

Showing and exposure to peer bullying in a sample of Serbian students

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Abstract: It is a fact that there are differences between study results about frequency and forms of peer bullying. Thus, we come to the problem, do students in our school properly recognize bullying, what is the rate of correlation between different bullying forms (physical, verbal, social, sexual and electronic), and the rate of correlation between exposure to different bullying forms. The obtained results have shown that showing and exposure to peer bullying among students are very different considering examined variables of gender, school location, age, and using social networks and influence of sports. There are also differences inside the categories of peer bullying, so according to the data obtained for distribution of exposure to peer bullying regarding school location (rural- urban area), gender and age of students the most frequent bullying form is psychological violence, while sexual bullying is relatively less common.

Keywords: Peer Bullying, Family Education, Rapist, Victim

1. Introduction

Bullying at school is an endemic occurrence, known to everybody who went to school. Manifested in many different forms and intensities, bullying becomes socially visible only when individual incidents receive public media attention. The attempt to determine bullying, i.e. to define it, is very important, considering that there is only one verified definition.

Bullying is defined as “deliberate and unjustified injury upon another person”. What we call “harm causing”, can be seen as the most wide definition of negative behavior effects on another person. Accordingly, the act of inflicting damage is not enough to talk about bullying, but it is necessary. The act of inflicting damage can rough be classified in verbal and non verbal and can include physical attacks, causing material damage or mental harassment, such as bullying, humiliation, social isolation and similar (Popadic, 2009, 13).

Olweus considers bullying as a “repeated aggressive behavior, with negative intent, committed by one or more students” (Olweus, 1998, 19). In the research of peer bullying forms (Popadic & Plut, 2007), the obtained results have shown the most common forms when students are victims: insulting (45, 6%), spreading of rumors (32,6%), hitting (19,2%) and threats (16,9%). Touching (sexual ha-

arrassment), dispossession or property destruction and enforcement are forms of violent behavior with less than 10 %.

In the same research, analyzing the data about peer bullying forms from the point of student-bully’s view, they have come to the following findings: verbal bullying is most admitted form (32, 4%), then comes hitting (15, 6%), threats (9, 1%), touching (7, 2%) and spreading of rumors (6, 3%).

We consider necessary to point out that bullying is more dimensional occurrence, and there are no precise differences between bullying forms, because different forms of peer bullying are interlaced and correlated. Apart named criteria and bullying forms, we consider justified to classify bullying also regarding to one more criteria, defined as “form of showing violence”. Using this criterion, it is possible to differentiate two forms of bullying: a) formal and b) informal bullying. This classification is new and there is a need for its critical evaluation, especially because all above mentioned bullying forms are incorporated in formal and informal bullying.

According to Kingery, Coggeshall and Alford (2005), the most precise information concerning the prevalence of violence among the young is best acquired through anonymous questionnaires. The accuracy increases by:

- a) Using a nationally representative sample which is large enough to identify several hundred examinees for a specific grade and related groups;

- b) Providing complete anonymity;
- c) Conducting the research within a large group, which contributes to higher privacy;
- d) Using the existing surveys which immediately fit into other research projects from school;
- e) Giving an incentive for filling in the questionnaire.

Under the term of "formal bullying" we can consider all bullying forms where the victim is frequently damaged in direct attacks. Basic characteristic of formal bullying is direct contact of perpetrator and victim of bullying, which cause physical and psychical consequences (Brankovic, 2010, 34). In specific school circumstances (large number of students, teachers and personnel), perpetrator and victim of bullying come into a direct verbal, physical and other unwanted conflicts. In these formal circumstances the victim (student) is only a passive recipient of bullying or the victim try to confront the perpetrator just in first phase of conflict (bullying). Intention of perpetrator is to cause fear. Therefore, this formal bullying can have physical, verbal, physical, social, cultural and economic character (physical harassment, rape, verbal insulting, name-calling, threats, extortion and other). Particular, but most common bullying form is making fun of the victim, which can cause depression and neurotic states, low self-esteem, disturbance of positive self image, increase anxiety, and in some cases leads to aggressive behavior.

