service No: ED 427 834).

Olafsen, R. N. & Viemerö, V. (2000). Bully/Victim problems and coping with stress in school among 10- to 12-year-old pupils in Åland, Finland. *Aggressive Behavior, 26*, 57-65.

Olweus, D. (1993). *Bullying at school: What we know and what we can do?* Oxford, Blackwell.

Olweus, D. (1995). Bullying or peer abuse at school: Facts and intervention. *Current Directions in Psychological Science, 4(6),* 196-200.

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership, 60(6),* 12-17.

O'Moore, M. & Kirkham, C. (2001). Self-esteem and its relationship to bullying behaviour. *Aggressive Behavior, 27,* 269–283.

Orpinas, P. & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence.* Washington, DC: American Psychological Association.

Österman, K., Björkqvist, K., Lagerspetz, K. M. J., Charpentier, S., Caprara, G. V., Pastorelli, C. (1999). Locus of control and three types of aggression. *Aggressive Behavior, 25,* 61–65.

Pekel, N. (2004). *Akran zorbalığı grupları arasında sosyometrik başarı durumlarının incelenmesi.* Unpublished master's thesis. Hacettepe University, Ankara.

Pişkin, M. (2006). Akran zorbalığı olgusunun ilköğretim öğrencileri arasındaki yaygınlığının incelenmesi. *I. Şiddet ve Okul: Okul ve Çevresinde Çocuğa yönelik Şiddet ve Alınabilecek Tedbirler Sempozyumu*, İstanbul. Retrieved July 4, 2006, from http://iogm.meb.gov.tr/siddetveokul/AbstractsBooklet.pdf

Rigby, K. (2004). Addressing bullying in schools: Theoretical perspectives and their implications. *School Psychology International, 25(3)*, 287–300.

Roland, E. (2000). Bullying in school: Three national innovations in Norwegian schools in 15 years. *Aggressive Behavior, 26,* 135–143.

Roland, E., & Idsoe T. (2001). Aggression and bullying. *Aggressive Behavior, 27*, 446–462.

Roland, E. (2002). Aggression, depression, and bullying others. *Aggressive Behavior, 28*, 98–206.

Rosenberg, M. (1965). *Society and the adolescents: Self-image.* Princeton: Princeton University Press.

Sacco, K. A. (2002). Social schematic implications for adolescents exposed to school violence. Doctoral Dissertation, University of Hartford. ProQuest Information and Learning Company, UMI Number: 3061471.

Salmivalli, C., Kaukiainen, A., Kaistaniemi, L., Lagerspetz, K. M. J. (1999). Self-evaluated self-esteem, peer-evaluated self-esteem, and defensive egotism as predictors of adolescents' participation in bullying situations. *Personality and Social Psychology Bulletin, 25(10),* 1268-1278.

Salmivalli, C., & Nieminen, E. (2002). Proactive and reactive aggression among school bullies, victims, and bully-victims. *Aggressive Behavior, 28,* 30–44.

Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior, 32,* 261-275.

Schwartz, D., Farver, J. M., Chang, L., & Lee-Shin, Y. (2002). Victimization in South Korean children's peer groups. *Journal of Abnormal Child Psychology, 30(2),* 113–125.

Seals, D. & Young, J. (2003). Bullying and victimization: Prevalence and relationship to Gender, grade level, ethnicity, self-esteem, and depression. *Adolescence, 38*(152), 735-747.

Seals, D. L. (2002). *An investigation of the perceptions of bullying and victimization among students in grades 7 and 8: Prevalence, relationship to gender, grade level, ethnicity, and self-esteem and depression.* Doctoral Dissertation, Delta State University. *ProQuest Information and Learning Company*, UMI Number: 3059493.

Slee, P. T. (1995). Bullying in the playground: The impact of interpersonal violence on Australian children's perceptions of their play environment. *Children's Environment 12(3)*, 59-72.

Smith, P. K., Pepler, D., & Rigby, K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge University Press, Excerpt.

Smith, P. K., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies, 5(2),* 189-208.

Smith, P. K. (2000). Bullying and harassment in schools and the rights of children. *Children & Society, 14,* 294–303.

Smith, P. K., & River, I. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior, 20*, 359-468.

Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior, 29*, 239-268.

Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development, 65,* 754-770.

Stevens, V., Bourdeaudhuij, I. D., & Oost, P. V. (2002). Relationship of the family environment to children's involvement in bully/victim problems at school. *Journal of Youth and Adolescence, 31(6),* 419–428.

Storch, E. A., Nock, M. K., Masia-Warner, C., & Barlas, M. E. (2003). Peer victimization and social-psychological adjustment in Hispanic and African-American Children. *Journal of Child and Family Studies, 12(4),* 439–452.

