

Çocuklarda Akran Zorbalığı ve Benlik Saygısının İncelenmesi

Examination of Peer Victimization and Self-Esteem in Children

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ÖZ

Amaç: Bu araştırma, çocuklarda akran zorbalığı ve benlik saygısının incelenmesi amacıyla yapılmıştır.

Yöntem: Araştırmanın örneklemini 13 ortaokul oluşturmuştur. Bu ortaokullardan evrenden örnekleme, 1052 öğrenci seçilmiştir. Veriler, “Kişisel Bilgi Formu”, “Akran Zorbalığı Belirleme Ölçeği-Ergen Formu”, “Coopersmith Benlik Saygısı Ölçeği” kullanılarak toplanmıştır.

Bulgular: Araştırmada benlik saygısı puanı ortalamaları (BSPO) ile kurban olma puan ortalamaları (KOPO) arasında istatistiksel olarak anlamlı bir ilişki bulunmamıştır ($p=0.431$). Akran zorbalığı puan ortalamaları (AZPO) ile BSPO arasında yüksek düzeyde pozitif yönde bir ilişki vardır ($p=0.012$). Ayrıca KOPO ile AZPO arasında orta düzeyde pozitif yönde bir ilişki vardır ($p<0.001$).

Sonuç: Öğrencilerin KOPO ve AZPO yüksek olduğundan, ailelerine ve okul çalışanlarına akran zorbalığı konusunda eğitim verilmeli, çocuklar yakından gözlenmeli rehberlik edilmeli, ayrıca zorba ve kurban olarak belirlenen öğrencilerin ailelerine ev ziyaretleri yapılarak sorunun kaynağı daha yakından gözlenmelidir. Öğrencilerin BSPO orta düzeyde olduğundan, benlik saygılarını yükseltecek eğitimler, kurslar, olumlu geri bildirimlerin aileler, öğretmenler ve hemşireler tarafından verilmeli ayrıca gerektiğinde rehberlik sağlanmalıdır.

Anahtar Kelimeler: Okul Sağlığı, Akran Zorbalığı, Benlik Saygısı, Okul Hemşireliği.

ABSTRACT

Objective: This study was conducted to examine peer victimization and self-esteem in children.

Methods: 13 secondary schools constituted the sample of the study. 1052 students from these secondary schools were selected from the population for the sample. The data were collected by using the “Personal Information Form”, “Peer Victimization Identification Scale-Adolescent Form”, and “Coopersmith Self-Esteem Inventory”.

Results: The correlations between the self-esteem score averages (SESA) and victimization score averages (VSA) was not found to be statistically significant in the study ($p=0.431$). The correlations between the peer victimization score averages (PVSA) and SESA were found to be highly positive statistically significant ($p=0.012$). Moreover, there was a moderate positive correlation between the VSA and PVSA ($p<0.001$).

Conclusion: Since the VPA and PVPA of students are high, families and school employees should be educated on peer victimization, children should be closely monitored and guided. Furthermore, families of the students determined as bullies and victims should be visited, and the source of the problem should be examined more closely. Since the SEPA of students is at a medium level, training, courses and positive feedbacks should be provided by families, teachers and nurses to increase their self-esteem and they should be guided when required.

Key words: School Health, Peer Bullying, Self-Esteem, School Nursing.

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Yazar Katkıları: A) Fikir/Kavram, B) Tasarım, C) Veri Toplama ve/veya İşleme, D) Analiz ve/veya Yorum, E) Literatür Taraması, F) Makale Yazımı, G) Eleştirel İnceleme

1. INTRODUCTION

Schools are the most important educational institutions in which children and young people interact with each other intensively. Although it is attempted to take precautions within the framework of school rules, aggressive behaviours that are among the results of interpersonal interaction appear to be a universal problem at schools (1-3).

Although the terms of aggression, violence and bullying are used interchangeably in daily life, they have different characteristics. Aggression is considered to be an innate impulse while violence and bullying are considered to be a kind of aggression. The first studies on bullying were initiated by a Norwegian researcher, Olweus. According to the definition made by Olweus in 1993, bullying is defined as the constant performing of negative actions by one or more students to another student to damage and disturb him/her intentionally (4).

