



The Relationship Between Parental Attitudes, Basic Psychological Needs, and Bullying Status in High School Students *

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Abstract

The purpose of this study is to explore the relationship between parental attitudes and basic psychological needs, and bullying and victimization among high school students. Furthermore, it focuses on whether the distribution of the status of bullying differs according to gender and experiences of domestic violence. The study group comprises 697 Turkish high school students and the data collection tools used are the Peer Bullying Scale Adolescent Form, Parents' Attitude Scale, Basic Psychological Needs Scale, and Personal Information Form. Multinomial logistic regression analysis was conducted to investigate the associations of parental attitudes and basic psychological needs with bullying status. Results indicate that all sub-factors of parental attitude and the sub-factor of relatedness regarding basic psychological needs are associated with bullying at a statistically significant level, whereas the sub-factors of autonomy and competence regarding basic psychological needs are not associated with bullying at a statistically significant level. The sub-factor of involvement regarding parental attitude decreases the possibility of being a bully or a bully/victim, the sub-factor of psychological autonomy decreases the possibility of being a victim or a bully/victim, and the sub-factor of control decreases the possibility of being a bully/victim, whereas the sub-factor of satisfaction of the need for relationships decreases the possibility of being a victim or a bully/victim. The study results show that 70.7% of students were involved in peer victimization. The distribution of the status of bullying also differs according to gender and experiences of domestic violence at a statistically significant level. The study findings are discussed in light of the literature and some suggestions are offered.

Keywords

Peer victimization
Bullying status
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Introduction

Bullying is an important behavioural problem that has a negative impact on many children and adolescents. Bullying is a form of aggression in which one or more individuals continuously show direct or indirect aggressive behaviour towards a weaker person or people with the intention of hurting them (Olweus, 1997). In order for a behaviour to be accepted as 'bullying', there must be no balance of power between the two parties, the behaviour must aim to hurt, and it must be repeated at certain intervals. Bullying behaviour must also arise without any provocation (Olweus, 1994). When a behaviour is not repeated or it is displayed between people who are equal or close to each other in terms of power, it is not accepted as bullying but rather as violence (Berger, 2007; Sullivan, 2011).

A great number of studies have been conducted on the prevalence of bullying among children and teenagers as well as whether it differs according to gender. These studies reveal that peer victimization is quite a common problem. The research conducted by Nansel, Craig, Overpeck, Saluja, and Ruan (2004) with adolescents from 25 countries revealed that the rate of involvement in bullying ranged between 9% and 54%. The rate of involvement in bullying was 36.3% among 8th and 11th grade students according to another study carried out by Liang, Flisher, and Lombard (2007), while in a study conducted with 202,056 primary, secondary, and high school students from 40 countries, this rate was shown to be 26% (Craig et al., 2009). According to the study carried out by Cosma et al. (2020), in which they examined more than 700,000 data gathered from adolescents in 37 countries in Europe and North America between the years of 2002 and 2014, 46.5% of the male participants and 45.3% of the female participants reported bullying/victimization. Hu, Xue, and Han (2021) carried out a study with Chinese students in the 4th through 12th grades and found that 61% of the female students and 51% of the male students were minimally involved in bullying.

A study conducted in Turkey on the prevalence of bullying revealed that 35.1% of 4th, 5th, 6th, 7th, and 8th grade students are 'victims', 30.2% are 'bullies', and 6.2% are 'both victim and bully' (Pişkin, 2010). Other research concluded that 21.3% of secondary school students are victims, 4.6% are bullies, and 4.6% are both bullies and victims (Atik & Yerin Güneri, 2013). Research conducted with Turkish high school students showed that 35.5% of the students suffered from physical bullying, 28.3% of them experienced emotional bullying, and 15.6% of them were exposed to sexual bullying at least once in an academic year (Karaman Kepenekci & Çinkır, 2006). Another study conducted with 9th and 10th grade students revealed that 17% of the students were involved in bullying (Arslan, Savaşer, & Yazgan, 2011).

A literature review shows that bullying is generally more common among males compared to females (Arslan et al., 2011; Atik, 2009; Ayas & Pişkin, 2011; Craig et al., 2009; Ergün, 2015; Forero, McLellan, Rissel, & Bauman, 1999; Olweus, 1994; Pereira, Mendonça, Beto, Valente, & Smith, 2004; Pişkin, 2010). However, study results regarding bullying according to gender are not in full agreement with each other. Some studies suggest that bullying victimization does not differ according to gender at a statistically significant level (Burnukara & Uçanok, 2012; Ergün, 2015; Kapçı, 2004), while some indicate that girls suffer from bullying more than boys (Arslan et al. 2011; Craig et al., 2009; Pişkin, 2010) and others report that the rate of victimization among males is higher than that of females (Açıkgöz, 2017; Ayas & Pişkin, 2011; Aypay & Durmuş, 2008). There are also studies stating that the possibility of being a bully/victim is higher for males compared to females (Arslan et al., 2011; Craig et al., 2009; Pişkin, 2010). Considering the results of various studies all together, it may be said that the possibility of bullying and being a bully/victim is higher for males but that gender does not create a statistically significant difference in bullying/victimization.

