

Bullying in students receiving education at secondary stage primary education public schools in Salihli district of Manisa/Turkey

Manisa ili, Salihli ilçesinde ilköğretim 6. ve 7. sınıf öğrencilerinde akran zorbalığı, etkileyen ve eşlik eden faktörler

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SUMMARY

Objective: The objective of this study was to determine the levels and determinants of bullying in students receiving education at Secondary Stage Primary Education Schools in Salihli District of Manisa.

Methods: The population of this cross-sectional study consisted of 5., 6., 7., 8. grade secondary school students receiving education in the school year of 2012-2013 in Salihli district of Manisa (n=5671). The sample size was calculated as 720 at a prevalence of 50% and a significance level of 0.05 by taking the pattern effect as 2. Three forms were used in collecting the study data; Sociodemographic questionnaire form, peer victimization identification scale and Rosenberg Self Respect Scale. Chi-square statistical analysis and logistic regression analysis were used for analysis of data.

Results: 57.1% of the study group were aged 13 and older. The age distribution was between 10-22 years. 50.6% were girls (n=487). Gender, social status, life quality perception and self respect were the variables determining the status of victim/persecutor. Persecutor/victim behaviours were observed at a higher rate in male students compared to female students, students with a lower social status compared to students with a higher social status, those perceiving the life quality as bad compared to those perceiving it as good, and students with a low and moderate self respect compared to students with a high self respect.

Conclusion: Peer victimization is a common public health problem for Manisa/Salihli. In order to struggle with this problem, it is required to develop intervention programs comprising the entire school, family and society in accordance with the Turkish culture.

Keywords: Bullying, persecutor, victim, adolescent

ÖZET

Amaç: Çalışmanın amacı, Manisa İli Salihli İlçesi Merkezindeki ilköğretim İkinci Kademe öğrencilerinde akran zorbalığı düzeylerinin ve belirleyicilerinin saptanmasıdır.

Yöntem: Kesitsel tipteki bu araştırmanın evrenini Manisa İli Salihli İlçe merkezinde bulunan 2012-2013 yılında eğitim- öğretim gören orta öğretim 5., 6., 7., 8. Sınıf öğrencileri oluşturmaktadır (n=5671). Örnek büyüklüğü desen etkisi 2 alınarak, %50 prevalans ve 0,05 yanılğı düzeyinde 720 olarak hesaplandı. Çalışma verilerinin toplanmasında üç form kullanıldı; Sosyodemografik anket formu, Akran zorbalığı belirleme ölçeği ve Rosenberg Benlik Saygısı Ölçeği. Verilerin analizinde ilk aşamada ki-kare istatistik analizi kullanıldı. Ki-kare analizlerinde fark çıkan değişkenler lojistik

regresyon analizi ile değerlendirildi.

Bulgular: Araştırma grubunun %57,1'i 13 yaş ve üzerindedir. Yaş dağılımı 10-22 yaşları arasında değişmekteydi. %50,6'sı kızdır (n=487). Çalışmada kurban/zorba olmayı belirleyen değişkenlerin cinsiyet, sosyal statü, yaşam kalitesi algısı ve benlik saygısı olduğu belirlenmiştir. Erkek öğrenciler kız öğrencilere göre, alt sosyal statüdeki öğrenciler üst sosyal statüye göre, yaşam kalitesini kötü olarak algılayanlar iyi olarak algılayanlara göre ve benlik saygıları düşük ve orta olanlar benlik saygıları yüksek olan öğrencilere göre daha fazla zorba/kurban davranışlarında bulunmaktadır.

Sonuç: Akran zorbalığı Manisa/Salihli için yaygın bir halk sağlığı problemidir. Bu problem ile mücadelede Türkiye'ye uygun olarak tüm okulu, aileyi ve toplumu içeren müdahale programları geliştirilmelidir.