The negative effects of bullying on the personality structure of students can be observed in the long term (5-7). A decrease is experienced in the self-esteem of students who are exposed to bullying (8). The self-concept takes an important place in the development of a healthy personality (9-12). When the studies conducted are examined, it is observed that the high level of individual's self-perception, in other words, high self-esteem, can prevent the emergence of bullying behaviours. It has been observed that bullying behaviours decrease when self-esteem is high (13-14).

In a study conducted by Pişkin in Turkey, it was determined that boys bully more than girls and majority of the victims were female. It was also determined in this study that 35% of students were victims, 30% of them were both bullies and victims, and 6% of them were bullies (15). The incidents of violence in schools in 2008 were examined by the Ministry of National Education, and it was determined that 52.2% of these incidents were verbal, 21.9% of them were physical, and 23.7% of them were emotional. Moreover, it was determined that students were mostly exposed to violence from their groups of friends (28.5%) (16). In these studies conducted, it has been revealed that bullying is common in our country.

School health nurses should know the characteristics of victim and bully and monitor risky children. They should approach victim and bully using the appropriate methods of intervention and should monitor health problems caused by bullying in children. In terms of bullying behaviours, they should identify individual, familial and environmental risk factors, organize educational programs and include the adolescent, family, teacher and all individuals in the school environment in these programs. School health nurses may provide counselling and guidance services to students for them to strengthen their self-esteem by cooperating with guidance and counselling teachers (17,18).

2. MATERIALS AND METHOD

Study Design and Sample

This research was conducted as a cross-sectional study. The sample was calculated to include 1052 secondary school students in the 95% confidence interval from secondary schools affiliated to Provincial Directorate of the Ministry of National Education included in the population of the study. While forming the sample, a total of 12 state secondary schools and a private secondary school were selected by the lottery method, according to the percentile by

dividing the total number of students in each municipality by the grand total. In state schools, there is no infirmary and nursing services are not provided. In private Secondary School, there is an infirmary, and a nurse works there. It is important to have a nursing service in order to recognize children exposed to bullying and to intervene early.

Instruments and Data Analysis:

The data were collected by using the “Personal Information Form”, “Peer Victimization Identification Scale-Adolescent Form”, and “Coopersmith Self-Esteem Inventory”. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20.0 statistical software (IBM, SPSS, Inc., Chicago, IL, USA). Number, percentage, mean, standard deviation, minimum - maximum scores, standard error, the significance test of the difference between the two averages and one-way analysis of variance (ANOVA) were used in the statistical evaluation of the data. For statistically significant difference $p < 0.05$ was taken.

The Ethical Aspect Of Research

Prior to the collection of the research data, necessary permissions were obtained from Mersin University Rectorate, Clinical Research Ethics Committee (2014-221/25.09.2014) and Mersin Governorship, Provincial Directorate of National Education (34776202/605/5671154) to which the schools, where the study would be conducted, are affiliated. This study was carried out in accordance with the principles of the Declaration of Helsinki. The data of the study were collected between 15.01.2015 and 15.04.2015. The schools, from which the research data would be collected, were visited, and the aim of the study was explained to students, and family consents were distributed. Each school was visited for the second time, the questionnaire and scale questions were distributed to the students from whom family consents and children assent were received, and sufficient time (45 min) was given. The researcher waited while the questionnaires were filled in, the necessary explanations were made on the required questions, and students were asked to fill out the questionnaires completely.

3. RESULTS

Table 1 presents some descriptive characteristics of the students who participated in the study. 56.6% of the students are in the sixth grade, 53.1% of them are female students, and 57.3% of them are 12 years old. 41.7% of these students live in Akdeniz district, 22.2% of them live in Toroslar district, 15.5% of them live in Mezitli, and 20.5% of them live in Yenişehir district. 36.3% of the students' mothers are primary school or secondary school graduates, and 47.7% of their fathers are primary school or secondary school graduates (Table 1).