Beside formal, there are many forms of informal bullying at school. "Informal bullying represents those violence forms where bullying is present, and victim and perpetrator are not in direct, but "hidden" relations". (Ibidem, 35) Therefore, there is no formal contact, but violent acts are performed by intermediary. Intermediaries can be other students, groups of them or some other ways of indirect communication. Effects of informal peer bullying, as a rule don't have physical character, but they reflect in their destructive influence on mental, emotional and social personal integrity. Social isolation can occur in all ages, therefore, its manifestation and the consequences it brings are different and depend on the characteristics of a person who is socially isolated (McPherson et al., 2006; Newman, Newman, 2011). One of the manifestations of the feeling of social isolation is the feeling of loneliness, and the thoughts which give support to the development of a negative self-image and lowered self-esteem, which can bring about certain psychological difficulties as well as difficulties in a person's daily functioning. Disturbing thoughts or behaviours which are not in accordance with social norms can occur, particularly if the isolation is present for a long period of time (Halmos, 2001; McPherson et al., 2006; Newman and Newman, 2011). As a consequence, the feeling of loneliness, depression, the fear of contact with other people which stems from the fear of injury by other people can occur; also fear, guilt, as well as further development of a negative self-image and the negative image about the world and other people can appear (Cacioppo and Hawkey, 2009; Hertzua et al., 2011). The most mentioned indicators of social isolation are depression, mood disorder, inability to connect with others, avoiding

other people and anxiety (Bachrach, 1980; Smith Blau, 1961; House, 2011).

2. Preliminary Research

Until '90s of last century, bullying among children and peers wasn't considered as an important social issue. A few studies (Djordjevic, B, Djordjevic, J, 1988) have pointed out that society had to engage more in children protection from bullying in family, school and some other places. Over time there have been initiated actions for protection of bullying victims, some workshops have been realized on this topic, manuals have been stamped with the accent on already noticed bullying actions, and not on their prevention. Although, we haven't studied yet school bullying enough. We have the empiric data mostly from studies dedicated to discipline problems at school. The first wide and comprehensive research about frequency and correlation of different peer bullying forms and violence accomplished by adults, was done by M. Milosavljevic (Milosavljevic, 1998). Asked about bullying frequency, just more than a third answered that they have experienced being harassed or made fun of (36, 7%) in school, and (26, 8%) out of school. In second place in regard to frequency is verbal aggression such as hitting -threats, on third place is extortion and property destruction. In fourth place is bullying form such as enforcement student to do something he doesn't want to. Kicking and physical harassment by other children have experienced 3,8 % of students in school and 4,5 % of them out of school, sexual harassment 0,8 % of students in school and 2 % out of it. According to the data, we note that mild forms of bullying (verbal bullying) are most common than more serious forms and they are more frequent in school than out of it. According to a research in England, which was conducted in the mid-80s, approximately every fourth student is involved in violence: 7% of students were victims of violence, 10% were bullies, and 6% were bullies and victims. These data were worrying, so, in 1991, the British Department of Education started a two-year campaign for the reduction of violence. This project, which was modeled on a Norwegian one, was headed by Peter K. Smith. Having summarised the findings of a number of studies, Smith concluded that approximately every fifth student in England was exposed to violence, and every tenth student performed violence on others. The children were mostly complaining about insults - 50% in primary schools and 62% in secondary schools, physical violence - 36% in primary schools and 45% in secondary schools, threats - 25% to 32% and gossip - 26% to 24%. The programme which was supposed to help in opposing violence was launched in 23 schools. The slogan which accompanied this programme was "Don't suffer in silence", and it was brought into schools by the Department of Education (Smith & Samara, 2003). From the end of 1999, schools in Great Britain have been legally bound to have designed programmes to oppose violence.

Previous surveys of school violence are related to the

fact that in the USA the term 'school violence' denotes excessive forms of physical and armed attacks, and not milder forms of aggression. According to one of the larger research projects (Bradshaw, et al., 2007), which included 15,185 students and 1,547 members of school staff from 109 elementary and high schools in Maryland, USA, violence was prevalent. The facts were as following: 49% of students experienced violence at least once during the previous month, and 31% of them took part in violence. In 1993, a National Center for the Prevention of School Violence was founded in the USA, which included raising awareness about violence in schools.