Anahtar sözcükler: Akran zorbalığı, zorba, kurban, ergen

INTRODUCTION

Adolescence is a transition period between childhood and adulthood with rapid anatomical, physiological and psychological changes, as well as distinctive features and problems^{1, 2}. Many researchers define adolescence as a rough, unbalanced, changeable and stressful period with conflicts^{3, 4}. In this period, the adolescent not only tries to harmonise with the growth and development process, but also copes with other problems that are related with this period⁵.

Steinberg (2007) states that friends and peer groups may both contribute to and disable an individual's psychosocial development⁶. One of these is the peer victimization. Initial studies on school victimization were started by Olweus in Scandinavian countries during the 1970s⁷. Being a pioneer researcher on peer victimization, Olweus defined the victimization as "Constant negative actions performed by one or more students on another student"⁸.

Victimization is intensely observed among children and adolescents at schools. In the literature, it is stated that children that are exposed to victimization by their peers or friends are negatively affected by such experiences in both the short and long term⁹. In addition to this, such behaviors have a negative effect upon not only the persecutor and victim, but also other students witnessing the victimization. Depression, suicidal thoughts, psychiatric problems, decrease of self respect and problems with parents are observed more frequently in children who victimize their peers and are exposed to peer victimization^{10, 11}. Thus, it is important to develop health policies in order to increase the mental health and self respect levels of

adolescents and determine the levels of bullying and by which conditions these levels are affected in planning the services or interventions.

No relevant study had been conducted in the province of Manisa before. The objective of the study, which was planned based on that motive, was to determine the levels and determinants of bullying in students receiving education at Secondary Stage Primary Education Schools in Salihli District of Manisa.

MATERIAL AND METHODS

The population of this cross-sectional study consisted of 5., 6., 7., 8. grade secondary school students receiving education in the school year of 2012-2013 in Salihli district of Manisa (n=5671). The sample size was calculated as 720 at a prevalence of 50% and a significance level of 0.05 by taking the pattern effect as 2 and using the openepicalcultor program.

The sample selection was multi-staged. In the first stage, we received the names of two schools in different socioeconomic regions from the District National Education Directorate of Manisa/Salihli in determining the schools to be involved in the sample. In the second stage, each branch of 5., 6., 7. and 8. grades of all schools were evaluated as clusters. The average branch size in each cluster was determined, and since the smallest branch size was 40, the cluster size was accepted as 40 and the number of clusters to be obtained from each class (5., 6., 7. and 8. Grades) was determined. In the study, it was decided to obtain only one branch from each class in order to remove the effect of education.

Three forms were used in collecting the study data; Sociodemographic question-

naire form, peer victimization identification scale and Rosenberg Self Respect Scale.

Sociodemographic questionnaire form: It involves 20 questions about students' age, gender, class, mother's age, father's age, mother's education, father's education, family type, number of siblings, social status, life quality and school attitude. In the study, the questions of HBSC (Health Behaviour in School-aged Children) school attitude questionnaire were used in measuring the school attitudes. Values between 1-5 were given for each item in the school attitude evaluation and the total score was obtained. Those receiving an average and higher score from the total score were evaluated to have a good school attitude¹². In the study, the classification of lower and upper social classes was evaluated according to fathers' jobs of students as follows; employers, high-quality independent businessmen, craftsmen/marginals, high-quality wage earners, white-collars in the upper social class; unskilled duties labourers, blue-collars and the unemployed in the lower social class¹³.

Bullying identification scale: The scale was developed by Pişkin and Ayas. Confirmatory factor analysis was performed for its construct validity. As a result of the confirmatory factor analysis, it was determined that the model involving 37 items and five factors was theoretically and statistically convenient. Cronbach Alpha internal consistency coefficients were calculated for the reliability of the scale. The internal consistency coefficient of the victim dimension of the scale was determined as .90. The internal consistency coefficient of the persecutor dimension of the scale was determined as .87¹⁴. In our study, while the internal consistency coefficient of the victim dimension of the scale was determined as .90, the internal consistency coefficient of the persecutor dimension was determined as .71.