Storch, E. A., Brassard M. R., Masia-Warner, C. L. (2003a). The relationship of peer victimization to social anxiety and loneliness in adolescence. *Child Study Journal, 33(1),* 1-18.

Storch, E. A., & Masia-Warner, C. (2004). The relationship of peer victimization to social anxiety and loneliness in adolescent females. *Journal of Adolescence, 27,* 351–362.

Sümer, Z. H. & Aydın, A. (1999). Incidence of violence in Turkish schools: A review. *International Journal for the Advancement of Counselling 21:* 335–347.

Tabachnick, B. G. & Fidell, L. S. (2001). *Using Multivariate Statistics.* 4th Ed. Needham Heights, MA: Allyn & Bacon.

Tarhan, N. (1996). *The relationship of sociometric status, sex, academic achievement, school type, and grade level with loneliness levels of secondary school students*. Unpublished master's thesis. METU, Ankara.

Tattum, D. (ed) (1993) *Understanding and Managing Bullying,* Oxford: Heinemann School Management.

Unnever, J. D., Cornell, D. G. (2003). Bullying, self-control, and ADHD. *Journal of Interpersonal Violence, 18(2),* 129-147.

Verkuyten, M., Thijs, J. (2001). Peer victimization and self-esteem of ethnic minority group children. *Journal of Community & Applied Social Psychology, 11,* 227-234.

Wal, M. F., Wit, C. A. M., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics, 111(6)*, 1312-1317.

Whitney, I., & Smith, P. K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research, 35(1)*, 3-25.

Wilkins-Shurmer, A., O'Callaghan, M. J., Najman, J. M., Bor, W., Williams, G. M., & Anderson, M. J. (2003). Association of bullying with adolescent health-related quality of life. *J. Paediatr. Child Health,* 39, 436–441.

Wilson, C., Parry, L., Nettelbeck, T., Bell, J. (2003). Conflict resolution tactics and bullying. *Youth Violence and Junenile Justice: An Interdisciplinary Journal, 1(1),* 64-78.

Wilton, M. M. M., Craig, W. M., Pepler, D. J. (2000). Emotional regulation and display in classroom victims of bullying: Characteristics expressions of affect, coping styles and relevant contextual factors. *Social Development, 9(2)*, 226-245.

Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behaviour problems among primary school children. *J. Child Psychol. Psychiat., 41(8)*, 989-1002.

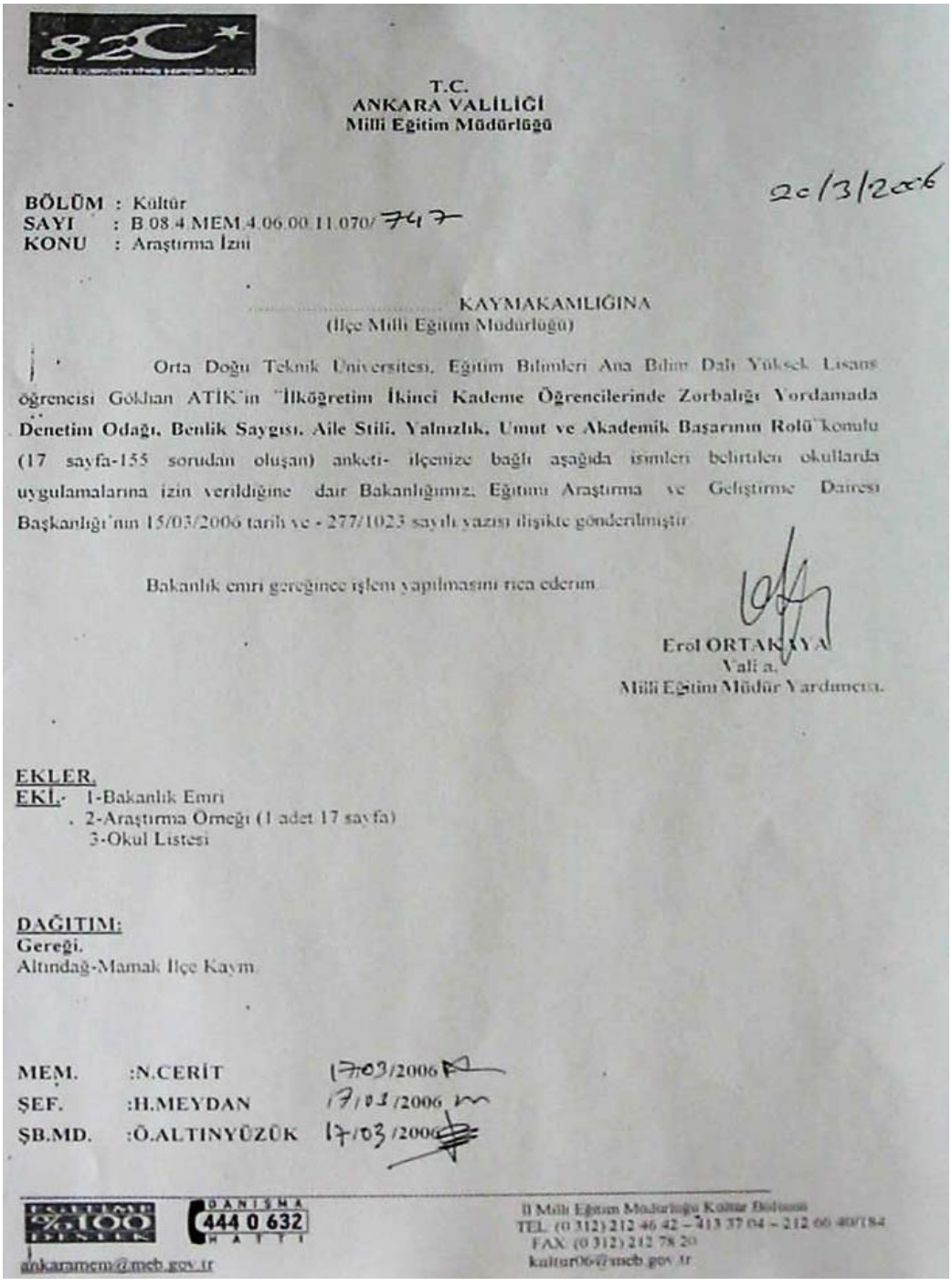
Yeşilyaprak, B. (1988). *Lise öğrencilerinin içsel ya da dışsal denetimli oluşlarını etkileyen etmenler.* Unpublished doctoral thesis. Hacettepe University, Ankara.