When we talk about violence among students in schools, a popular term in Japan is *ijime* which closely corresponds to the term 'violence'. *Ijime* does not refer that much to physical violence coming from the stronger student, as much as it refers to social rejection of a student by peers within his/her class (Slee, 1995). At the International conference on violence held in Japan in 1997, Japanese teachers discovered to their surprise that violence was not specific to Japan, and that the percentage of students involved in violence was similar to that in other highly-developed countries.

Another research dealt with the theme of violent behaviour and prevention of violence, particularly in the school environment. In this research (Waasdorp et al., 2011) the examinees were students, parents and teachers who work in schools, and the relation between school-related indicators which contribute to violence and to the incitement to violent behaviour was evaluated. As their starting points, the researchers examined the perception of safety, belonging to school as well as the problem of witnessing violent behaviour. Previous research projects relied on students' self-evaluations, while this research took into consideration a large number of factors such as contextual factors in schools, as well as the opinions of teachers and parents about what violent behaviour among students in school was and what facilitates its formation and development. This research is important for our research because we will borrow some of the questions used by these researchers in order to obtain valid results concerning the topic in question. The variables which were examined by the researchers were the perception of safety, belonging and witnessing the act of violent behaviour. In Serbia, within the project called "School Without Violence - Towards a Safe and Enabling Environment for Children" which was started by Unicef in cooperation with a number of government organisations in Serbia, the programme primarily targets students and adults working in schools, as well as parents and the entire local community. A starting point of this project is the collection of data concerning different forms of school violence and their prevalence in schools which are included in the project. These data serve not only as a review of the starting point for determining the guidelines for further work but also as the material which will gather, activate and motivate all the employees within a school: school staff, students, and even students' parents. Certain data from dif-

ferent phases of the research were presented to the professional and general public, and a review, i.e. publication, which is in preparation will show the results from 160 schools in Serbia. The results which are based on the answers from 58,027 students from 120 schools and 7,860 school employees, out of whom there are 5,645 teachers, 267 professional associates, 273 headmasters and secretaries, 73 school police officers and 1,602 technical staff members will be presented. On the basis of these results it is concluded that student interaction is characterised by frequent violent situations, but students consider the terms "performance of violence" and "a victim of violence" too strong and difficult for describing that kind of situations. The violent climate is widespread in the classroom which leads to students' feelings of insecurity that are also widespread. Every fourth student (27%) states that, in their school, there are students whom he/she is afraid of because they could harass or bully him/her. When forms of violence are discussed, students complain mostly about verbal violence (insults and ridicule) - 47%, and about verbal relational bullying - 34%, and then, about physical violence - 20%. Students mostly admit that they have performed direct verbal violence (33,5%), then physical violence (15,7%). Generally, it is shown that verbal violence, as in other countries, is the most prevalent form of peer violence. The research has also pointed out that there is high prevalence of violence of adults towards the children, but also there is violence of students towards the adults.

3. Methodological Orientation of the Study

It is a fact that there are differences between study results about frequency and forms of peer bullying in our country (Gasic- Pavisic, 2004; Popadic & Plut, 2007). Thus, we come to the problem, do students in our school properly recognize bullying, what is the rate of correlation between different bullying forms (physical, verbal, social, sexual and electronic), and the rate of correlation between exposure to different bullying forms.

In accordance with this problem, we have made concrete the subject of the study: Recognition, showing, exposure to and prevention of peer bullying in primary school in the district of Nisava in Serbia.

In order to respond completely to this issue and study subject, we have defined a goal of our study in this way: determine success in recognition and a correlation rate between showing and exposure to these forms (physical, psychical, social, electronic, sexual) of peer bullying in schools of Nisava district in Serbia, as well as a rate of correlation between peer bullying prevention measures with recognition, showing and exposure to peer bullying at school.