Rosenberg self respect scale: It was developed by Rosenberg (1965). The Turkish validity and reliability study of the scale was performed by Çuhadaroğlu (1986) and the validity coefficient was determined as 0.71. The reliability coefficient was deter-

mined as 0.75 by using the test-retest reliability method. In this study, the Rosenberg Self Respect Scale alpha value was determined as 0.65. The first "10" items of the scale were used to measure the self respect in line with the objective of the study. Each item involves answer choices as "Highly true", "True", "False" and "Highly false". If the total score that is obtained from the first 10 questions is 0-1, the self respect is high; if it is 2-4, the self respect is moderate and if it is 5-6, the self respect is low^{17, 18}.

In order to conduct the study, a research permission was obtained from the Branch Office of the National Education and an informed consent from students. Volunteer students were involved in the study. The study data were collected from students in classes under the supervision of the researcher with the questionnaire technic. Each questionnaire was filled in approximately 40 minutes.

Statistical analysis

The study data were evaluated in the SPSS 15.0 statistics packaged software. Chi-square statistics analysis was used in the first stage of the data analysis. Variables that were observed to have a difference in the chi-square analysis were evaluated with the logistic regression analysis.

RESULTS

57.1% of the study group were aged 13 and older. The age distribution was 12.8 ± 1.2 (10-22). 50.6% were girls (n=487). While the age distribution of mothers was 38.0 ± 5.5 (24-60), the age distribution of fathers was 41.7 ± 6.0 (24-72). 78.1% (n=752) of mothers' education and 73.6% (n=709) of fathers' education was primary and lower education. 82.8% (n=797) stated that their income met their expenditure and 7.2% (n=69) had a job outside of school (Table 1).

In the study group, the distribution of peer victimization is given in Table 2. As a result of the study, 42.9% (n=413) of students were determined to be persecutors, 100% (n=963) victims and 40.2% (n=387) persecutors/victims. Examining the distribution of peer victimization according to the subfields of peer victimization; 24.1% (n=232) of students displayed physical

victimization, 23.5% (n=226) verbal victimization, 17.4% (n=168) exclusion, 8.8% (n=85) gossips and 12.6% (n=121) vandalism. All the students were exposed to physical victimization. 43.7% (n=421) were exposed to (victimized by) verbal victimization, 31.7% (n=305) exclusion, 25.0% (n=241) gossips and 25.8% (n=248) vandalism. 24.1% (n=232) of students were physical persecutors/victims. 21.0% (n=202) were persecutors/victims in verbal victimization, 14.3% (n=138) exclusion, 7.4% (n=71) gossips and 28.5% (n=274) vandalism (Table 2).

Table 1: Social -Demographic properties of experimental group.

Characteristic		N	%
Age	Under 13	413	42.9
	13 and over	550	57.1
Age interval		12.8±1.2 (10-22)	
Grade	5th	166	17.2
	6th	246	25.5
	7th	254	26.4
	8th	297	30.8
Gender	Girl	487	50.6
	Boy	476	49.4
Range of mother's age		38.0±5.5 (24-60)	
Education level of the mother	Upper primary education	211	21.9
	Primary education and lower	752	78.1
Range of father's age		41.7±6 (24-72)	
Education level of the Father	Upper primary education	254	26.4
	Primary education and lower	709	73.6
Social statuses	high	564	58.6
	low	399	41.4
Years of residence in the region	≥10 years	664	69.0
	<10 years	299	31.0
Has a job outside the school	yes	894	62.8
	no	69	7.2
Has a social security	yes	729	75.7
	No	23	24.3
Income perception	Income sufficient for expenses	797	82.8
	Income insufficient for expenses	166	17.2
Total		963	100.0

Table 2: Peer Bullying Distribution in Experimental Group, Manisa/Salihli, 2013.