Yıldırım, S. (2001). *The relationships of bullying, family environment and popularity.* Unpublished master's thesis. Middle East Technical University, Ankara.

Yılmaz, A. (2000). *Eşler arasındaki uyum ve çocuğun algıladığı anne-baba tutumu ile çocukların, ergenlerin ve gençlerin akademik başarıları ve benlik algıları arasındaki ilişkiler.* Unpublished doctoral thesis. Hacettepe Üniversity, Ankara.

APPENDIX A

PERMISION LETTER OF THE MINISTRY OF EDUCATION



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

20/3/2006

BÖLÜM : Kültür
SAYI : B.08.4.MEM.4.06.00.11.070/747
KONU : Araştırma İzni

KAYMAKAMLIĞINA
(İlçe Milli Eğitim Müdürlüğü)

Orta Doğu Teknik Üniversitesi, Eğitim Bilimleri Ana Bilim Dalı Yüksek Lisans öğrencisi Gökhan ATİK'in "İlköğretim İkinci Kademe Öğrencilerinde Zorbalığı Yordamada Denetim Odağı, Benlik Saygısı, Aile Stili, Yalnızlık, Umut ve Akademik Başarının Rolü" konulu (17 sayfa-155 sorudan oluşan) anketi- ilçenize bağlı aşağıda isimleri belirtilen okullarda uygulamalarına izin verildiğine dair Bakanlığımız, Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı'nın 15/03/2006 tarih ve - 277/1023 sayılı yazısı ilişikte gönderilmiştir.

Bakanlık emri gereğince işlem yapılmasını rica ederim.

Erol ORTAKAYA
Vali a.
Milli Eğitim Müdür Yardımcısı

EKLER:
EKİ:- 1-Bakanlık Emri
2-Araştırma Örneği (1 adet 17 sayfa)
3-Okul Listesi

DAĞITIM:
Gereği.
Altındağ-Mamak İlçe Kaym.

MEM. :N.CERİT 17/03/2006
ŞEF. :H.MEYDAN 17/03/2006
ŞB.MD. :Ö.ALTINYÜZÜK 17/03/2006

DANIŞMA 444 0 632

İl Milli Eğitim Müdürlüğü Kültür Bölümü
TEL: (0 312) 212 46 42 – 213 37 04 – 212 66 40/184
FAX: (0 312) 212 78 20
kultur06@meb.gov.tr

ankaramem@meb.gov.tr

APPENDIX B

ÇALIŞMA HAKKINDA AÇIKLAMA

Sevgili Öğrenciler;

Bu araştırmada, zorbalığı ve kurban olmayı yordamada denetim odağı, benlik saygısı, aile stili, yalnızlık ve akademik başarının rolünü belirlemek amaçlanmaktadır. Bu amaçla size içerisinde birçok ifadeyi içeren ölçek maddeleri verilecek ve bunları işaretlemeniz istenecektir. Lütfen tüm soruları ve açıklamaları dikkatlice okuyunuz ve içtenlikle cevap veriniz. Doğru ya da yanlış cevap bulunmamaktadır. Verdiğiniz yanıtlar gizli kalacak ve grupça değerlendirme yapılacaktır.

