Review recent research literature on bullying (including bullying roles) among school children.

by Eleanor Nightingale

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A commonly used definition of bullying is "...a student is being bullied or victimised when he is exposed repeatedly and over time to negative actions on the part of one or more other students" (Olweus, 1993). The focus of this essay will be on victims, bullies and cyberbullying. Cyberbullying is reported as an aggressive, intentional act carried out by a group/individual, using electronic forms of contact, repeatedly and over time against a victim who can't easily defend him/herself (Smith et al., 2008).

Research into cyberbullying has revealed some conflicting results. Data from 1816 Taiwanese elementary school students showed that victims and bully/victims perceived physical and verbal bullying to be more severe than relational and cyberbullying whereas bullies could not distinguish the severity between the four types of bullying (Chen 2013). It was also noted that there is a power imbalance in bullying and bullies may fail to perceive differences in the severity due to having the strength for self-defense and being at low risk for victimisation. However, the idea that cyberbullying is less severe than more traditional forms is not consistent with previous findings.

Results from 625 UK pupils aged 11-16 years revealed that cyberbullying was less frequent than traditional bullying but still significant and had more cases reported outside of school than in. The most prevalent form of cyberbullying involved the use of phone calls, text messages and instant messaging. The effect of these were found to be as equally distressing as traditional bullying, while the rarer use of video clip bullying was perceived to have a more negative impact on victims (Smith et al. 2008). This conflict in results could be a result of cultural differences which shows that data from studies, and people's perceived beliefs about bullying should not be extrapolated or imposed onto other countries.

Lapidot-Lefler et al. (2014) surveyed cyberbullying and bullying among 465 students in Israel. Results found that cyberbullying is less prevalent than school bullying and boys were shown to bully more often than girls. Additionally, there was no correlation between gender and victimisation. Supporting research has found that significantly more boys than girls reported bullying others, significantly more boys were classified as bully/victims and there were no gender differences for victimisation (Scheithauer et al. 2006). These two studies support gender differences in bullies and suggest that bullying prevention schemes should be directed more at males than females. The findings also show that more research needs to be conducted to find a clearer relationship between gender differences and victimisation.

Victimisation research has reported that disability and ethnic differences are major predictors for bullying. Blake et al. (2016) conducted a study with 2,870 students and found that disability status was a significant predictor for bullying. Further research supporting this showed that there was a prevalence rate ranging from 24.5%-34.1% which is one to one and a half times the national average for students without disabilities (Blake et al. 2012). The study also indicated that students with disabilities who have already been bullied once were at a higher risk of further bullying.

Ethnic differences were also found for victimisation roles, suggesting that Caucasian students are the most vulnerable to being bullied (Blake et al. 2016). Due to the high ecological validity and real-life application of this study, schools can implement bullying prevention programs to provide vulnerable students with help and support. Moreover, this study supports previous findings on ethnic victimisation within bullying.

Supporting research has suggested that Caucasian students experience more bullying generally than African-Americans and experience "almost three times the amount of race-based victimisation" (Fisher et al. 2014). This result is unexpected because of the belief that bullying in ethnic minorities is prevalent which is contrary to what the study shows. However, this could be due to high numbers of Caucasian students in schools, making the target population for bullying greater.

Further results from victimisation studies has shown that weight and negative emotions are some significant effects of bullying. Findings from the Jeong et al. (2016) study suggested that negative emotions are related to peer bully victimisation, but there isn't a clear relationship between obesity and victimisation. Furthermore, students who have been emotionally and/or physically victimised have reported significantly higher levels of BMI and negative emotions than non-victims. This study also shows that boys were more likely to be physically victimised than emotionally. Similar results were found in the Scheithauer et al. (2006) study where boys reported being bullied physically significantly more often than girls. However, this could be due to the fact that boys were less likely to report emotional victimisation-bullying than girls. Since there isn't a strong link between weight and victimisation, the focus of future studies needs to be placed onto other effects such as isolation, anxiety and low self-esteem.

Research into the effects of bullying has revealed victims don't study at home, can't concentrate in class and as a result, their academic work suffers (Tshotsho et al. 2015). Additionally, victims developed a negative attitude towards school due to the trauma they experienced and failed to be autonomous in their actions because of peer pressure. This shows that bullying can cause a decline in school work and bullying prevention programs are essential to enable victims to perform at their best.