		Bully		Victim		Bully/Victim	
		n	%	n	n	%	n
Peer bullying		413	42.9	963	413	42.9	963
Peer bullying sub-fields	Physical Bulling	232	24.1	963	232	24.1	963
	Verbal Bulling	226	23.5	421	226	23.5	421
	Alienation	168	17.4	305	168	17.4	305
	Slandering	85	8.8	241	85	8.8	241
	Destruction of property	121	12.6	248	121	12.6	248

Table 3: Multiple analysis results for being “Bully” and effected factors in the field of peer bullying in experimental group, Manisa/Salihli, 2013“Bully”.

Reference		Reference	B	S.E.	β	%95 CI		P	
						Min.	Max		
Bullying	Gender	Girl	113	32	114	51	175	000	
	Social status	High	94	32	93	30	157	004	
	Quality of life	good	137	51	88	38	237	007	
Sub-fields of Peer Bullying									
Physical Bullying	Health perception compared to previous year			132	053	079	028	235	013
	Social status	high		114	028	131	060	168	000
	Has a job	Unemployed		136	053	082	032	240	010
	Self- esteem	high		088	030	093	029	148	004
Verbal Bullying									
Age	<13 age			060	027	070	007	113	027
Health perception compared to previous year	Good			183	054	111	077	288	001
Life quality	Good			107	044	079	020	194	016
Social status	High			107	028	124	053	161	000
Alienation									
Gender	Girl			116	024	152	168	063	000
Has a job	No			124	047	084	032	216	008
Self- esteem	High			076	027	089	023	128	005
Slandering									
Grade	5and 6th			053	018	-092	-089	-016	004
Gender	Girl			064	018	113	029	099	000
Education level of the mother	>primary education			053	022	077	010	096	017
Health perception compared to previous year	Good			112	035	101	043	180	001
Self- esteem	Good			046	020	073	006	086	023
Destruction of Property									
Gender	Girl			102	021	154	061	143	000
Social status	High			076	021	113	034	118	000
Has a job	No			109	041	085	029	189	007
Self- esteem	High			058	023	078	012	104	013

***Variables of the model: Bullying:** Gender (ref: Girl), Social status (ref: High), Has a job(ref: Unemployed), Quality of life (ref:good). **Physical Bullying:** Education level of the mother (ref: >primary education), Education level of the father (ref: >primary education), Social status (ref: High), Has a job(ref: Unemployed), Health perception compared to previous year (ref: good), Self- esteem (ref: high), attitudes to school (ref: average score and above). **Verbal Bullin:** Grade (ref: 5 and6. grade), Age (ref: Under 13), Health perception compared to previous year (ref: good), Social status (ref: High), Quality of life (ref:goodi). **Alienation:** Gender (ref: Girl), Has a job(ref: Unemployed), Self- esteem (ref: high). **Slandering:** Age (ref: Under 13), Grade (ref: 5 and6. grade), Gender (ref: Girl), Education level of the mother (ref: >primary education), perception of income (ref:good), Health perception compared to previous year (ref: good), Has a job(ref: Unemployed), Quality of life (ref:good), Self- esteem (ref: high). **Destruction of Property:** Gender (ref: Girl), Years of residence in the region (ref: >10 years), Social status (ref: High), Has a job(ref: Unemployed), Self- esteem (ref: high).

Table 3 shows the logistic regression analysis results of being a “persecutor” and the affecting factors in the study group within the scope of peer victimization. According to analyses: gender, social status and life quality perception. Victimizing behaviors are performed at a higher rate by male students compared to female students, students with a lower social status compared to students with a higher social status and those perceiving the life quality as bad compared to those perceiving it as good. Examining the subfields of the peer victimization scale;

- Those in the lower social status, working outside of school, having a lower self respect and expressing a worse health condition compared to the previous year apply physical victimization at a higher rate, compared to others (p<0.05).