Katıldığınız için teşekkürler.

Orta Doğu Teknik Üniversitesi Gökhan Atik
Eğitim Fakültesi, Eğitim Bilimleri Bölümü, PDR

DEMOGRAPHIC INFORMATION FORM

1. Cinsiyetiniz

( ) Kız ( ) Erkek

2. Sınıfınız

( ) 6. Sınıf ( ) 7. Sınıf ( ) 8. Sınıf

3. Yaşınız

( ) 11 ( ) 12 ( ) 13 ( ) 14 ( ) 15

APPENDIX C

ZORBA/MAĞDUR ÖLÇEĞİ (Z/MÖ)
ÖĞRENCİLER İÇİN ANKET FORMU (Büyük Sınıflar)

Bu anket formunda okuldaki yaşamınıza ilişkin sorular yer almaktadır. Her sorunun karşısında birkaç cevap bulunmaktadır. Her cevabın önünde bir harf vardır. Cevaplardan birinin önündeki harfi yuvarlak içine alarak ilgili soruyu cevaplayın.

Bu sorulara ne cevaplar verdiğinizi hiç kimse bilmeyecektir. Fakat soruları dikkatlice ve gerçekte ne hissediyorsanız o şekilde cevaplamanız önemlidir. Bazen ne cevap vereceğinize karar vermek zor olur. Böyle durumlarda sadece nasıl olduğunu düşünüyorsanız öyle cevap verin. Sorunuz varsa elinizi kaldırınız.

Soruların büyük bir kısmı bu dönemdeki, yani yarıyıl tatilinden sonra okulların açıldığı Şubat ayından itibaren bugüne kadar ki süre içindeki okul yaşantınız ile ilgilidir. Cevaplarınızı işaretlerken, sadece şimdi nasıl olduğunu değil, bu öğretim yılında (son birkaç ay..) nasıl olduğunu düşünerek cevap verin.

ZORBACA DAVRANIŞLARLA KARŞILAŞMAK

Aşağıdaki zorbaca davranışlarla ilgili bazı sorular bulunmaktadır. Bir öğrenciye, başka bir öğrenci veya bir grup öğrenci tarafından aşağıdakilere benzer davranışlarda bulunuluyorsa, o öğrencinin zorbaca davranışlara uğradığını söyleyebiliriz.

- Bir öğrenciye hoş olmayan, kötü sözler söylendiğinde, alay edildiğinde veya o öğrenciye acımasız ve kırıcı isimler taktıklarında,
- Yalnız bırakıldığında, arkadaş gruplarında dışlandığında, bilerek çeşitli faaliyetlerin dışında bırakıldığında,
- İtildiğinde, dövüldüğünde, tehdit edildiğinde, bir odaya kilitlendiğinde ve buna benzer davranışlarla karşılaştığında,
- Hakkında yalan veya yanlış söylentiler çıkartıldığında, evine kırıcı mektuplar yollandığında veya kırıcı telefonlar edildiğinde, diğer öğrencilerin onu sevmemesi için uğraşıldığında...

Bu tip olaylar sık sık olabilir ve zorbaca davranışa uğrayan kişinin kendini savunması zordur. Bir öğrenciye tekrar tekrar olumsuz bir şekilde şaka yapılması da zorbaca davranıştır.

Fakat şakalaşma dostça ve oyun gibi yapıldığında zorbaca bir davranış sayılmaz. Ayrıca, aynı güçte iki öğrencinin münakaşa etmesi veya dövüşmesi, şiddetin başka bir çeşidi olmakla birlikte zorbaca davranış değildir.

Telif Hakkı: Olweus, D. (1996) The Revised Olweus Bully/Victim Questionnaire. Mimeo. HEMIL, University of Bergen, N-5015 Bergen, Norway.

1. Bu dönem okulda ne kadar sıklıkla davranışa zorbaca davranışa uğradın?	A	Bu dönem okulda zorbaca uğramadım.
	B	Sadece bir veya iki kere oldu.
	C	Arada sırada
	D	Yaklaşık haftada bir
	E	Haftada birkaç kez

Bu dönem okulda herhangi bir şekilde zorbaca davranışlara uğradın mı?

	A Bu dönem hiç olmadı	**B sadece bir iki kez**	**C ayda iki veya üç kez**	**D yaklaşık haftada bir**	**E haftada birkaç kez**
2. Bana kötü isimler takıldı, kırıcı şekilde alay ettiler.	A	B	C	D	E
3. Diğer öğrenciler bilerek beni olayların dışında tuttular, gruplarına almadılar, beni görmezden geldiler.	A	B	C	D	E
4. Beni itip kaktılar, bana vurdular ve tehdit ettiler.	A	B	C	D	E
5. Diğer öğrenciler benimle ilgili yalan söylediler, dedikodumu yaptılar ve başkalarının da beni sevmemesi için uğraştılar.	A	B	C	D	E
6. Paramı veya eşyalarımı aldılar veya zarar verdiler.	A	B	C	D	E
7. Görünüşüm veya konuşmamla alay ettiler.	A	B	C	D	E
8. Başka biçimlerde zorbaca davranışlara uğradım.	A	B	C	D	E

Lütfen nasıl olduğunu belirtin.

