



# Predictors of school bullying perpetration in adolescence: A systematic review



David Álvarez-García \*, Trinidad García, José Carlos Núñez

University of Oviedo, Spain

## ARTICLE INFO

### Article history:

Received 20 February 2015  
 Received in revised form 15 April 2015  
 Accepted 13 May 2015  
 Available online 21 May 2015

### Keywords:

Predictors  
 Risk factors  
 Bullying  
 Adolescence  
 Systematic review

## ABSTRACT

Bullying has negative effects on the victim, the aggressor and the bystanders. It is essential to determine the risk factors that can predict its onset in order to facilitate early identification of students at risk of becoming future victims or bullies and to optimize the design of measures for the prevention or treatment of bullying. Any measure in this regard should be based on the most solid scientific evidence available to date. The present work aims to undertake a systematic review of the scientific empirical articles published in the last decade that have analyzed possible risk factors predicting the perpetration of traditional school bullying in adolescence. From a search in the publications databases PsycInfo, Eric, and Web of Science, 85 articles that met the search requirements were selected. As a result of the analysis of the selected items, we identified the individual, school, family and community factors that increase the risk of bullying perpetration in adolescence, according to the available empirical evidence. We underscore the main points of agreement in the research community and the controversial aspects that still deserve to be studied in more depth.

© 2015 Elsevier Ltd. All rights reserved.

## Contents

1.	Introduction . . . . .	127
2.	Method . . . . .	127
2.1.	Procedure . . . . .	127
2.2.	Sample . . . . .	128
3.	Results . . . . .	129
3.1.	Individual factors . . . . .	129
3.1.1.	Sociodemographic factors . . . . .	129
3.1.2.	Student physical factors . . . . .	129
3.1.3.	Psychological factors . . . . .	130
3.2.	School factors . . . . .	131
3.2.1.	Academic commitment . . . . .	131
3.2.2.	Relationship with fellow students . . . . .	131
3.2.3.	Prior relationship with bullying . . . . .	131
3.2.4.	Diversity in the educational center . . . . .	132
3.2.5.	Quality of the relationship with the teachers . . . . .	132
3.2.6.	Climate of coexistence in the school . . . . .	132
3.2.7.	Management of coexistence by the center . . . . .	132
3.2.8.	School satisfaction, sense of belonging to school . . . . .	132
3.2.9.	Characteristics of the educational center . . . . .	132
3.3.	Family factors . . . . .	132
3.3.1.	Socioeconomic status of the family . . . . .	132
3.3.2.	Family structure . . . . .	133
3.3.3.	Parental educational style . . . . .	133
3.3.4.	Exposure to family violence . . . . .	133
3.3.5.	Parents' mental health . . . . .	133

\* Corresponding author at: Faculty of Psychology, University of Oviedo, Plaza Feijóo, s/n, 33003 Oviedo, Spain. Tel.: +34 985103278; fax: +34 985104144.  
 E-mail address: alvarezgardavid@uniovi.es (D. Álvarez-García).

3.4. Community factors . . . . .	133
3.4.1. Relationship with friends . . . . .	133
3.4.2. Relationship with the mass media and entertainment media . . . . .	133
3.4.3. Aspects related to the neighborhood . . . . .	133
3.4.4. Socio-political conditions of the country . . . . .	134
4. Discussion . . . . .	134
5. Conclusions and limitations . . . . .	134
References . . . . .	135

**1. Introduction**

School is a key context for the social development of adolescents. In general, the social relations that take place in the school are satisfactory and enriching. Students learn to interact and, by overcoming small conflicts, they forge friendships, some of which will last for a lifetime. However, occasionally some students are involved in dynamics of abuse and continued maltreatment (bullying) by their peers, which can have a negative impact on their lives.

Bullying refers to a kind of violence among students characterized by intentional attacks, which may take various forms (physical or verbal assaults, theft, destruction, isolation ...), on a victim by one or more aggressors. These attacks are not isolated but instead continuous over time, and that continuity is facilitated by the victim's inferiority (physical inferiority, or less social or psychological support) compared to the aggressors (Olweus, 1993).

Bullying is an international problem, whose emergence and incidence have been described in a variety of countries (Romera, Del Rey, & Ortega, 2011). These situations of abuse and intimidation not only have a negative impact on the victim or on the general climate of coexistence and learning at school, but also on the aggressor. Recent systematic reviews and meta-analyses of longitudinal studies show that being a bully at school is a significant predictor of aggression (Ttofi, Farrington, & Lösel, 2012) and offending (Ttofi, Farrington, Lösel, & Loeber, 2011) later in life. Therefore, the prevention and treatment of bullying at school are not only important to optimize students' psychosocial development and learning but also, at the social level, to prevent subsequent criminal behavior.