Bullying and victimization are both important threats for the physical and mental health of children and teenagers. In a review study, Rigby (2003) noted that longitudinal studies reveal that peer victimization is a significant factor that decreases school children's physical health and well-being with long-term effects. Examining studies focused on the results of bullying, Rigby (2003) addressed the results of bullying within four different categories: (1) low levels of psychological well-being, (2) poor social adjustment, (3) psychological distress, and (4) poor physical health. Bullying is associated with

significant mental health problems such as self-injury, aggressive behaviour, and psychotic symptoms, and it has long-term results (Arseneault, Bowes, & Shakoor, 2010; Salmon, James, & Smith, 1998; Wolke & Lereya, 2015). In a study carried out with adolescents, Baldry (2004) revealed that experiencing indirect bullying (the spreading of rumours or intentionally not speaking to the victim) strongly predicts withdrawal, somatic problems, anxiety, and depression. According to another comprehensive study examining data from many countries, bullies, victims, and bullies/victims report more health problems and weaker emotional and social adjustment in almost all countries (Nansel et al., 2004). Students involved in bullying, especially as victims and bullies/victims, also have psychosomatic problems (Forero et al., 1999; Gini & Pozzoli, 2009). Furthermore, the majority of students involved in bullying have low levels of academic success (Lam, Law, Chan, Wong, & Zhang, 2015).

A review of the literature further shows that the number of studies focusing on variables associated with bullying, especially domestic ones, has grown in recent years (Wolke & Lereya, 2015). The variables that have been most frequently addressed in relation to bullying are parents' interest and support, control and monitoring, parental affection, and level of compassion (Boel-Studt & Renner, 2013; Kokkinos, 2013). According to a review of 154 studies on family processes and bullying conducted between 1970 and 2017, there is evidence of linkages between bullying and parents' mental health, domestic violence, child abuse and neglect, maladaptive parenting, lack of communication, and parental involvement and support (Nocentini, Fiorentini, Di Paola, & Menesini, 2019). It has also been reported that conflicts between children and parents are positively associated with both victimization and bullying and strongly predict bullying and victimization (Georgiou & Stavriniades, 2013). Carter, Watt, and Esterhuysen (2020) carried out a study with pre-adolescents in South Africa and found that parental assent was negatively associated with bullying while high levels of parental control were positively associated with bullying.

Adolescents who are bullies and victims see their parents as weak and more interventionist than other students in terms of problem-solving, communication, emotional support, control of behaviour, and general performance (Cenkseven Önder & Yurtal, 2008; Gür, Eray, Makinecioğlu, Sıgırlı, & Vural, 2020; Perren & Hornung, 2005). Victims experience high levels of criticism, fewer rules, and maltreatment at home, whereas bullies experience a lack of control, maltreatment, and family violence (Holt, Kantor, & Finkelhor, 2008). Having conflict in the family, witnessing violence as a child, and experiencing maltreatment as a child are factors that enhance the possibility of aggressive behaviour and bullying among children (Boel-Studt & Renner, 2013; Duncan, 1999, 2004; Ergün, 2015; Holt et al., 2008; Nocentini et al., 2019). As is seen in the literature, parental involvement and support, emotional affection and compassion, healthy in-family communication, and monitoring of the child are influential in preventing bullying behaviours among children.

The family environment appears to be a basis for the development of many behaviours and is also associated with the development of bullying. The family is the environment in which the basic needs of family members are first met. According to the theory of self-determination, individuals have three basic needs of autonomy, competence, and relatedness, and this theory suggests that supportive parental behaviours facilitate the process of meeting basic psychological needs while negative parental behaviours hinder the satisfaction of those needs (Deci & Ryan, 2000). When the needs of relatedness, autonomy, and competence are met, children grow up as prosocial individuals with high levels of social adjustment. Prosocial and adaptive individuals are expected to have a lower level of risk of becoming involved in bullying (Lam et al., 2015). Studies on this issue show that basic psychological needs not being met cause children to be more aggressive (Şahin & Korkut Owen, 2009), experience bullying/victimization at a higher level (Gök & Cenkseven Önder, 2018), and display submissive behaviours (Hamurcu & Sargın, 2011). Therefore, it seems significant to address the relation between parental attitudes and basic psychological needs on the one hand and bullying on the other.

It is of crucial importance to explore factors that are related to peer bullying and victimization, which have long-term negative effects on the mental health of children and teenagers. The literature shows that high school students have lower rates of involvement in bullying than primary and

secondary school students (Goldbach, Sterzing, & Stuart, 2018; Hu et al., 2021). For this reason, studies on bullying generally focus on primary and secondary school students (Atik & Yerin Güneri, 2013; Burnukara & Uçanok, 2012; Cenkseven Önder & Yurtal, 2008; Gür et al., 2020; Kapçı, 2004; Pekel Uludağlı & Uçanok, 2005; Pişkin, 2010), although there are also some studies carried out with high school students in Turkey (Gök & Cenkseven Önder, 2018; Totan & Deniz Yöndem, 2007; Ünal, 2019). These studies focus on variables within the family related to bullying such as parental emotional accessibility (Gök & Cenkseven Önder, 2018), functionality of the family (Ünal, 2019), and relationships with parents (Totan & Deniz Yöndem, 2007).