Table 2 presents the distribution of the family, school and health characteristics of the students participating in the study. 94.5% of the students live together with their families. Upon examining the family attitudes perceived by children, it is observed that 48.2% of the students' families act in a democratic manner to their children while 43.9% of them act in a protective manner to their children. Regarding the economic condition of the families, in nearly half of them (47.9%), income is equal to expenses. 72.0% of the students share their problems with their families. 81.2% of the students stated that they liked their schools. When the previous

year's academic achievements of the students were evaluated, it was observed that 62.1% of them were very successful (those gaining the certificate of appreciation and achievement), 32.5% of them were successful (those who passed directly) and 5.4% of them were unsuccessful (those receiving a conditional pass, repeating a grade level). 95.3% of the students think that they have no disability while 4.7% of them consider themselves disabled. 82.7% of the students stated that they had no health problem. 50% of the students have a group of friends. 76.3% of the students do not have problems with their friends (Table 2).

Table 1. Distribution by Some Descriptive Characteristics of Students n=1052

Descriptive Characteristics	n	%
Grade		
6 th grade	595	56.6
7 th grade	457	43.4
Gender		
Female	559	53.1
Male	493	46.9
Age		
12 years	603	57.3
13 years	375	35.6
14 years	74	7
The Central District of Residence		
Akdeniz	439	41.7
Toroslar	234	22.2
Mezitli	163	15.5
Yenişehir	216	20.5
Maternal Educational Level		
Illiterate	330	31.4
Literate	159	15.1
Primary/Secondary School	382	36.3
High school	101	9.6
University	80	7.6
Paternal Educational Level		
Illiterate	87	8.3
Literate	194	18.4
Primary/Secondary School	502	47.7
High school	149	14.2
University	120	11.4

Table 2. Family, School and Health Characteristics of Students

Family, School and Health Characteristics	n	%
Status of Living Together with Parents		
Those living together	994	94.5
Those living separately	58	5.5
Family Attitudes Perceived by Children		
Democratic	507	48.2
Authoritarian	58	5.5
Indifferent	25	2.4
Protective	462	43.9
Economic Condition of the Family		
Income is less than expenses	403	38.3
Income is equal to expenses	504	47.9
Income is greater than expenses	145	13.8
Status of Sharing Problems with the Family		
Yes	757	72.0
No	295	28.0
Status of Liking the School		
Yes	854	81.2
No	198	18.8
Previous year's academic achievements		
Very successful	653	62.1
Successful	342	32.5
Unsuccessful	57	5.4
Disability status		
Disabled	49	4.7
Not disabled	1003	95.3
Health problem		
Those without it	870	82.7
Those with it	182	17.3
Group of friends		
Yes	526	50.0
No	526	50.0
Having problems with friends		
No problem	803	76.3
There is a problem	249	23.7

The correlation of the students' victimization score averages, bullying score averages and self-esteem score averages was examined in Table 3. The correlations between the self-esteem score averages (SESA) and victimization score averages (VSA) was not found to be significant in the study ($p=0.431$). The correlations between the peer victimization score averages (PVSA) and SESA was found to be highly positive significant ($p=0.012$). Moreover, there was a moderate positive correlation between the VSA and PVSA ($p<0.001$). Table 4 presents the distribution of the students' age, paternal educational status, economic condition, academic achievement and perceived attitudes according to the VSA, PVSA and SESA. No significant difference was found between the age and victimization score averages and peer victimization score averages ($p>0.05$). It was observed that there was a significant difference between age and self-esteem score averages ($p=0.004$). No significant difference was found between the paternal educational status and victimization score average and peer victimization score average ($p>0.05$). A significant difference was determined between the paternal educational status and self-esteem score average ($p<0.05$). It is observed that there was an increase in the self-esteem of children as the paternal educational status increased. There is a

significant difference between the economic condition and self-esteem score average ($p=0.035$). It draws attention that children's self-esteem increases as the economic condition of the family increases. No significant difference was found between the academic achievement and victimization score average and peer victimization score average ($p>0.05$). It is observed that there is a significant difference between the academic achievement and self-esteem score average ($p<.001$). There is no significant difference between the perceived attitude of the family and VSA and PVSA ($p>0.05$). There is a significant difference between the perceived attitude of the family and SESA (Table 4, $p<.001$)