- Students aged thirteen and older, in the lower social status, expressing a worse health condition compared to the previous year and perceiving the life quality as good or moderate apply verbal victimization at a higher rate, compared to others (p<0.05).
- Male students, as well as those working outside of school and having a lower or moderate self respect apply exclusion at a higher rate, compared to others (p<0.05).
- Female students, as well as those in the seventh and eighth grade, having mothers with primary or lower education, perceiving their health as worse compared to the previous year and having a lower or moderate self respect make gossips at a higher rate, compared to

others ($p<0.05$).

- Male students, as well as those in the lower social status, working outside of school and having a lower or moderate self respect apply vandalism at a higher rate, compared to others ($p<0.05$).

Table 4 shows the logistic regression analysis results of being a “victim” and the affecting factors in the study group within the scope of peer victimization. According to analyses, since all students were exposed to any kind of victimization, being victimized was not compared with variables. Examining the subfields of the peer victimization evaluation scale and exposure to peer victimization;

- All the students (100%) state that they are exposed to physical victimization.
- Students aged thirteen and older and those perceiving their health as worse compared to the previous year are exposed to verbal victimization at a higher rate, compared to others ($p<0.05$).
- Male students, as well as those having fathers aged thirty and younger, living in the present region for less than ten years, perceiving their health as worse compared to the previous year and having a lower or moderate self respect are exposed to exclusion at a higher rate, compared to others ($p<0.05$).
- Those having mothers with primary or lower education, having fathers aged thirty and younger, living in the present region for less than ten years, perceiving their health as worse compared to the previous year and having a lower or moderate self respect are exposed to gossips at a higher rate, compared to others ($p<0.05$).
- Those living in the present region for less than ten years and perceiving their health as worse compared to the previous year are exposed to vandalism at a higher rate, compared to others ($p<0.05$).

Table 5 shows the logistic regression analysis results of being a “persecutor/victim”

and the affecting factors in the study group within the scope of peer victimization. According to analyses, the variables that determine being a persecutor/victim include gender, social status, life quality perception and self respect. Persecutor/victim behaviors are performed at a higher rate by male students compared to female students, students with a lower social status compared to students with a higher social status, those perceiving the life quality as bad compared to those perceiving it as good and those with a lower and moderate self respect compared to those with a higher self respect. Examining the subfields of the peer victimization scale;

- Students in the lower social status, as well as those not working, perceiving their health as worse compared to the previous year and having a lower or moderate self respect are considered persecutors/victims at a higher rate in terms of physical victimization, compared to others ($p<0.05$).
- Students aged thirteen and older, as well as those in the lower social status, perceiving their health as worse compared to the previous year and having a bad life quality are considered persecutors/victims at a higher rate in terms of verbal victimization, compared to others ($p<0.05$).
- Male students, as well as those working and having a lower or moderate self respect are considered persecutors/victims at a higher rate in terms of exclusion, compared to others ($p<0.05$).
- Male students, as well as those having mothers with primary or lower education, perceiving their health as worse compared to the previous year and having a lower or moderate self respect are considered persecutors/victims at a higher rate in terms of gossips, compared

- to others ($p < 0.05$).
- Male students, as well as those in the lower social status and having a lower or moderate

self respect are considered persecutors/victims at a higher rate in terms of vandalism, compared to others ($p < 0.05$).

Table 4: Multiple analysis results for being “Victim” and effected factors in the field of peer bullying in experimental group, Manisa/Salihli, 2013.