The present study, focused on examining relationships between bullying and parental attitudes, is expected to contribute to the findings about family variables in the literature. Moreover, the relationship between satisfaction of basic psychological needs and bullying has not yet been addressed sufficiently. The present study is expected to contribute to the literature in this regard, as well. The relationship between bullying and the aforementioned variables have not been addressed for high school students in Turkey. The period of adolescence, which starts in secondary school years, goes on into high school years. Adolescents, who experience rapid physical and emotional changes (Steinberg, 2007), go through a vulnerable period in terms of their relationships with their parents and the satisfaction of their own psychological needs. Starting from this point, the present study focuses on high school students. Within this framework, the study seeks an answer to the following question: "Are parental attitudes and basic psychological needs associated with high school students' statuses of bullying (bully, victim, bully/victim, neutral) at a statistically significant level?" Moreover, the study aims to investigate the rate of involvement in bullying among high school students and whether bullying status differs according to gender and experiences of domestic violence at a statistically significant level.

Method

Participants

The study group comprised 697 high school students attending public high schools in a central district of a city located in the South-Eastern Anatolian Region in Turkey in the 2019-2020 academic year. Distributions of the study group regarding gender, age, experiences of domestic violence, and bullying are given in Table 1.

Table 1. Distributions of Students Regarding Demographic Qualities, Experiences of Domestic Violence, and Bullying Status

Variables	Group	Frequency	Percentage
Gender	Female	387	55.5
	Male	310	44.5
Age	14	61	8.8
	15	220	31.6
	16	192	27.5
	17	158	22.7
	18 years old and older	66	9.5
Domestic Violence	No	493	70.7
	Yes	204	29.3
Bullying Status	Neutral	204	29.3
	Bully	27	3.9
	Victim	170	24.4
	Bully and Victim	296	42.5
Total		697	100

Measures

The Peer Bullying Scale Adolescent Form was used to identify the bullying status of students (bully, victim, bully/victim, neutral/not involved in bullying), the Basic Psychological Needs Scale High School Form was used to identify the level of students' satisfaction in terms of basic psychological needs, the Parents' Attitude Scale was used to identify the attitudes of parents, and the Personal Information Form developed by the researchers was used to gather demographic information from the participants.

Peer Bullying Scale Adolescent Form. This form was developed by Ayas and Pişkin (2015) to identify adolescents who bully and who are exposed to bullying. At the end of the first-level and second-level confirmatory factor analysis conducted for construct validity in line with 6 sub-factors of the dimensions of bully and victim, it was clear that the scale was composed of 6 sub-scales, which are physical bullying, verbal bullying, isolation, rumour spreading, harming properties, and sexual bullying, and it consists of 53 items in total. Each item is answered with either 'I did it' or 'It was done to me'. For the Victimization Scale, the Cronbach alpha internal consistency reliability coefficient is 0.93 for the total scale, 0.82 for the sub-scale of 'physical bullying', 0.75 for 'verbal bullying', 0.77 for 'isolation', 0.75 for 'rumour spreading', 0.80 for 'harming properties', and 0.88 for 'sexual bullying'. For the Bullying Scale, the Cronbach alpha internal consistency reliability coefficient is 0.92 for the total scale, 0.83 for the sub-scale of 'physical bullying', 0.74 for 'verbal bullying', 0.75 for 'isolation', 0.66 for 'rumour spreading', 0.79 for 'harming properties', and 0.88 for 'sexual bullying'.

Within the framework of the present study, the Cronbach alpha internal consistency coefficient was calculated for the Bullying Scale, the Victimization Scale, and the sub-scales of these two scales. The analysis conducted for the Victimization Scale shows that the Cronbach alpha internal consistency coefficient is 0.94 for the total scale, 0.85 for the sub-scale of 'physical bullying', 0.75 for 'verbal bullying', 0.82 for 'isolation', 0.79 for 'rumour spreading', 0.77 for 'harming properties', and 0.82 for 'sexual bullying'. The analysis for the Bullying Scale reveals that the Cronbach alpha internal consistency reliability coefficient is 0.94 for the total scale, 0.89 for the sub-scale of 'physical bullying', 0.78 for 'verbal bullying', 0.79 for 'isolation', 0.78 for 'rumour spreading', 0.78 for 'harming properties', and 0.84 for 'sexual bullying'.

Parents' Attitude Scale. This scale was developed by Lamborn, Mounts, Steinberg, and Dornbusch (1991), benefiting from the dimensions put forth by Maccoby and Martin (1983) of responsiveness and demandingness as to the child as well as other scales of parental attitudes. Yılmaz (2000) adapted the scale into Turkish with a study group comprising primary, secondary, and high school students. Test-retest values and internal consistency reliability coefficients were found to be .82 and .70 for the sub-scale of acceptance/ involvement, .88 and .69 for the sub-scale of control/supervision, and .76 and .66 for psychological autonomy. Varimax rotation analysis conducted with three factors showed that the first factor accounts for 13.7% of the total variance, the second factor accounts for 10.9% of the total variance, the third factor accounts for 7.5% of the total variance, and the three factors together account for 32.1% of the total variance among high school students (Yılmaz, 2000). The Parents' Attitude Scale is composed of the three sub-factors of involvement/acceptance, psychological autonomy, and control/supervision. Within the framework of the present study, the Cronbach alpha internal consistency reliability coefficient is .76 for the sub-scale of involvement/acceptance, .68 for control/supervision, and .67 for psychological autonomy.