Results from 583 pupils aged 12–15 found that 32.1% of bullying victims said they hadn't told anyone, 37.2% told a friend, 30.1% informed a parent/guardian, and 12.1% reported it to a teacher (Albayrak et al., 2016). Students also reported that bullying occurred most when the teacher wasn't in the classroom (49.3%). This study highlights the importance of bullying prevention programs and shows that more needs to be done in schools to encourage victims to report bullying and support should be given if necessary.

To summarise, recent literature on bullying (including bullying roles) among school children has shown that bullying affects students' academic work, weight and emotions. It's also revealed that there are ethnic and gender differences within bullying research and that vulnerable students are most at risk.

References:

💬 21

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Blake, J. J., Zhou, Q., Kwok, O., & Benz, M. R. (2016). Predictors of Bullying Behavior, Victimization, and Bully-Victim Risk Among High School Students With Disabilities. *Remedial and Special Education*, 37(5), 285-295.

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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. *Aggr. Behav. Aggressive Behavior*, 32(3), 261-275.

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Tshotsho, N., & Thwala, S. K. (2015). The Effects of Bullying on Teenage Girls in Swaziland High Schools. Journal of Education and Training Studies, 3(6).

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FINAL GRADE

65/100

GENERAL COMMENTS

Instructor

This was an interesting essay to read and it is clear that you have engaged with the topic. Of especial note is the clarity of your writing, and also the good use made of sources (including some very good examples of APA referencing).

The studies you selected are appropriate but you sometimes need to be careful of the way in which you use them. For example in the first couple of paragraphs there are examples of sentences taken verbatim from your sources (which you do reference correctly). However, direct quotes must be within quotation marks or completely put into your own words. You can view this by looking at the originality report.

The commentary is very good in this essay but the structure at the outset was less clear. This became more apparent as the essay progressed, but I would suggest planning the flow of future essays carefully to avoid the risk of it becoming disjointed.

You have clearly understood the topic very well though, and this is particularly apparent in your critical awareness of the strengths and weaknesses of some of the studies and how this may fit with future research needs.

Referencing is generally very good with only a few minor errors.

PAGE 1

💬 **Comment 1**
Possibly the best/most used definition = good choice!

💬 **Comment 2**
The essay title is about bullying and this implies that you will be focusing on cyberbullying - be careful to consider the title and stay relevant to it at all times. It is good to see that your discussion of bullying does move into broader considerations later on in the essay.

Comment 3
This is a direct quote and needs quotation marks around it (as well as adding the source which you have done correctly).

Comment 4
I see where you are going here but the initial idea of cyberbullying does not seem to link to the four types of bullying that you then discuss - try to ensure that ideas link together within paragraphs.

Comment 5
You should add an example as a reference here or link to the next paragraph.

Comment 6
Comma after al.

Comment 7
Good commentary

Comment 8
comma after al.

Comment 9
Again, this is a good and thoughtful commentary on the value of the study.

Comment 10
Good use of reference to support your point

Comment 11
comma after al.

Comment 12
good point but an e.g. reference to one of these previous studies would be useful.

Comment 13
Yes, and also it depends on who the minorities are, as this can vary widely from school to school, area to area, and country to country.
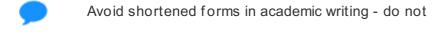
Comment 14
have

Comment 15
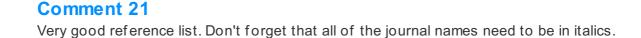You need to explain acronyms in full the first time you use them and put the acronym in brackets after the full form.

Comment 16

Avoid shortened forms in academic writing - do not

Comment 17

comma needed

Comment 18

Or prevent bullying from happening in the first place?

Comment 19

It doesn't specifically do this but it does highlight an issue around reporting bullying

Comment 20

This is a well written and concise conclusion. However, you should also include consideration of cyberbullying which was your initial point of discussion.

Comment 21

Very good reference list. Don't forget that all of the journal names need to be in italics.