.....
.....
.....

BAŞKA ÖĞRENCİLERE KARŞI ZORBACA DAVRANIŞLARDA BULUNMAK

9. Okulda diğer öğrencilere karşı ne kadar sık zorbaca davranışlarda bulundun veya zorbaca davranan bir grupta yer aldın?	A	Okulda bu dönem diğer öğrencilere karşı zorbaca davranışlarda bulunmadım.
	B	Sadece bir veya iki kere
	C	Arada sırada
	D	Haftada bir
	E	Haftada birkaç kez

Bu dönem okulda başka bir öğrenciye veya öğrencilere aşağıda yer alan zorbaca davranışlarda (biri veya birkaçı) bulundun mu?

	A Bu dönem hiç olmadı	**B sadece bir iki kez**	**C ayda iki veya üç kez**	**D yaklaşık haftada bir**	**E haftada birkaç kez**
10. Kötü isimler taktım, kırıcı şekilde alay ettim.	A	B	C	D	E
11. Bilerek bir veya birkaç öğrenciyi olayların dışında tuttum, grubumuza almadım, görmezden geldim.	A	B	C	D	E
12. Onu veya onları itip kaktım, dövdüm ve tehdit ettim.	A	B	C	D	E
13. Bir veya birkaç öğrenciyle ilgili yalanlar söyledim, dedikodu yaptım ve başkalarının da onu veya onları sevmemesi için uğraştım.	A	B	C	D	E
14. Para vermeleri için tehdit ettim, eşyalarını aldım veya eşyalarına zarar verdim.	A	B	C	D	E
15. Görünüşleri veya konuşmaları ile alay ettim.	A	B	C	D	E
16. Başka biçimlerde zorbaca davranışlara bulundum.	A	B	C	D	E

Lütfen nasıl olduğunu belirtin

.....

.....

.....

APPENDIX D

DENETİM ODAĞI ÖLÇEĞİ (DOÖ)

Aşağıda görüşlerinizle, düşüncelerinizle ilgili bir dizi soru bulunmaktadır. Her soruyu dikkatlice okuyunuz, sorunun cevabı size göre ne ise cevap kağıdına o sorunun karşısındaki "**EVET**" ya da "**HAYIR**" sütunlarından birine çarpı (X) işareti koyarak fikirlerinizi belirtiniz. Bu bir sınav değildir, cevaplarınız gizli kalacak ve sadece gençlerle ilgili bir araştırmada kullanılacaktır. Doğru ve içten cevap vermeniz araştırmanın değerini artıracaktır.

	EVET	HAYIR
1.Siz çaba harcamasanız da çoğu güçlüğün kendiliğinden çözüleceğine inanır mısınız?		
2. Üşütüp hasta olmayı engelleyebileceğinize inanıyor musunuz?		
3. Bazı çocuklar doğuştan şanslı mıdır?		
4. Genellikle iyi notlar almanın sizin için çok önemli olduğu kanısında mısınız?		
5. Kendi kusurunuz olmayan şeylerden dolayı sık sık suçlandığınız olur mu?		
6. Herhangi bir kişinin yeterince çalışırsa her dersten geçebileceğine inanır mısınız?		
7. Nasıl olsa hiçbirşeyin istenen biçimde sonuçlanmadığı düşüncesiyle, çok çalışmanın hiçbir işe yaramadığı kanısında mısınız?		
8. Sabahı iyi başlayan bir günün, ne yaparsanız yapın iyi bir gün olacağına inanır mısınız?		
9. Ana-babaların, çocukların söylediklerine genellikle gereken önemi verdikleri kanısında mısınız?		
10. İyi dileklerde bulunmanın, iyi şeylerin oluşmasını sağlayacağına inanıyor musunuz?		
11. Cezalandırıldığınız zaman, genellikle bunun uygun bir nedene dayanmadığı izleniminde mi olursunuz?		
12. Bir arkadaşınızın düşüncesini değiştirmenin genellikle güç olduğu kanısında mısınız?		
13. İzleyicilerin alkış ve tezahüratlarının, bir takımın kazanmasına şanstan daha fazla yardım edeceği kanısında mısınız?		