Basic Psychological Needs Scale. This scale was developed by Deci and Ryan (2000) and adapted into Turkish by Kesici, Üre, Bozgeyikli, and Sünbül (2003) with a sample group consisting of university students. The original form is composed of three sub-scales, which are competence, autonomy, and relatedness, and 21 items in total. In the adaptation study conducted by Şahin (2007) with high school students, the number of factors was reduced. The original scale was developed with the aim of identifying three needs, but the factor analysis conducted within the framework of this study showed that three items did not have a factor load in the first factor and one item decreased the reliability, so it was removed from the scale. Thus, the Turkish high school form of the scale comprises 17 items. For this high school form of the scale, the Cronbach alpha internal consistency reliability

coefficient is .77 for the sub-factor of 'relatedness', .64 for the sub-factor of 'competence', and .69 for the sub-factor of 'autonomy'. The reliability coefficient for the total scale is .82. The analysis conducted within the framework of the present study reveals that the Cronbach alpha internal consistency reliability coefficient is .85 for the total scale, .78 for 'relatedness', .57 for 'competence', and .65 for 'autonomy'.

Personal Information Form. A Personal Information Form was developed by the researchers. The form consists of questions to obtain information about the participants' gender, age, school, and class. Furthermore, an item was included to identify participants' experiences of domestic violence, which says 'Family members inflict violence on each other in my family'. The participant is asked to respond to this by choosing an alternative among 'never', 'rarely', 'sometimes', 'often', and 'always'.

Data Collection Process

The researchers first obtained the necessary permission from the scholars who had developed and/or adapted the data collection tools to be used in the present study as well as ethical permission from the Hacettepe University Ethics Commission (Hacettepe University permission dated 24.10.2019 and numbered 35813172-300). To gather data from schools of the Ministry of National Education, a pre-application was done via ayse.meb.gov.tr, and the necessary permission was received from the Provincial and District Directorate of National Education. The researchers contacted the directorates of the individual schools as well as the classes to set suitable dates and times to gather information. On the same day, previously selected classes were given information about the research and researchers before they were given the Parental Approval Form. On the day chosen in advance for administration of the scale forms, the researchers visited the chosen classes and asked the students who had brought the Parental Approval Form to fill in the Voluntary Participation Form. After collecting these forms, the students were informed about the administration of the scales and the administration process was begun. Scales were personally distributed by the first author of the study and this data collection process lasted for about 1.5 months.

Data Analysis

SPSS 22 was used to analyse the study data. Before the analysis, the dataset was checked for missing data. It was confirmed that there were no missing data. Furthermore, an outlier check, which is an assumption regarding independent variables in logistic regression, was conducted. For independent variables, z scores for univariate outliers and Mahalanobis distance values for multivariate outliers were calculated. Variables having standard z values that fall outside of the interval of -3.29 to +3.29 are described as multivariate outliers, whereas Mahalanobis distance values below $p=.0001$ are described as multivariate outliers (Mertler & Vannatta, 2005; Tabachnick & Fidell, 2007). No outliers were found in the present study as standard z values and Mahalanobis distance values fell within the specified intervals.

Logistic regression analysis can be done only when there is not a problem of multicollinearity among the independent variables. The problem of multicollinearity arises when the correlation between variables is high ($r>.90$). This can be checked by examining tolerance and variance inflation factor (VIF) values. A tolerance value lower than 0.10 and a VIF value higher than 10 signify a problem of multicollinearity among independent variables (Tabachnick & Fidell, 2007). Tolerance values are higher than 0.10 and VIF values are lower than 10 in the present study, which means that there is no multicollinearity problem among independent variables. Logistic regression analysis assumes that there is a linear relationship between independent and logit values of the dependent variable (Şenel & Alatlı, 2014). The linearity assumption was examined at the .05 significance level using the Box-Tidwell approach (Tabachnick & Fidell, 2007), and it was clear that the assumption was met. For the assumption of independence of errors, the ratio of chi-square statistics of goodness of fit index values to its own degree of freedom was calculated. The chi-square from the deviance findings of logistic regression model was used for this calculation. The distribution parameter (ϕ) was found to be 0.75. As a result, it was clear that there was not a problem of over dispersion. In other words, the observed variance was not larger than the expected variance.

Chi-square analysis was conducted to identify whether there was a statistically significant difference in the distribution of bullying status according to gender and experience of domestic violence. This is a non-parametric method that shows whether there is a difference between rates regarding two categorical variables. Although the experience of domestic violence was asked as a question of frequency in the 5-point Likert-type format on the Personal Information Form, it was seen that the frequency value was not enough for each category and so the analysis was conducted after the responses were converted to yes-no format. In this process, the response 'never' was accepted as 'no', whereas all other responses were accepted as 'yes'.