According to appointed goal, tasks and hypothesis of the study, we have determined the following variables: Independent variables: a) school location (rural- urban area), b)

gender of examinees and c) students age. Dependent variables: a) recognition of peer bullying forms (physical, mental, social, sexual, electronic), b) exposure to peer bullying (psychical, mental, social, sexual, electronic) and c) showing of peer bullying (psychical, mental, social, sexual, electronic).

Based on the set subject, tasks and hypothesis of the study, we have chosen the sample of the research. The proper sample in this study includes 668 students, age of 11 to 15 years (97 boys which is 54, 2 % of examined population and 82 girls, i.e. 45, 8 % of examinees).

Methods, techniques and instruments of research

A theoretical analysis method which will enable a theoretical view of different methodological approaches in the study of the problem of peer violence and a scientific descriptive research method were used in the research, which is in accordance with the proposed research problem. We chose scaling procedures of research as a research model with the aim of collecting data about students' attitudes and opinions. We used the judgment scale technique. Having used the judgment scale, we examined the attitudes of students towards peer violence, its prevalence among students, its forms, the ways of reacting to violence, its consequences, as well as the prevention of this kind of violence among students. For this occasion, we have constructed research instruments for collecting data: judgement scales for students, newly-constructed scales for examining students' attitudes about peer violence ((PVN, VNP, VINI). Judgement scales consist of 32 items or claims.

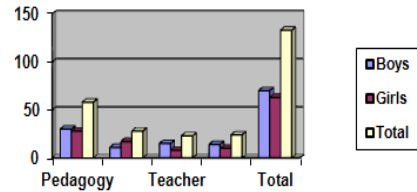
Modes and levels of statistical processing of data

During this research, we performed quantitative processing of data, a qualitative analysis and the comparison of obtained results with proposed tasks and hypotheses. Out of the methods of data analysis we used: a) reliability of instruments (Cronbach's alpha), in order to test metric characteristics and scale reliability; b) descriptive statistics (frequencies and percentages); c) correlative techniques, in order to determine the connection between variables (Pearson's correlation coefficient); d) χ^2 square test with its parameters df and p , in order to determine the level of statistical significance; and e) the calculation of arithmetic mean and standard deviation; f) the factor analysis, in order to determine a factor structure of constructed elements for research purposes.

4. Interpretation of Results

1. Frequency of violence in school – a dominant feeling of not being safe.

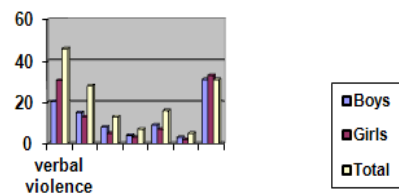
On the basis of comparison of calculated $\chi^2=22.1$ with limit χ^2 values of 7.815 and 11.341 where the number of degrees of freedom equals 3 ($df=3$) and on both levels of significance 0.05 and 0.01 (Graphic 1), it can be concluded that there is a statistically significant difference in exposure to violence between boys and girls.



Graphic 1. The frequency of exposure to violence.

2. Forms of violence that the students were exposed to - dominant verbal violence.

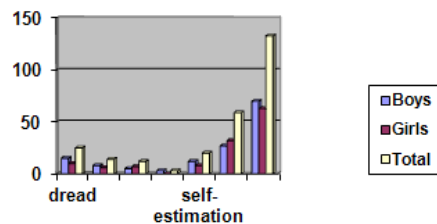
On the basis of comparison of calculated $\chi^2=14.5$ with limit χ^2 values of 11.070 and 15.086 where the number of degrees of freedom equals 5 ($df=5$) and on both levels of significance 0.05 and 0.01 (Graphic 2), it can be concluded that on the level of 0.05 there is a statistically significant difference in exposure to violence between boys and girls, while on the level of 0.01 there is no statistically significant difference.



Graphic 2. Forms of Violence.