	EVET	HAYIR
14. Herhangi bir konuya ilişkin olarak ana-babanızın düşüncesini değiştirebilmenin hemen hemen olanaksız olduğu kanısında mısınız?		
15. Kararlarınızın çoğunun kendiniz tarafından alınmasını ana-babanızın hoşgörüyle karşılaması gerektiği inancında mısınız?		
16. Yanlış bir şey yaptığınızda onu düzeltmek için yapabileceğiniz pek birşey olmadığı kanısında mı olursunuz?		
17. Çocukların çoğunun sporda doğuştan yetenekli olduğuna inanıyor musunuz?		
18. Yaşıtlarınızın çoğunun sizden daha güçlü olduğu kanısında mısınız?		
19. Sorunların çoğunu çözmenin en iyi yollarından birisinin onlara boş vermek olduğu kanısında mısınız?		
20. Arkadaşlarınızı seçmede birçok seçeneğiniz olduğu kanısında mısınız?		
21. Dört yapraklı bir yonca bulsanız, bunun size uğur getireceğine inanır mısınız?		
22. Ödevlerinizi yapıp yapmamanın alacağınız notlar üzerinde etkili olduğu kanısında mısınız?		
23. Kendi yaşınızdaki bir kimse size vurmaya kalkışırsa onu durdurmak için yapabileceğiniz pek birşey olmadığı kanısında mısınız?		
24. Uğur getirdiğine inandığınız herhangi bir şeyi hiç taşıdınız mı?		
25. İnsanların sizden hoşlanıp hoşlanmamalarının kendi davranışlarınıza bağlı olduğu kanısında mısınız?		
26. Ana-babanızdan yardım istediğinizde genellikle size yardımcı olurlar mı?		
27. Size kötü davrandıklarında, genellikle bunun sebepsiz yere olduğu duygusuna kapılır mısınız?		
28. Çoğunlukla bugün yaptıklarınızla gelecekte olabilecekleri değiştirebileceğiniz kanısında mısınız?		

	EVET	HAYIR
29. Ne yaparsanız yapınız olabilecek kötü şeyleri durduramayacağınıza inanıyor musunuz?		
30. Eğer sürekli çaba gösterirlerse çocukların ya da gençlerin kendi yaşamlarına yön verebilecekleri kanısında mısınız?		
31. Evinizde işlerin istediğiniz biçimde olması için çalışmanızın genellikle yararlı olmayacağı kanısında mısınız?		
32. İyi şeylerin ancak çok çalışma sonucunda oluşturulabileceği kanısında mısınız?		
33. Yaşıtlarınızdan birinin size düşmanca davranacağını hissettiğinizde bu durumu değiştirmek için yapabileceğiniz pek birşey olmadığını mı düşünürsünüz?		
34. Arkadaşlarınıza istediğiniz birşeyi yaptırmanın kolay olduğu kanısında mısınız?		
35. Genellikle, evde ne yemek istediğinizeilişkin size pek fazla söz düşmediği kanısında mısınız?		
36. Biri sizden hoşlanmadığında bu konuda yapabileceğiniz pek fazla birşey olmadığı kanısında mısınız?		
37. Diğer çocukların çoğunun sizden daha akıllı olması nedeniyle okulda çaba göstermenin pek yararlı olmadığı kanısında mısınız?		
38. Önceden planlamanın işleri daha iyi sonuçlandıracağına inanır mısınız?		
39. Çoğunlukla aile kararları üzerinde pek etkili olmadığınız kanısında mısınız?		
40. Akıllı olmanın şanslı olmaktan daha iyi olduğunu düşünüyor musunuz?		

APPENDIX E

ROSENBERG BENLİK SAYGISI ÖLÇEĞİ (RBSÖ)

Aşağıdaki maddeler, kendiniz hakkında ne düşünüp genel olarak nasıl hissettiğinize ilişkin olarak hazırlanmıştır. Lütfen her bir maddeyi dikkatlice okuyun ve kendiniz hakkında nasıl hissettiğinizi maddelerin karşısındaki a, b, c ve d'den uygun olan birini işaretleyerek belirtin.

	Hiç Katılmıyorum	**Katılmıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**
1. Kendimi en az diğer insanlar kadar değerli buluyorum…….	**a**	**b**	**c**	**d**
2. Bazı olumlu özelliklerim olduğunu düşünüyorum……..	**a**	**b**	**c**	**d**
3. Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim……	**a**	**b**	**c**	**d**
4. Ben de diğer insanların birçoğunun yapabildiği kadar birşeyler yapabilirim...	**a**	**b**	**c**	**d**
5. Kendimde gurur duyacak fazla birşey bulamıyorum……	**a**	**b**	**c**	**d**
6. Kendime karşı olumlu bir tutum içindeyim……	**a**	**b**	**c**	**d**
7. Genel olarak kendimden memnunum.	**a**	**b**	**c**	**d**
8. Kendime karşı daha fazla saygı duyabilmeyi isterdim……..	**a**	**b**	**c**	**d**
9. Bazen kesinlikle kendimin bir işe yaramadığını düşünüyorum……	**a**	**b**	**c**	**d**
10. Bazen kendimin hiç de yeterli bir insan olmadığını düşünüyorum……	**a**	**b**	**c**	**d**