Results

The Relationship Between Parental Attitudes, Basic Psychological Needs, and Bullying Status

Multinomial logistic regression analysis showed that there was a statistically significant difference of -2 log likelihood (-2LL) between the intended model and the starting model ($\chi^2(18)=118.661$, $p<.05$). In other words, the independent variables included in the intended model contributed at a statistically significant level to the estimated model. The degree of relationship between the dependent and independent variables in the logistic regression model was found to be 15.7% according to the Cox-Snell R-square value and 17.2% according to the Nagelkerke R-square value. As the R-square values in logistic regression tend to be much lower than the R-square values obtained in multiple regression, a value between 0.20 and 0.40 can be said to be very high (Şenel & Alatlı, 2014). Therefore, it may be said that the model has a medium level of strength for explaining the status of bullying. The goodness of fit of the model was also examined to identify the effectiveness of the intended model in logistic regression analysis to define the dependent variable. A statistically significant difference was not found between the observed and expected frequency values according to Pearson and deviation statistics regarding the goodness of fit of the model ($p>.05$). As a result, the fit of the model to the data is good. The model categorized 51% of the students in the neutral group, 3.7% of the students in the bully group, 8.8% of the students in the victim group, and 76.7% of the students in the victim/bully group. The accuracy of categorization is the highest in the victim/bully group. The accuracy rate of categorization for the whole model was found to be 49.8%. The independent variables that created a statistically significant value of -2LL and thus contributed to the model at a statistically significant level were found to be all of the sub-factors of the Parental Attitude Scale as well as the sub-scale of 'relatedness' of the Basic Psychological Needs Scale ($p<.05$). On the other hand, analysis of the sub-scales of 'competence' and 'autonomy' of the Basic Psychological Needs Scale revealed that the -2LL values whose difference was calculated according to the starting model were not statistically significant ($p>.05$). Thus, these dimensions did not contribute to the established logistic regression model. Regression coefficients (B), standard deviations, Wald statistics, odds ratios, and confidence intervals regarding the independent variables in the model are given in Table 2.

Table 2. Logistic Regression Analysis Results Regarding Relationship Between Independent Variables and Bullying Status

Status of Bullying		B	Standard Error	Wald	sd	p	Odds Ratio	%95 Confidence Interval	
Bully	Constant	1.507	1.892	0.634	1	0.426			
	Involvement	-0.123	0.039	9.689	1	0.002	0.885	0.819	0.956
	Autonomy	-0.008	0.043	0.037	1	0.847	0.992	0.912	1.078
	Control	-0.054	0.042	1.65	1	0.199	0.947	0.872	1.029
	Competence	0.097	0.072	1.814	1	0.178	1.101	0.957	1.268
	Autonomy	-0.012	0.091	0.016	1	0.899	0.989	0.827	1.182
	Relatedness	-0.019	0.052	0.137	1	0.712	0.981	0.886	1.086
Victim	Constant	2.954	1.074	7.566	1	0.006			
	Involvement	-0.03	0.024	1.666	1	0.197	0.97	0.926	1.016
	Autonomy	-0.066	0.022	8.866	1	0.003	0.936	0.896	0.978
	Control	0.048	0.028	2.958	1	0.085	1.049	0.993	1.107
	Competence	0.029	0.038	0.602	1	0.438	1.03	0.956	1.109
	Autonomy	-0.052	0.047	1.192	1	0.275	0.95	0.865	1.042
	Relatedness	-0.074	0.026	8.018	1	0.005	0.928	0.882	0.977
Bully/Victim	Constant	7.337	0.941	60.832	1	.000			
	Involvement	-0.063	0.021	8.911	1	0.003	0.939	0.901	0.979
	Autonomy	-0.083	0.02	17.406	1	.000	0.920	0.885	0.957
	Control	-0.061	0.022	7.587	1	0.006	0.941	0.901	0.983
	Competence	0.003	0.034	0.009	1	0.925	1.003	0.939	1.072
	Autonomy	-0.005	0.043	0.012	1	0.914	0.995	0.915	1.083
	Relatedness	-0.069	0.024	8.286	1	0.004	0.933	0.891	0.978

Reference Category: Neutral

R²=0.157 (Cox and Snell)R²=0.172 (Nagelkerke)

Each category of bullying status was considered separately in comparison to the neutral group (reference category). The significance of the logistic regression coefficient of each independent variable in the model was checked with the Wald test. Only the sub-factor of 'involvement' of the Parents' Attitude Scale was found to be statistically significantly correlated with the possibility of being included in the category of 'bully' (Wald=9.689, $p < .05$). The sub-factor of 'psychological autonomy' of the Parents' Attitude Scale (Wald=8.886, $p < .05$) and the sub-factor of 'relatedness' of the Basic Psychological Needs Scale (Wald=8.018, $p < .05$) were found to be statistically significantly correlated with the possibility of being included in the category of 'victim'. The possibility of being included in the category of 'bully/victim' correlated at a statistically significant level with the Parents' Attitude Scale's sub-factors of 'involvement' (Wald=8.911, $p < .05$), 'psychological autonomy' (Wald=17.406, $p < .05$), and 'control' (Wald=7.587, $p < .05$) as well as the Basic Psychological Needs Scale's sub-factor of 'relatedness' (Wald=8.286, $p < .05$). The B coefficient is negative and the odds ratio is lower than 1 for all statistically significant factors, which means that the direction of the correlation is negative. An increase in the involvement of the parents decreases the possibility of having both 'bully' and 'bully/victim' status rather than being 'neutral'. A one-unit increase in parental involvement leads to a decrease of 11.5% (.885-1.00) in the odds of 'bully' status, whereas it causes a decrease of 6.1% in the odds of 'bully/victim' status. A one-unit increase in the psychological autonomy of the parents leads to a decrease of 6.4% (.936-1.00) in the odds of 'victim' status, whereas it causes a decrease of 8% (.920-1.00) in the odds of 'bully/victim' status. A one-unit increase in parental control leads to a decrease of 5.9% (.941-1.00) in the odds of 'bully/victim' status. A one-unit increase in the satisfaction of the need for relatedness leads to a decrease of 7.2% (.928-1.00) in the odds of 'victim' status, whereas it causes a decrease of 6.7% (.933-1.00) in the odds of 'bully/victim'.