3. Consequences of experienced violence – anxiety, depression, post-traumatic stress, low self-esteem.

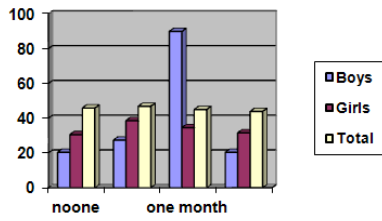
On the basis of calculated $\chi^2= 5.51$ and on both levels of statistical significance 0.05 and 0.01 (Graphic 3), along with limit values of 11.070 and 15.086 where the number of degrees of freedom equals 5 ($df= 5$), it has been determined that there is no statistically significant difference in the consequences of experienced violence in school.



Graphic 3. The consequences of violence.

4. Frequency of an occurrence of violent behaviour with victims of violence.

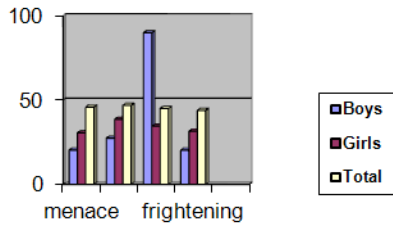
On the basis of comparison of calculated $\chi^2=15.95$ with limit χ^2 values of 9.488 and 13.272 where the number of degrees of freedom equals 4 ($df=4$) and on both levels of significance 0.05 and 0.01 (Graphic 4), it can be concluded that there is a statistically significant difference in perpetrated violence between boys and girls.



Graphic 4. The incidence of violent behavior among victims of violence.

5. Frequency of different forms of violence in boys and girls.

On the basis of comparison of calculated $\chi^2=7.27$ with limit χ^2 values of 11.070 and 15.086 where the number of degrees of freedom equals 5 ($df=5$) and on both levels of significance 0.05 and 0.01(Graphic 5), it can be concluded that there is no statistically significant difference in forms of perpetrated violence between boys and girls.



Graphic 5. The incidence of various forms of violence.

6. We have done correlations of control variables (sex and age of examinees, that is, a grade which is attended by the examinees) with the score on the violent behaviour scale. The results show that there is a statistically significant connection between attitudes concerning violent behaviour and examinees' sex (the correlation is negative and it equals $-.257^*$) (Graphic 6). This indicates that male examinees have been more prone to giving higher scores on the violent behaviour scale, that is, that they have mostly had positive attitudes when violent behaviour is in question.

Graph 6. Correlations of control variables.

		Class	Sex	Bullying
Class	Pearson Correlation	1	.016	.046
	Importance		.899	.716
	Total	668	668	668
Sex	Pearson Correlation	.016	1	-.257*
	Importance	.899		.039
	Total	668	668	668

*. Correlations is importance 0.05.

7. Electronic violence.

Matrix with communality estimates – The first factor of electronic or cyber violence for students explains 30.89% of variance, which is concerned with the advantage of electronic media, and it refers to the claim: 'I would find it difficult to live without modern technologies.' Another factor which has been singled out explains 52.13% concerning faults and dangers of electronic media, and it refers to the

claim that the development of modern technologies decreases social interaction among people. The third factor which has been singled out explains 67.00% of variance, which is concerned with the advantage of the Internet, and it refers to the claim that by using the Internet it is simple to communicate with anyone in the world (Graphic 7).

Graphic 7. The factors of the scale for testing students' attitudes towards electronic media.

Component	Total	% of Variance	Total	Cumulative %
1	3,089	30,893	3,089	30,893
2	2,124	21,241	2,124	52,134
3	1,487	14,868	1,487	67,002
4	1,120	11,200	1,120	8,202
5	,896	8,958		
6	,458	4,581		
7	,346	3,460		
8	,213	2,133		
9	,180	1,803		
10	,086	,863		

Cyber bullying has unfortunately taken root in Serbia too, so a great number of students have some knowledge about it or experience with it, or they have witnessed such act of abuse which is becoming a great problem for the young.

5. Conclusion

In first part of the study, our intention was to show in a graphic, showing and exposure to different forms of peer bullying (psychical, physical, social, sexual) depending on school location (rural- urban area), gender and age of students.

According to the data obtained we can conclude that psychological bullying form is the most common, while sexual bullying is the least common peer bullying form in rural and urban area as well. The data show that sexual peer bullying in the sample of students, relatively is not so frequent with regard to other bullying forms which doesn't reduce gravity of the problem when this kind of bullying happens.