Reference	Reference	B	S.E.	β	%95 CI		P
					Min.	Max.	
Victom							
Peer Bullying Sub-field							
Physical Bullying							
Verbal Bullying							
Age	Under 13 Good	081	032	081	018	144	011
Health condition compared to previous year	Under 13 Good	256	061	133	135	376	000
Alienation							
Gender	girl	092	029	099	034	149	002
Father's Age	>30 age	282	098	090	089	474	004
Years of residence in the region	>10 years	107	032	106	044	169	001
Health perception compared to previous year	Good	152	057	084	040	263	008
Self- esteem	Good	128	033	124	064	193	000
Slandering							
Education level of the mother	>primary education	074	.033	071	008	139	027
Father's Age	>30 age	242	092	083	060	423	009
Years of residence in the region	>10 years	074	030	079	015	132	014
Health perception compared to previous year	Good	175	054	104	070	280	001
Self- esteem	Good	088	031	091	027	148	004
Destruction of Property							
Years of residence in the region	>10 years	089	030	094	030	149	003
Health perception compared to previous year	Good	165	054	098	059	272	002

Variables of the model: Victom: This analysis could not be performed. Because all children were exposed. **Physical Bullying:** This analysis could not be performed. Because all children were exposed. **Verbal Bullying:** Age (ref: Under 13), Grade (ref: 5 and 6. grade), Health perception compared to previous year (ref: good). **Alienation:** Gender (ref: Girl), Father's Age (ref: >30 age); Years of residence in the region (ref: >10 years), perception of income (ref: good), Health perception compared to previous year (ref: good), Has a job (ref: Unemployed), Self- esteem (ref: high). **Slandering:** Education level of the mother (ref: >primary education), Father's Age (ref: >30 age), Years of residence in the region (ref: >10 years), perception of income (ref: good), Health perception compared to previous year (ref: good), Has a job (ref: Unemployed), Quality of life (ref: good), Self- esteem (ref: high). **Destruction of Property:** Years of residence in the region (ref: >10 years), Health perception compared to previous year (ref: good), Social status (ref: High).

DISCUSSION

Bullying is an important public health problem that is frequently encountered in the school environment and may cause physical and mental traumas unless prevented¹⁵⁻¹⁷.

Since prevalences of adolescents regarding victimizing, being exposed to victimization and being involved in a fight may expose these behaviors to a cultural sanction, they show a great geographical variance⁹. In the study, 42.9% of students were determined as persecutors, 100% victims and 40.2% persecutors/victims. The most frequent victimizing behavior is the physical victimization with a rate of 24.1%, which is followed by verbal victimization (23.5%) and exclusion (17.4%). Similarly, victims are mainly exposed to the physical victimization. However, the fact that this rate is

100% is very important. It is followed by verbal victimization (43.7%) and exclusion (31.7%). Similarly, the physical victimization, verbal victimization and exclusion are ranked top three in being a persecutor or victim (respectively as 24.1%, 21.0% and 14.3%). Examining the relevant studies that were conducted abroad; the persecutor rates, which were obtained as a result of an international study concerning the health behaviors of school-age children that was conducted in cooperation with the European Region Office of World Health Organization, vary between 1-27% (average 9%) for the age 11, 1-35% (average 12%) for the age 13 and 2-34% (average 12%) for the age 15 among countries^{12, 18}. As a result of a study that was conducted in Italy, it was determined that 56.5% were exposed to victimization and 49.5% performed

victimization 33 of students were persecutors, 19 victims and 7 persecutors/victims¹⁹. It was also determined that 36% of students in South Africa were involved in victimizing behaviors. 8.2% of these students were persecutors, 19.3% victims and 8.7% persecutors/victims. The rate of being victims, persecutors and persecutors/victims was respectively determined as 14%, 17% and 9% in Korea in 2000²⁰. Examining the relevant studies in our country; Alikasıfoğlu et al. reported that 22% were only victims, 9.4% persecutors/victims and 9.2% only persecutors in 2007²¹. The rate of those that were exposed to physical, verbal, emotional and sexual victimization was determined respectively as 33.5%, 35.3%, 28.0% and 15.6% in Ankara during the school year of 2000-2001²². In his study that was conducted in 2003, Pişkin determined the rate of victims as 35%, the rate of persecutors/victims as 30% and the rate of persecutors as 6%. It was reported that 34% of students were exposed to physical victimization, 29% verbal victimization, 21% indirect victimization (isolation) and 11% were exposed to victimization by vandalism. Students stated that they were mainly exposed to the victimizing words and actions of their classmates (52%)²³. Examining the literature findings; it is seen that different regions involve different frequencies, which could be explained by the fact that peer victimization is affected by cultural features.