Results Regarding the Prevalence of Bullying and the Status of Bullying According to Gender and Domestic Violence

The findings reveal that 296 (42.5%) of the students are bullies/victims, 170 (24.4%) are victims, and 27 (3.9%) are bullies, which means that 70.7% of the participating students have been involved in peer bullying. On the other hand, 204 (29.3%) of the students are neutral, which means that they have not been involved in bullying. Within the scope of the present study, chi-square analysis was conducted to see whether the distribution of bullying status differed at a statistically significant level according to gender or experiences of domestic violence and the results of this analysis are given in Table 3 below. The percentages shown in this table are in-group percentages belonging to each group of the independent variables.

Table 3. Results of Chi-Square Analysis Regarding the Distribution of Students' Bullying Status According to Gender and Experiences of Domestic Violence

		Bullying Status				Chi-Square	sd	p
		Neutral	Bully	Victim	Bully/Victim			
Gender	Female (%)	32.5	3.1	28.4	36.2	17.990	3	.000*
	Male (%)	25.5	4.8	19.4	50.3			
Domestic Violence	No (%)	33.9	4.1	24.3	37.7	21.266	3	.000*
	Yes (%)	18.1	3.4	24.5	53.9			

As seen in Table 3, there are statistically significant relationships between bullying status and gender ($\chi^2(3)=17.990$, $p<.05$) and experiences of domestic violence ($\chi^2(3)=21.266$, $p<.05$). While 36.2% of the female participants are bullies/victims, 32.5% are neutral, 28.4% are victims, and 3.1% are bullies, 50.3% of the male participants are bullies/victims, 25.5% are neutral, 19.4% are victims, and 4.8% are bullies. The analysis shows that both female and male participants display a similar order of distribution of bullying status. For both genders, the category with the highest percentage is 'bully/victim' and that with the lowest percentage is 'bully'. Female participants' percentages of belonging to the 'neutral' and 'victim' categories are higher than those of male participants, while male participants' percentages of belonging to 'bully' and 'bully/victim' are higher than those of female participants. The percentage of those not involved in bullying or, in other words, neutral is 33% among those who have not experienced domestic violence, whereas it is 18.1% among those who have experienced domestic violence. The percentage of bullying involvement among those who have not experienced domestic violence (4.1%) is higher than the percentage of bullying involvement among those who have experienced domestic violence (3.4%). The percentage of victimhood is similar between those who have not experienced domestic violence (24.3%) and those who have (24.5%). The percentage of 'bully/victim' status is higher among those who have experienced domestic violence (53.9%) than those who have not (37.2%).

Discussion

The present study has aimed to investigate the relationships among parental attitudes, basic psychological needs, and high school students' bullying statuses and whether there is a statistically significant difference in students' bullying involvement according to gender or experiences of domestic violence. The first key finding was that a one-unit increase in parents' involvement in turn decreases adolescents' possibility of being a bully or bully/victim. This finding supports the findings of other studies in the literature revealing that parents' involvement is negatively associated with bullying and victimization (Arslan & Savaşer, 2012; Stevens, Bourdeaudhuij, & Van Oost, 2002). Positive parental attitudes including the establishment of good communication with children, warmth and affection towards children, parental involvement and support, and parental supervision are protective against peer bullying (Lereya, Samara, & Wolke, 2013; Nocentini et al., 2019). It is well known that the concern and involvement of parents has important effects on children's academic, emotional, and social development (Newland, Coyl-Shepherd, & Paquette, 2013) as well as children's skills of self-regulation

(Grolnick & Kurowski, 1999). Therefore, it is an expected finding that parental involvement is a factor that decreases the possibility of a child developing undesirable behaviours such as bullying.

As another finding of this research, psychological autonomy provided by parents decreases the possibility of being a bully/victim or victim. Previous studies in the literature revealed that psychological control leads to a decrease in adolescents' levels of self-esteem and an increase in their levels of loneliness and bullying (Sayıl & Kındap, 2010), also leading to negative strategies of emotion regulation (Daşcı, 2015). As psychological control increases, adolescents feel restricted in terms of a basic psychological need and so their level of depression increases, whereas when there is a high level of support of autonomy, adolescents' levels of satisfaction of needs increase as well (Costa, Cuzzocrea, Gugliandolo, & Larcan, 2015). The literature also shows that acceptance by parents is negatively associated with bullying, while over-monitoring is positively associated with bullying (Carter et al., 2020). Therefore, children grow up to be autonomous individuals when parents take children's needs into consideration and provide children with a certain extent of opportunities to move, choose, and experience. This will, in turn, ensure that children avoid being victims of bullies, defending and expressing themselves. The present study similarly reveals that psychological autonomy provided by parents decreases the possibility of being a bully/victim or victim rather than bully.