Table 3. Students' VSA, PVSA and SESA Correlation

		SESA	VSA	PVSA
VSA	r	0.024	1	0.524
	p	0.431	-	<.001*
	n	1052	1052	1052
PVSA	r	0.077	0.524	1
	p	0.012*	<.001*	-
	n	1052	1052	1052
SESA	r	1	0.024	0.077
	p	-	0.431	0.012*
	n	1052	1052	1052

VSA: Victimization Score Averages, PVSA: Peer Victimization Score Averages, SESA: Self-Esteem Score Averages

r: correlation

The distribution of the students' level of liking their school, having a problem with friends and living together with parents according to the VSA, PVSA and SESA is presented in Table 5. There is no significant difference between the students who like and dislike their school in terms of the VSA and PVSA ($p=0.300$, $p=0.148$). It is observed that there is a significant difference between the students who like and dislike the school in terms of the SESA ($p<.001$). The VSA (222.1 ± 39.4), PVSA (250.8 ± 21.8) and SESA (62.8 ± 16.1) of the students who stated that they had no problem with their friends are higher. However, no significant difference was found between the students who had problems with their friends and the students who did not have problems with their friends in terms of the VSA ($p>0.05$). Furthermore, it is observed that there is a significant difference between the students who had problems with their friends and the students who did not have problems with their friends in terms of the PVSA and SESA ($p<.001$). There is no significant difference between the girls who live together with their parents and the girls who do not live together with their parents in terms of the VSA, PVSA and SESA ($p>0.05$). There is no significant difference between the boys who live together with their parents and the boys who do not live together with their parents in terms of the VSA ($p>0.05$). There is a significant difference between the boys who live together with their parents and the boys who do not live together with their parents in terms of the PVSA ($p<0.05$). No significant difference was found between the girls who live/do not live together with their parents and the boys in terms of the total self-esteem points (Table 5, $p>0.05$).

Table 4. Distribution of students' age, paternal educational status, economic condition, academic achievement and perceived attitudes according to VSA, PVSA and SESA

		VSA					PVSA					SESA				
		N	$\bar{x} \pm S$	Sx	p	F	n	$\bar{x} \pm S$	Sx	p	F	N	$\bar{x} \pm S$	Sx	p	F
Age	12 years	603	220.7±40.0	1.63	0.292	1.232	603	250.0±22.6	0.92	0.158	1.851	603	61.8±16.6	0.67	0.004*	5.549
	13 years	375	224.0±35.5	1.83			375	251.0±21.3	1.10			375	62.3±16.5	0.85		
	14 years	74	217.5±46.1	5.36			74	245.5±25.0	2.91			74	55.4±16.3	1.90		
Paternal Education Status	Illiterate	87	219.8±40.7	4.37	0.143	1.723	87	247.4±28.7	3.07	0.242	1.371	87	58.4±14.7	1.58	0.011*	3.306
	Literate	194	216.3±45.1	3.24			194	251.1±23.7	1.70			194	59.8±16.8	1.21		
	Primary school- Secondary school	502	222.0±37.7	1.68			502	249.1±22.4	1.00			502	61.4±16.4	0.73		
	High school	149	226.0±35.3	2.90			149	253.2±17.3	1.41			149	62.5±17.1	1.40		
	University	120	225.4±35.4	3.23			87	250.6±19.8	1.80			120	65.7±17.6	1.61		
Economic Condition	Income is less than expenses	403	222.7±41.5	2.07	0.760	0.274	403	250.3±21.8	1.10	0.955	0.047	403	60.0±16.7	0.83	0.035*	3.350
	Income is equal to expenses	504	221.2±37.7	1.68			504	250.0±22.8	1.01			504	62.5±16.3	0.72		
	Income is greater than expenses	145	220.3±36.0	3.00			145	249.8±22.2	1.84			145	63.0±17.4	1.44		
Academic Achievement	I gained the certificate of appreciation and achievement	653	221.6±38.4	1.50	0.189	1.670	653	250.8±20.8	0.81	0.354	1.041	653	63.6±17.5	0.68	<.001*	13.121
	I passed directly	342	220.2±41.0	2.21			342	249.0±25.1	1.36			342	58.3±14.6	0.80		
	Conditional pass, repeating a grade level	57	230.4±30.7	4.07			57	248.4±22.1	2.92			57	58.0±14.5	1.92		
Perceived Attitude	Democratic	507	223.3±37.6	1.67			507	251.7±21.1	0.93			507	64.0±16.7	0.74		
	Authoritarian	58	228.1±34.6	4.55	0.131	1.881	58	248.4±21.5	2.82	0.136	1.850	58	53.2±18.4	2.42	<.001*	14.825
	Indifferent	25	211.0±48.6	9.72			25	246.0±31.7	6.34			25	47.8±15.8	3.17		
	Protective	462	219.6±40.1	1.86			462	248.7±23.1	1.07			462	60.7±15.7	0.73		