It is essential to determine the risk factors that enable the prediction of the onset of bullying in order to facilitate the early identification of children at risk of becoming bullies in adolescence and to design preventive or intervention strategies against bullying. Any measure in this regard should start with the analysis of the scientific evidence available to date. Some published works have made a significant contribution to the understanding of the risk factors of performing traditional bullying in the general population of students, based on a review of the evidence available at the time of their publication. Most of these works are non-systematic reviews (Calderero, Salazar, & Caballo, 2011; Griffin & Gross, 2004; Hong & Espelage, 2012; Powell & Ladd, 2010; Saarento, Garandeanu, & Salmivalli, 2014; Salmivalli, 2010; Thornberg, 2011). There are fewer systematic reviews or meta-analyses. Among them, some try to analyze the predictive value of specific risk factors such as socioeconomic status (Tippett & Wolke, 2014) or empathy (Van Noorden, Haselager, Cillessen, & Bukowski, 2014). Others have attempted to provide a global perspective, collecting and analyzing evidence referring to a whole set of risk factors (Cook, Williams, Guerra, Kim, & Sadek, 2010; Lopez, Amaral, Ferreira, & Barroso, 2011).

The present work aims to join this scarce type of works, offering a systematic and up-to-date review of the evidence available in the last decade (2005–2014). Unlike the reviews of Cook et al. (2010) and Lopez et al. (2011), in which publications on predictors of bullying perpetration, bullying victimization, and bully–victim both in childhood and adolescence are discussed, this work will be limited

to the analysis of the predictors of bullying perpetration in adolescence. We thereby hope to extend the specific evidence concerning it, which will allow us to describe a greater wealth of predictor variables and identify coincidences and inconsistencies in the available evidence. We also expect to be more accurate about the type of students to whom the conclusions can be generalized. This work has the goal of performing a systematic review of the scientific empirical articles published in the last decade that have analyzed possible risk factors predicting traditional school bullying in adolescence.

**2. Method**

*2.1. Procedure*

The process of selection of the articles that were finally analyzed in this review is synthesized in Fig. 1. On December 12, 2014, we consulted the publication databases PsycInfo, Eric, and Web of Science. In PsycInfo and Eric, using as search terms “Bully\*” in “Any field” AND “(Adolescen\* OR Secondary)” in “Any field” AND “(Risk factor\* OR Predictor\*)” in “Any field”, limiting the results to “Assessed by experts” and “from 2005 to 2014”. In the Web of Science, we used the search terms “Bully\*” in “Topic” AND “Adolescen\* OR Secondary” in “Topic” AND “Risk factor\* OR Predictor\*” in “Topic”, limiting the results to only “Articles” and “From 2005 to 2014”.

The references obtained were introduced into the 4.0 Zotero bibliography manager, to eliminate duplicates. Then, two reviewers independently preselected the relevant references from the titles and

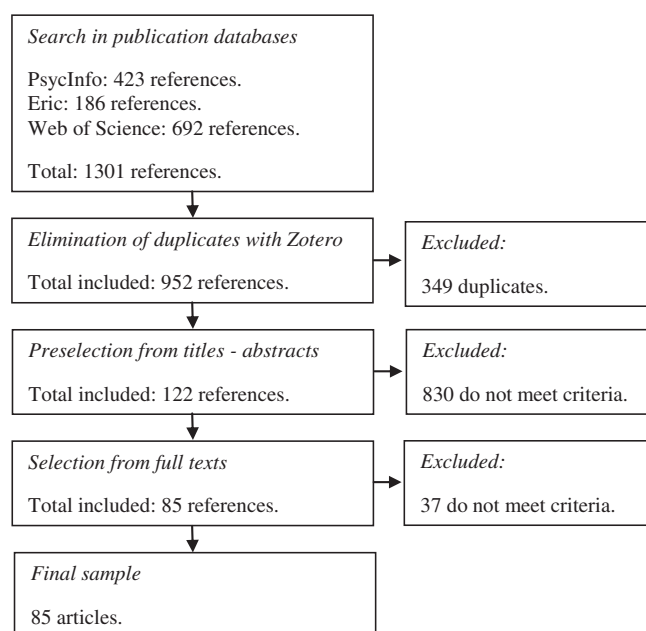


Fig. 1. Process of selection of the sample of articles analyzed.

Download English Version:

<https://daneshyari.com/en/article/94471>

Download Persian Version:

<https://daneshyari.com/article/94471>

[Daneshyari.com](https://daneshyari.com)