Another finding of the present study indicates that parental monitoring decreases the possibility of being a bully/victim. This finding is in parallel with the results of previous studies in the literature revealing that parental monitoring decreases problem behaviours and increases positive behaviours (Dishion & McMahon, 1998; Keijsers, 2016). Studies have similarly revealed that an insufficient level of parental monitoring increases the possibility of joining risky friendship groups (Darling, 2007), levels of bullying and victimization (Akgün, 2005), and the likelihood of being a bully or bully/victim (Atik & Yerin Güneri, 2013; Holt et al., 2008; Ünal, 2019). Monitoring children's and adolescents' behaviours and choices and guiding them by understanding and supporting them will help them to develop healthy behaviours. Adolescents who are appropriately monitored by their parents may be less likely to develop undesirable behaviours such as bullying.

According to the present study, a one-unit increase in the satisfaction of the need for relatedness in terms of basic psychological needs decreases adolescents' possibility of being a victim or a bully/victim. Previous related studies indicated that victims and bully/victims describe weak relations with their classmates (Nansel et al., 2004; Perren & Hornung, 2005). As adolescents have stronger relationships with their parents, their likelihood of being a bully or bully/victim decreases (Totan & Deniz Yöndem, 2007). Adolescents who perceive insufficient levels of in-family communication have higher levels of bullying and victimization (Cenkseven Önder & Yurtal, 2008; Nocentini et al., 2019; Ünal, 2019). Lam et al. (2015) similarly concluded that victims and bully/victims perceive weak support from their teachers for their need of relatedness. As a review of the literature shows, weak relationships with family members, friends, and teachers are factors that increase bullying. This is an understandable case. One of the basic needs of people, as social beings, is human relations. People should have meaningful relationships with others in order to be loved and appreciated and have all other emotional needs met. There are studies in the literature indicating that satisfying the need for human relations decreases isolation problems, stress, depression, and loneliness (Inguglia, Ingoglia, Lica, Lo Coco, & Lo Cricchio, 2015; Mabbe, Soenens, Vansteenkiste, & Leeuwen, 2016). Insufficiency of positive and meaningful relations might lead teenagers to experience negative feelings such as worthlessness, loneliness, and anger, which may in turn cause them to be more prone to bullying or victimization.

According to the present results, the needs of competence and autonomy are not associated with bullying status. This is an unexpected finding. Self-determination theory claims that satisfying the three basic psychological needs of relatedness, autonomy, and competence will have a significant impact on an individual's functionality and well-being (Ryan & Deci, 2000). Previous studies have revealed that when the need of autonomy is not satisfied sufficiently, the possibility of male and female adolescents being victims of bullying is increased (Gök & Cenkseven Önder, 2018). Although it is generally expected that satisfaction of the needs of competence and autonomy would help one to be more adaptive and prosocial, and this, in turn, would decrease bullying behaviours (Lam et al., 2015),

the present study does not support that expectation. This apparent contradiction might have resulted from the measurement process and perceptions of the items in the scale. It should also be noted that this finding contradicts another finding of the current study, which indicates that psychological autonomy provided by parents decreases the possibility of being a bully/victim or victim. The relationship between the satisfaction of the needs of competence and autonomy on the one hand and bullying and victimization on the other should be investigated in more depth in future studies.

The present study indicates that 42.5% of the participating students are bullies/victims, 24.4% are victims, and 3.9% are bullies; thus, in total, 70.7% of the participating students are involved in peer bullying. Previous studies conducted with high school students in Turkey showed that 35.5% of the students experienced physical bullying, 28.3% experienced emotional bullying, and 15.6% experienced sexual bullying at least once in an academic year (Karaman Kepenekci & Çınkır, 2006), while 17% of 9th and 10th grade high school students were involved in bullying (Arslan et al., 2011). As is clear, the rate of involvement in bullying differs among studies. However, even the lowest percentages are high enough to show that this issue must be taken seriously and steps must be pursued to address it. The present study's finding that 70% of students are involved in bullying as bullies, victims, or bullies/victims confirms that bullying is as common of a problem among high school students as it is among primary and secondary school students.

According to the present results, the likelihood of being a bully or bully/victim is higher among male students, while the likelihood of being a victim or neutral (not involved in bullying) is higher among female students. This finding supports the results of other studies in the literature (Arslan et al., 2011; Forero et al., 1999; Pereira et al., 2004; Pişkin, 2010). Craig et al. (2009) investigated the prevalence of bullying and victimization according to gender and age in 40 countries. In all 40 countries, the rate of participation in bullying was found to be higher among male students than female students. On the other hand, Smith, Lopez Castro, Robinson, and Gorzig (2019) underlined that differences in bullying according to gender do not reflect common results for all societies; gender differences in bullying can change according to cultural and gender norms. Accordingly, interventions should also vary from society to society. The fact that bullying behaviours are more prevalent among male students than female students in Turkey might result from the fact that parents tolerate violence and aggression from their sons more so than from their daughters. Children who are brought up in families that predominantly embrace patriarchal approaches might be more prone to aggression and bullying.