VSA: Victimization Score Averages, PVSA: Peer Victimization Score Averages, SESA: Self-Esteem Score Averages, $\bar{x} \pm S$: Mean Standard Deviation Sx: Standard error

Table 5. Distribution of students' level of liking their school, having problems with friends and living together with parents according to VSA, PVSA and SESA

		VSA					PVSA					SESA					
		n	$\bar{x} \pm S$	$S\bar{x}$	p	t	n	$\bar{x} \pm S$	$S\bar{x}$	p	t	n	$\bar{x} \pm S$	$S\bar{x}$	p	t	
Liking the School	Yes	854	222.2±39.1	1.34	0.300	1.036	854	250.5±21.5	0.73			854	62.5±16.2	0.55	<.001*	3.913	
	No	198	219.1±38.1	2.71			198	248.0±25.6	1.82	0.148	1.448	198	57.4±18.0	1.27			
Having Problems with Friends	No problem	803	222.1±39.4	1.40	0.561	0.581	803	250.8±21.8	0.77	<.001*	1.949	803	62.8±16.1	0.57	<.001*	4.384	
	There is a problem	249	220.4±37.6	2.38			249	247.5±24.0	1.51			249	57.3±17.7	1.12			
Living Together with Parents	Female	Yes	529	219.5±42.0	1.82	0.051	-	529	249.4±23.3	1.01	0.288	-	529	62.0±17.3	0.727	0.727	0.349
		No	30	234.8±35.1	6.42		1.956	30	254.0±19.5	3.56		1.063	30	60.8±19.4	3.55		
	Male	Yes	465	223.0±35.8	1.66	0.711	-	465	251.0±21.2	0.98	0.036*	2.101	465	61.4±15.7	0.122	0.122	1.550
		No	28	225.6±27.8	5.27		0.371	28	242.3±24.0	4.52			28	56.7±17.0	3.21		

VSA: Victimization Score Averages, PVSA: Peer Victimization Score Averages, SESA: Self-Esteem Score Averages
 $\bar{x} \pm S$: Mean Standard Deviation $S\bar{x}$: Standard error

4. DISCUSSION

Upon examining the research findings, no significant relationship was found between self-esteem and victimization while a significant relationship was found between bullying and self-esteem. Bullying increases as self-esteem increases, and victimization also increases as bullying increases. Moreover, in the study carried out by Rigby with 763 students between 13 and 17 years of age in Australia in 1996, it was determined that low self-esteem increased bullying behaviour in both genders (19). Contrary to Rigby's results, it was determined in this study that the VSA and PVSA increased more in students whose self-esteem was found to be high. This situation suggested that the VSA and PVSA might have been affected by other factors in addition to the fact that the students studied were from different cultures. Furthermore, in the study carried out by Seixas et al. with 581 students between 12 and 17 years of age in Portugal in 2013, they determined that victims and bullies similarly had low self-confidence and low self-esteem (20).