In our study, it was determined that male students were persecutors/victims and displayed victimizing behaviors at a higher rate, compared to female students. It is also stated in literature that victimization is observed in boys at a higher rate compared to girls^{18, 24, 25}. Study findings show a parallelism with the literature.

As a result of the study, it was determined that students aged 13 and older were either persecutors, victims or persecutors/victims in "verbal victimization". However, students aged 13 and older displayed less victimizing behaviors in "making gossips", compared to students younger than 13. Examining the relevant literature; according to the data of the study dated 2005-2006 regarding the health behaviors of

school-age children, victimization is encountered more frequently in the age group of 13, compared to the age group of 11 in many countries. On the other hand, the rates of being victimized progress in a relatively stable way. Olweus stated that there was a distinct decrease in being exposed to victimizing actions in parallel with age, whereas there was no change in the frequency of displaying victimization²⁶. In another study that was performed by Boulton&Underwood (1992) with secondary school students, it was observed that there was a decrease in victim rates and an increase in victimization rates in parallel with age, which shows a similarity with Olweus's study²⁷. Even though the literature findings generally suggest that the frequency of displaying victimizing actions increases and the frequency of being victimized decreases in parallel with age, it is not possible to make a generalization.

In the study, it was determined that while children in every social status were exposed to peer victimization, children in the lower social status displayed victimizing behaviours at a higher rate compared to others. Some studies in the literature have failed to clearly determine the relationship between the socioeconomic condition of families and peer victimization. In the study dated 2005-2006 regarding the health behaviors of school-age children, the relationship between the socioeconomic level and being a persecutor was observed to be differing from country to country. This relationship is either positive or negative in some countries and not available in majority of them. The relationship between the frequency of being a victim and socioeconomic level differs from country to country and no relationship was determined between any of the majority of the examined countries. On the other hand, it is observed that as the socioeconomic level decreases, the frequency of being a victim increases in all of the countries where a relationship is determined¹².

In the study, it was determined that children applying peer victimization and being both persecutors and victims had a lower life quality and self respect compared to others and perceived their health as worse compared to the previous year. In the liter-

ature, it is accepted that children being exposed to victimization are in the risk group in terms of many psychological variables⁹. It is stated that children being exposed to victimization need more psychological support, have a higher level of depression and anxiety and a lower level of self respect²⁸. In addition to this, it is indicated in literature that persecutor/victim students, in other words, those both victim-

izing and being exposed to victimization are individuals that are the least popular and favored among their friends, could incite others and be easily incited, display hyperactivity, restlessness, carelessness, nuisance, as well as neurotic and psychotic features, and have lower levels of social acceptance and self respect^{27, 29}. The study results show a parallelism with the literature.

Table 5: Multiple analysis results for being “Bully/Victim” and effected factors in the field of peer bullying in experimental group, Manisa/Salihli, 2013.