Students who did not report experiences of domestic violence were more likely to have a neutral status or, in other words, to not be involved in bullying. The likelihood of being a bully/victim was higher among those who reported experiences of domestic violence than those who did not. Although the likelihood of being a bully was statistically similar among those who reported experiences of domestic violence and those who did not, it was higher among those who did not report experiences of domestic violence. This last finding is an unexpected one, making it difficult to interpret bullying status in light of the status of domestic violence. It is emphasized in the literature that witnessing violence between parents strongly predicts peer bullying and bully victimization, while parental attitudes have a significant impact on children's relations with their peers at school (Baldry, 2003). Ergün (2015) also found that witnessing and/or being exposed to domestic violence increased the likelihood of being both a bully and a victim. According to the review study conducted by Nocentini et al. (2019), maladaptive parenting including domestic violence and ignorance/abuse is decisively associated with bullying in many studies. According to the results of another study conducted with adolescents, those who are punished physically for disobeying rules at home are more likely to bully their friends, while children are less likely to bully peers when they spend most of their time with adults who prefer to solve conflicts without resorting to violence (Espelage, Bosworth, & Simon, 2000). According to social learning theory, when children are directly or indirectly exposed to violence within the family, they may regard violence as an acceptable way to solve problems, and so they might be more likely to display aggressive behaviours themselves, including bullying (Bandura, 1978; Bowes et al., 2009). When children or teenagers witness domestic violence, they may take such behaviours as a model and prefer them as ways to solve their own problems. They may resort to bullying to achieve power and success.

Implications and Limitations

As a result of multinomial logistic regression analysis conducted to examine the relationships between parental attitudes and basic psychological needs and the bullying statuses of students, the model including all independent variables was found to be significant in explaining bullying statuses. The results of the present analysis show that all dimensions of parental attitudes as well as the sub-dimension of 'relatedness' of basic psychological needs contributed to the model at statistically significant levels in association with the status of bullying. A one-unit increase in parental involvement decreases adolescents' likelihood of being a bully or bully/victim, a one-unit increase in parental support for psychological autonomy decreases adolescents' likelihood of being a victim or bully/victim, and a one-unit increase in parental monitoring decreases adolescents' likelihood of being a bully/victim. A one-unit increase in satisfaction of the need for 'relatedness' among basic psychological needs decreases adolescents' likelihood of being a victim or bully/victim. This study has shown that 70.7% of the participating students were involved in bullying. Furthermore, the distribution of bullying status differed at statistically significant levels according to gender and experiences of domestic violence. Female participants' likelihood of being neutral or being a victim is higher than that of male students, while male participants' likelihood of being a bully or bully/victim is higher than that of females. The likelihood of not being involved in bullying/being neutral or being a bully/victim is higher among those who have experiences of domestic violence than among those who do not.

In general terms, the results of this study have shown that bullying is a common problem at the high school level, just as it is at the primary and secondary school levels. This is of particular concern for families, teachers, and school counsellors. It is of vital importance for all partners to work cooperatively in order to prevent bullying behaviours among teenagers in school. It would be very helpful to develop and implement programs to prevent bullying. As bullying is more common among male students, it might be better to concentrate such programs on male students. In light of this study's finding that parental attitudes as well as domestic violence and conflicts are factors that increase bullying, it would be useful to include families in these programs. Ttofi and Farrington (2009) carried out a meta-analysis study in which they investigated the effective elements of programs designed to prevent school-based bullying, and they found that such programs decreased bullying at a rate of 20-23% with the most important components of such programs being parental education, working with peers, methods of discipline, and class management and rules. Families, teachers, and psychological counsellors should work in cooperation. Families should be informed about bullying and victimization, and they should be told about the links between experiences within the family and bullying. It has been found that satisfying the need for relatedness among basic psychological needs decreases bullying. This points to the importance of establishing satisfying relations with parents, teachers, and friends. Hence, programs designed to prevent bullying should also address ways to establish meaningful and satisfying relations with others. Psychological counsellors in schools can hold seminars to raise awareness among students about peer bullying and how to deal with it. At the same time, clearly stating that bullying behaviours are against school and classroom rules and making sure that all students know the rules can also be helpful in preventing bullying.

The study has some limitations. The study group was limited to high school students in a central district in a city in South-East Anatolia in Turkey. The study results can be generalized only for groups having similar qualities. Furthermore, the present study focused on investigating the status of bullying, while specific types of bullying were not included in the evaluation. Since parental attitudes and basic psychological needs might affect each bullying and victimization type in different ways, further studies should focus on types of bullying and victimization. The present study has evaluated parental attitudes as a whole. However, the attitudes of mothers and fathers may not be similar to each other in every family, or the involvement and monitoring provided by mothers and fathers may have different effects on adolescents. In this respect, future studies could be conducted to address the attitudes of mothers and fathers separately. Finally, the present study has a cross-sectional and descriptive design. A longitudinal and in-depth study could be conducted to investigate whether the status of bullying changes over time or not and, if there are changes, what factors play a role in those changes.

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