According to the research results that are contrary to the results of the studies conducted by Rigby, Seixas et al., the fact that the bullying behaviour expected from children who normally had low self-esteem occurred in children whose self-esteem was higher when compared to their peers suggested that these students' tendency to bullying towards children who are weaker compared to them increased with the feelings such as thrusting themselves to the forefront, drawing attention, checking those around them unlike other students.

In the present study, students' victimization and bullying level and self-esteem were examined according to their ages. Accordingly, while victimization and bullying were observed mostly at the age of 13, the age at which self-esteem was the highest was also found to be the age of 13. In the study conducted by Sapouna and Wolke in 2013, the difference between the ages of 13 and 14 years was examined, and it was stated that 13-year-old children were exposed to bullying more and had lower self-esteem. The facts that adolescents in the age group of 13 years had more conflicts with the family, experienced more sibling victimization and had fewer close friends were shown as the reasons for it (21). Furthermore, it is also known that, since the age of 13 is the first year of adolescence and adolescents experience uncertainties about new peers / peer groups to enter while trying to reduce the ties with the family, they face risks such as a decrease in self-esteem and victimization or bullying most intensively at this age.

It was determined that the self-esteem of children increased as the paternal educational status increased. As the paternal educational status increases, the father's attitudes towards his children also change, and it is thought that children's adaptation to the social environment affects self-esteem positively by changing the perspective on life.

It was observed that children's self-esteem increased as the economic condition of the family increased. The low socio-economic status of the family negatively affects children's self-esteem. Upon examining the literature, when students are evaluated according to their socioeconomic conditions, it is observed that students from all social groups are involved as victims or bullies in bullying incidents, and that there are differences in the findings of the studies examining the relationship between exhibiting bullying behaviours and being exposed to bullying and socioeconomic level.

In the study conducted by Zhang and Postiglione with 694 students in Hong Kong in 2001, they indicated that the self-esteem levels of children from the upper socio-economic level

family were higher than the self-esteem levels of children from the lower socio-economic level family (22). This result bears similarity to the findings of the present study. In the study conducted by Çetinkaya et al. in 2009 with 521 students studying in 5th – 8th grades in Sivas, it was stated that students coming from families with the low socio-economic status were exposed to bullying behaviours more (23). The fact that students come from different socio-economic environments does not mean that family attitudes will not be the same. For this reason, their bullying and victimization may not be affected. Thus, no significant relationship could be found between socio-economic status and bullying/victimization in this study.

The fact that a student with a good economic potential participates in various activities such as sports, arts, entertainment, etc. strengthens the self-sufficient belief of the child, and the interest shown by his/her friends gives him/her the impression that he/she is valued, and this can positively affect the development of his/her self-esteem.

Students' academic achievements, victimization, bullying and self-esteem score averages were examined, and no significant difference was found between the academic achievement and victimization score average and peer victimization score average. However, a significant difference was found between the academic achievement and the self-esteem score average.

The bullying score averages of students with the high academic achievement were determined to be higher compared to those with the moderate or low academic achievement. It was found out that the self-esteem of successful students was higher. In the study conducted by Kılıç in 2017 with 763 students studying in 6th, 7th and 8th grades in Konya, it was stated that students' bullying personality trait increased as their level of achievement increased (24).

The perspectives on life and the future plans of students with high self-esteem and where they want to see themselves are clarified during the adolescence period. Academic achievement also increases in adolescents who are aware of this. Nevertheless, along with the fact that there are other factors affecting the individual's self-esteem except for academic achievement, it is also thought that the VSA and PVSA are affected by other factors except for academic achievement.

There is no significant difference between the parental attitudes perceived by students and the VSA and PVSA. There is a significant difference between the parental attitude and SESA. While the SESA was the highest (64.0 ± 16.7) among the students with democratic family attitudes, it was found to be the lowest (47.8 ± 15.8) among the students with indifferent family attitudes.