SELECTION   2.1 60-69

Selection of studies

EXCEPTIONAL 1ST 90-100	Very wide-ranging and appropriate selection of studies to represent the topic area. Shows evidence of having explored the appropriate literature very thoroughly and critically.
OUTSTANDING 1ST 80-89	Wide-ranging and appropriate selection of studies to represent the topic area. Shows evidence of having explored the appropriate literature thoroughly and critically.
1ST 70-79	Appropriate selection of studies to represent the topic. Shows evidence of having explored the appropriate literature thoroughly and chosen carefully.
2.1 60-69	**Appropriate selection of studies to represent the topic area. Shows evidence of having explored the appropriate literature reasonably thoroughly and made some careful choices.**
2.2 50-59	Simple selection of relevant studies but with no clear reasoning behind the selection. Some of the studies chosen are not the best examples.
3RD 40-40	Selection of studies that are partly relevant, but limited in scope or coherence. Looks like an arbitrary selection with no careful choices made.
FAIL 30-39	Limited number of studies selected, or not entirely relevant or appropriate to represent the topic area.
ABJECT FAIL 0-29	Insufficient studies reported, or irrelevant to the topic area.

STRUCTURE   2.2 50-59

Structure and commentary

EXCEPTIONAL 1ST 90-100	Effective and integrated over-arching structure, clear with clear, insightful commentary and analysis. Highly effective analysis of the studies and the links between them.
OUTSTANDING 1ST 80-89	Effective overall structure with clear and insightful connections between studies. Very effective analysis of the studies and the links between them.
1ST 70-79	Clear and logical structure with valuable connections made between studies. Effective analysis of the studies and the links between them.
2.1 60-69	Well-focused on the task with some clear connections made between studies and some overall direction. Good analysis of the studies and the links between them.
2.2 50-59	**Addresses the task with some direction and makes some connections between studies. Some analysis of the studies and the links between them.**
3RD 40-40	Structure is weak and difficult to detect. Connections made between studies are limited. Mainly descriptive.
FAIL 30-39	Lack of structure. Faulty connections between studies.

| ABJECT FAIL 0-29 | No structure. Many faulty connection between studies, or not attempt to provide commentary. |

KNOWLEDGE   2.1 60-69
Knowledge and understanding

EXCEPTIONAL 1ST 90-100	Polished grasp of the topic of the review, providing an authoritative overview, within the limits of the word count.
OUTSTANDING 1ST 80-89	Comprehensive and confident grasp of the topic of the review with a strong sense of the complexity of the studies and the subject area.
1ST 70-79	Thorough understanding of the topic area and the studies selected.
2.1 60-69	**Secure, general understanding of the topic area and the studies.**
2.2 50-59	Sound knowledge of the topic area and the studies.
3RD 40-40	Limited knowledge and basic understanding of the topic area and the studies.
FAIL 30-39	Faulty understanding of the topic area.
ABJECT FAIL 0-29	No understanding of the topic area.

APA-STYLE   1st 70-79
APA-Style referencing

EXCEPTIONAL 1ST 90-100	Flawless, including in-text citations and the format and content of the references list.
OUTSTANDING 1ST 80-89	Flawless, including in-text citations and the format and content of the references list.
1ST 70-79	**Excellent, including in-text citations and the format and content of the references list.**
2.1 60-69	Consistent and accurate, including in-text citations and the format and content of the references list.
2.2 50-59	Largely consistent and accurate, including in-text citations and the format and content of the references list.
3RD 40-40	Limited referencing and/or adherence to APA style.
FAIL 30-39	Inadequate referencing.
ABJECT FAIL 0-29	Inadequate or absent.

COMMUNICATION   1st 70-79
Written communication

| EXCEPTIONAL 1ST 90-100 | Professional and sophisticated with exceptional clarity and coherence. |

OUTSTANDING 1ST 80-89	Professional and fluent with great clarity and coherence.
1ST 70-79	Fluent and accurate with great clarity and coherence.
2.1 60-69	Clear and coherent.
2.2 50-59	Some lapses of clarity. Some expression is ineffective.
3RD 40-40	Adequate, but awkward expression throughout with little clarity.
FAIL 30-39	Inadequate and unclear presentation. Impaired communication. Error-strewn.
ABJECT FAIL 0-29	Grossly inadequate and unclear. Severely impaired communication. Error-strewn.