APPENDIX F

AİLE STİLİ ÖLÇEĞİ (ASÖ)

Lütfen aşağıdaki soruları kendi anne ve babanızı düşünerek dikkatli okuyunuz. Aşağıdaki durumun anne ve babanızın davranışına ne kadar benzediğini düşünün. Eğer **TAMAMEN BENZİYORSA** aşağıdaki cümlelerin sonundaki kutunun içine **4**,

BİRAZ BENZİYORSA 3,

BENZEMİYORSA 2,

HİÇ BENZEMİYORSA 1.

1. Herhangi bir sorunum olduğunda, eminim annem ve babam bana yardım ederler.	
2. Annem ve babam büyüklerle tartışmamam gerektiğini söylerler.	
3. Annem ve babam yaptığım herşeyin en iyisini yapmam için beni zorlar.	
4. Annem ve babam herhangi bir tartışma sırasında başkalarını kızdırmamak için susmam gerektiğini söylerler.	
5. Annem ve babam bazı konularda "Sen kendin karar ver" derler.	
6. Derslerimden ne zaman düşük not alsam, annem ve babam kızar.	
7. Ders çalışırken anlayamadığım birşey olduğunda, annem ve babam bana yardım ederler.	
8. Annem ve babam kendi görüşlerinin doğru olduğunu, bu görüşleri onlarla tartışmamam gerektiğini söylerler.	
9. Annem ve babam benden birşey yapmamamı istediklerinde niçin bunu yapmamam gerektiğini de açıklarlar.	
10. Annem ve babamla her tartıştığımda bana "Büyüdüğün zaman anlarsın" derler.	
11. Derslerimden düşük not aldığımda annem ve babam beni daha çok çalışmam için desteklerler.	
12. Annem ve babam yapmak istediklerim konusunda kendi kendime karar vermeme izin verirler.	
13. Annem ve babam arkadaşlarımı tanırlar.	
14. Annem ve babam istemedikleri birşey yaptığımda bana karşı soğuk davranırlar ve küserler.	
15. Annem ve babam sadece benimle konuşmak için zaman ayırırlar.	
16. Derslerimden düşük notlar aldığımda, annem ve babam öyle davranırlar ki suçluluk duyar ve utanırım.	
17. Ailemle birlikte hoşça vakit geçiririz.	
18. Annemi ve babamı kızdıracak birşey yaptığımda, onlarla birlikte yapmak istediğim şeyleri yapmama izin vermezler.	

Aşağıdaki her ifadenin yanında bulunan kutulardan sadece size uygun olanının içine çarpı işareti (X) koyunuz.

19. Genel olarak annen ve baban okul zamanı hafta içinde gece arkadaşlarınla bir yere gitmene izin verirler mi?

EVET		**HAYIR**	

Eğer cevabınız **EVET** ise, aşağıdaki soruyu cevaplayınız.

Hafta içinde en geç saat kaça kadar gece dışarıda kalmanıza izin verilir? (Pazartesi-Cuma arası)

8:00'dan önce		10:00-10:59	
8:00-8:59 arası		11:00 ya da daha geç	
9:00-9:59 arası		İstediğim saate kadar	

20. Genel olarak annen ve baban hafta sonları gece arkadaşlarınla bir yere gitmene izin veriler mi?

EVET		**HAYIR**	

Eğer cevabınız **EVET** ise, aşağıdaki soruları cevaplayınız.

Haftanın Cuma ya da Cumartesi akşamları en geç saat kaça kadar gece dışarıda kalmanıza izin verirler?

8:00'dan önce		10:00-10:59	
8:00-8:59 arası		11:00 ya da daha geç	
9:00-9:59 arası		İstediğim saate kadar	

Annen ve baban aşağıdakileri öğrenmek için ne kadar çaba gösterirler?

	Hiç çaba göstermez	**Çok az çaba gösterir**	**Çok çaba gösterir**
21. Eğer gece bir yere gittiysen nereye gittiğini,			
22. Boş zamanlarınızda ne yaptığınızı,			
23. Okuldan çıktıktan sonra ne yaptığını,			

Annen ve baban aşağıdakiler hakkında ne kadar bilgileri vardır?

	Bilgileri yoktur	**Çok az Bilgileri vardır**	**Çok bilgileri vardır**
24. Eğer gece bir yere gittiysen nereye gittiğin,			
25. Boş zamanlarında ne yaptığın,			
26. Okuldan çıktıktan sonra nereye gittiğin,			

APPENDIX G

SOSYAL DOYUM ÖLÇEĞİ (SDÖ)

Burada hoşlandığınız faaliyetler ve bazı açılardan okul hayatının size neler hissettirdiğine ilişkin birtakım maddeler bulunmaktadır. Başlamadan önce size yanıtlarınızı nasıl işaretleyeceğinizi göstereceğim.