The status of liking the school and victimization and bullying score averages were examined, and no significant difference was found between the students who liked and disliked the school in terms of victimization and bullying. The status of liking the school and self-esteem score average were also examined, and the self-esteem of students who liked the school was found to be significantly higher compared to students who disliked the school ($p < 0.05$). Students with high self-esteem are students who are successful, who are aware of why they are in school, and who are conscious of the returns of the school to their present and future lives. For this reason, the fact that students with high self-esteem like their school can be considered as the positive aspect of their different perspective on life in general.

The effect of the status of having problems with friends on the difference between victimization, bullying and self-esteem score averages was examined. No significant difference

was found in victimization score averages ($p>0.05$). A significant difference was found when students' bullying score averages and self-esteem score averages were compared ($p<0.05$). The bullying score averages (250.8 ± 21.8) and self-esteem score averages (62.8 ± 16.1) of the students having problems with their friends were found to be higher. While self-esteem was determined to be high, the fact that children exhibited bullying behaviours towards children who were not members of their group of friends to stand out and draw attention among their friends may support this finding of the present study.

While there was a significant difference between the boys who live together with their parents and the boys who do not live together with their parents in terms of the PVSA, no significant difference was found in terms of the VSA and SESA. The bullying score average was found to be significantly higher in the boys who live together with their parents ($p<0.05$). The SESA of the boys who live together with their families was found to be higher than the SESA of the boys who do not live together with their families (61.4 ± 15.7). In addition to the high self-esteem of the boys living together with their families, it is believed that due to cultural characteristics they may tend to show more power by feeling the support of their families and this may also lead them to show more courage to get involved in bullying incidents. It is thought that, in the structure of the Turkish society, families teach boys from early ages that violence and bullying are the indicators of power and that these behaviours learned at young ages may continue during later age periods. Due to these cultural differences, it can also be stated that research findings can achieve different results with the studies conducted in different cultures.

5. CONCLUSION

In accordance with the research results, since the VSA and PVSA of all students are high, their families and school employees should be educated on peer victimization and children should be closely monitored and guided. Since there is no school nurse in most of the schools, nursing personnel should be provided to schools. It can be suggested that nurse personnel should be particularly pediatric nurses. Thus, it is possible to contribute to the raising of children by guiding them in keeping away from violence and by closely supporting the developmental characteristics of children. Furthermore, the families of students determined as bullies and victims should be visited, and the source of the problem should be examined more closely. Since the SESA of students is at a medium level, training, courses and positive feedbacks should be provided by families, teachers and nurses to increase their self-esteem and they should be guided when required.

In order for nurses to be able to take measures against peer victimization, which adolescents can see from their peers in school, they should organize their work according to the characteristics of victim and bully. In particular, the work of the school nurse should be specially planned for these issues so that students can be protected without being exposed to peer-victimization and bullying. Moreover, they should closely monitor children who may be at risk for self-esteem development. They should approach victim and bully by using the appropriate methods of intervention and should monitor the health problems caused by bullying in children. In terms of bullying behaviours and self-esteem, they should identify individual, familial and environmental risk factors, organize educational programs and include the

adolescent, family, teacher and all individuals in the school environment in these programs. It is also believed that it is necessary to conduct interdisciplinary studies in order to prevent peer victimization in schools.

Ethical Consideration of the Study

Prior to the collection of the research data, necessary permissions were obtained from Mersin University Rectorate, Clinical Research Ethics Committee (2014-221/25.09.2014) and Mersin Governorship, Provincial Directorate of National Education (34776202/605/5671154) to which the schools, where the study would be conducted, are affiliated. This study was carried out in accordance with the principles of the Declaration of Helsinki. The data of the study were collected between 15.01.2015 and 15.04.2015. The schools, from which the research data would be collected, were visited, and the aim of the study was explained to students, and family consents were distributed. Each school was visited for the second time, the questionnaire and scale questions were distributed to the students from whom family consents and children assent were received, and sufficient time (45 min) was given. The researcher waited while the questionnaires were filled in, the necessary explanations were made on the required questions, and students were asked to fill out the questionnaires completely.

Conflict of interest statement

The authors do not have any interest-based relationships.

Study Limitations

Students who are bullying and who are being bullied may not answer the questionnaire correctly because the questionnaire is applied in the classroom environment.

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