Reference	Reference	B	S.E.	β	%95 CI		P
					Min.	Max.	
Bully/Victim							
Gender	Girl	096	031	098	035	157	002
Social status	High	090	032	091	027	153	005
Life quality	Good	129	050	083	030	227	010
Self- esteem	Good	075	035	069	007	144	032
Sub-fields of Peer Bullying							
Physical Bullying							
Social status	Girl	090	030	104	031	149	003
Has a job	No	133	053	080	030	237	012
Health perception compared to previous year	Good	129	053	078	026	233	015
Self- esteem	High	089	030	093	030	148	003
Verbal Bullying							
Age	<13 age	063	026	077	012	115	016
Social statu	Good	092	027	112	040	144	001
Health perception compared to previous year	Good	166	052	105	064	267	001
Life quality	Good	093	043	072	009	177	031
Alienation							
Gender	Girl	099	022	141	055	142	000
Has a job	No	114	043	084	029	199	009
Self- esteem	Good	085	025	109	036	134	001
Slandering							
Gender	Girl	050	017	096	.018	083	003
Education level of the mother	>primary education	051	020	081	011	091	012
Health perception compared to previous year	Good	077	033	076	012	142	020
Self- esteem	Good	044	019	075	007	080	019
Destruction of Property							
Gender	Girl	080	019	134	042	117	000
Social statu	High	.066	.019	.109	.028	.104	.001
Self- esteem		.048	.021	.071	.006	.089	.024

Variables of the model: Bully/Victim: Gender (ref: Girl), Social status (ref: High), Years of residence in the region (ref: >10 years), Quality of life (ref:good), Self- esteem (ref: high). **Physical Bullying:** Education level of the mother (ref: >primary education), Education level of the father (ref: >primary education), Social status (ref: High), Has a job(ref: Unemployed), Health perception compared to previous year (ref: good), attitudes to school (ref: average score and above), Self- esteem (ref: high). **Verbal Bullying:** Age (ref: Under 13), Grade (ref: 5 and6. grade), Social status (ref: High), Health perception compared to previous year (ref: good), Quality of life (ref:good). **Alienation:** Gender (ref: Girl), Years of residence in the region (ref: >10 years), Has a job(ref: Unemployed), Self- esteem (ref: high). **Slandering:** Gender (ref: Girl), Education level of the mother (ref: >primary education), Has a job(ref: Unemployed), perception of income (ref:good), Health perception compared to previous year (ref: good), Quality of life (ref:good), Self- esteem (ref: high). **Destruction of Property:** Gender (ref: Girl), Social status (ref: High), Has a job(ref: Unemployed), Self- esteem (ref: high).

In the study (in single analyses), the school attitude was determined to be worse in those displaying the physical victimization behavior (both persecutors and victims), compared to others. Since the study determined that all the children were exposed to physical victimization, no statistical evaluation was performed among the victims in this area. In peer victimization, the lowness

of persecutor/victim students' school attitudes is an expected result. That is to say, a victimized child will start to dislike the school where the victimization has occurred, experience fear and anxiety, be absent from school on every occasion in order to avoid victimization and consequently have a decreased academic achievement, apply methods such as carry-

ing arms and knives to defend her/himself and display victimizing behaviors. In addition to all these, it seems inevitable for them to also experience various psychological problems. A negative school attitude will also affect the success levels of students negatively. The reasons of this condition is that it will make positive contributions for adolescents, who spend an important part of their lives at school, to have a good level of school satisfaction, accept the educational values, have a good motivation and adopt the school. The school dissatisfaction, which is the contrary, will cause a lower success^{30, 31}.

In conclusions; as a result of the study, it was established that variables which determined being a persecutor/victim involved gender, social status, life quality perception and self respect. Male students, as well as those in the lower social status, perceiving the life quality as bad and having a lower or moderate self respect display persecutor/victim behaviors at a higher rate, compared to others. While male students, as well as those in the lower social status and having a lower life quality display victimizing behaviors at a higher rate compared to others, all students are exposed to victimizing behaviors, which is an important finding. The most frequently displayed and exposed victimizing behavior is the physical victimization. Peer victimization is a common public health problem for Manisa/Salihli. In order to struggle with this problem, it is required to develop intervention programs comprising the entire school, family and society in accordance with the Turkish culture. Experts in the disciplines of health, education and psychology are required to cooperate in the stages of discussing about the importance of the subject and the required interventions, as well as producing policies.

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