Örnek 1. Basketbol oynamaktan hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

Örnek 2. Sinemaya gitmekten hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

Örnek 3. Ödev yapmaktan hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

Gördüğünüz gibi örnek cümlelerimizin altında beşer kutucuk var. Bu kutucukların içinde farklı cümleler bulunmaktadır.

Birinci kutu verilen, cümlenin HER ZAMAN DOĞRU olduğunu,
İkinci kutu verilen, cümlenin ÇOĞUNLUKLA DOĞRU olduğunu,
Üçüncü kutu verilen, cümlenin BAZEN DOĞRU olduğunu,
Dördüncü kutu verilen, cümlenin DOĞRU OLMADIĞINI,
Beşinci kutu verilen, cümlenin HİÇ DOĞRU OLMADIĞINI gösterir.

Verilen cümleleri dikkatlice okuduktan sonra, bu cümleler hakkında ne düşündüğünüzü ya da hissettiğinizi anlayabilmem için cümlelerin altındaki beş kutudan size uygun olanını işaretleyin. Her cümle için sadece bir kutu işaretlemeniz gerektiğini unutmayın. Nasıl işaretlemeniz gerektiği konusunda bir kuşkunuz olursa ya da anlayamadığınız cümleler olursa parmak kaldırın size yardımcı olacağım. Bunun bir sınav olmadığını hatırlatmakta fayda var. Uygulama sırasında birbirinizle konuşmamaya dikkat edin. Cümlelerin hepsini bitirmeye özen gösterin. Herkes bitirdikten sonra ölçekleri toplayacağım. Verdiğiniz yanıtların gizli tutulacağından kuşkunuz olamasın.

1. Benim için okulda yeni arkadaşlar edinmek kolaydır.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

2. Okumaktan hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

3. Sınıfta hiç kimseyle konuşmuyorum.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

4. Sınıftaki diğer çocuklarla çalışmada iyiyim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

5. Çok fazla televizyon seyrederim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

6. Benim için okulda arkadaş edinmek zordur.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

7. Okulu severim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

8. Sınıfta çok sayıda arkadaşım var.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

9. Okulda kendimi tek başıma hissediyorum.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

10. Birine ihtiyacım olduğunda, sınıfta bir arkadaş bulabilirim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

11. Çok fazla spor yaparım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

12. Okulda benden hoşlanan çocuklar bulmak zordur.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

13. Bilimden hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

14. Okulda oynacağım hiç kimse yok.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

15. Müzikten hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

16. Sınıftaki arkadaşlarımla iyi geçinirim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

17. Okulda bazı şeylerden dışlandığımı hissediyorum.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

18. Yardıma ihtiyacım olduğunda gidebileceğim arkdaşım yok.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

19. Resim çizmek ve boyamaktan hoşlanırım.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

20. Okulda diğer çocuklarla geçinemem.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

21. Okulda kendimi yalnız hissediyorum.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

22. Sınıftaki diğer çocuklar tarafından oldukça sevilirim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

23. Satranç, dama gibi masa üzerinde oynanan oyunları çok severim.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

24. Sınıfta hiç arkadaşım yok.

Her Zaman Doğru	Çoğunlukla Doğru	Bazen Doğru	Doğru Değil	Hiç Doğru Değil

APPENDIX H

COLLINEARITY COEFFICIENTS OF INDEPENDENT VARIABLES

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Locus of control	,746	1,341
Self-Esteem	,702	1,425
Acceptance/Involvement*	,773	1,293
Strictness/Supervision*	,945	1,059
Psychological Autonomy*	,853	1,172
Loneliness	,737	1,356
Academic Achievement	,776	1,288

*Subscales of Parenting Style Scale

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions							
				(Constant)	Locus of Control	Self-Esteem	Acceptance / Involvement*	Strictness / Supervision*	Psychological Autonomy*	Loneliness	Academic Achievement
1	1	7,713	1,000	,00	,00	,00	,00	,00	,00	,00	,00
	2	,138	7,469	,00	,23	,01	,00	,01	,00	,12	,03
	3	,059	11,430	,00	,47	,00	,00	,00	,00	,62	,01
	4	,032	15,430	,00	,18	,01	,03	,00	,40	,00	,28
	5	,023	18,202	,00	,00	,01	,00	,66	,16	,00	,26
	6	,019	20,386	,00	,00	,46	,05	,27	,08	,05	,27
	7	,011	26,126	,00	,00	,34	,77	,01	,30	,00	,00
	8	,004	44,189	1,00	,11	,17	,14	,07	,06	,22	,15

*Subscales of Parenting Style Scale.