Regarding gender of students, showing and exposure to all kinds of peer bullying (psychical, physical, social, sexual and cyber), we have noticed that boys precede in most peer bullying forms (psychical, physical, social and cyber bullying), where we can notice a consistent tendency that males are more violent than females. However, gender differences in peer bullying are, actually, very small which the obtained results of the study have shown.

If we consider exposure to peer bullying we can notice that girls are more exposed to psychical bullying than boys, while boys are more often victims of physical bullying. Explaining the reasons for this situation we can start from results of other studies (Russell & Owens, 1999; cited at Milanovic, 2004), according to them, girls demonstrate violent behavior against boys most usually by psychical bullying, and less indirect form of bullying than against other girls, while boys in their violent behavior against girls

most usually use indirect strategies of bullying than in bullying against boys. Considering exposure to cyber and social bullying among students there are no gender differences. Relevant information obtained in this study supports the fact that psychical bullying is the most common peer bullying form regardless of students' gender, while sexual bullying is the least frequent peer bullying form at both genders.

Furthermore in the study are pointed out the results of showing and exposure to peer bullying (psychical, physical, social, sexual) regarding gender of students. We have noticed that psychical bullying is the most common form within students aged from 11 to 15 years, while sexual bullying is the least frequent. Although the transversal nature of this study doesn't allow making conclusions about the growing trend of showing indirect bullying forms related to students' age, we can say that there is a trend of increased phenomenon of indirect violent behavior as they become older.

The obtained results have shown that showing and exposure to peer bullying among students are very different considering examined variables of gender, school location, age, and using social networks and influence of sports. There are also differences inside the categories of peer bullying, so according to the data obtained for distribution of exposure to peer bullying regarding school location (rural-urban area), gender and age of students the most frequent bullying form is psychological violence, while sexual bullying is relatively less common.

In bullying acts at first place is psychical, social and cyber bullying, than follows physical and sexual bullying. Considering gender and age differences of students, psychical bullying is the leading aspect of peer bullying while sexual bullying is least common. Somehow these results were expected, because psychical bullying in reports of many studies was shown as the most common form of school bullying (Popadic & Plut, 2007; Popadic, 2009). As it was shown in former studies, and also confirmed in this research, gender difference is present in bullying, i.e. we can notice consistent tendency that boys are more violent than girls.

Regarding correlation between acts of peer bullying we have obtained statistically significant correlation in demonstration of psychical, social, physical, sexual and cyber bullying. Namely, peers don't use only one bullying form in manifestation of violent behavior, but sublime named bullying forms in violent act against the victim. Therefore, bullying is more dimensional occurrence and there are no precise differences between different bullying forms, because they interweave and cause each other.

When we consider the obtained results related to correlation of exposure to peer bullying during last three months, the victims of peer bullying tell that in most cases they are exposed to all bullying forms except when we talk about acting of psychical bullying with cyber and sexual. These results can be explained by the fact that exposure to sexual and cyber bullying doesn't necessary mean psychical contact between perpetrator and victim, regarding that named bullying forms can be manifested through milder bullying

forms too, such as insulting comments with sexual connotations, swearing, showing the intimate parts of the body, distribution of photos or videos in internet etc.

Aside from bullying form the victims are exposed to, it is sure that consequences can have devastating effects for mental and psychical health, which was shown in many researches. Some of the consequences on mental health are lost of self-confidence, demoralization, depression, state of stress, problems in sexual relations, and in the segment of psychical health – psychosomatic problems, illness due to weaker immune system of a person, physical injuries as consequences of physical violence (Brain, 1997; cited at Smith & Brain, 2000).

In addition, the obtained results in our research related to act of peer bullying show that social bullying is more common in city environments than in rural area. However, if we consider the results of exposure to bullying regarding school location we notice that there is no statistically significant difference in exposure to social bullying. These results should be confirmed in some other studies, considering that in this research we didn't determine reasons for this result. Although the ambiguity of the data limits generalization of the obtained results, the data attest a possibility that school location is an important factor in showing and exposure to social bullying.

With regard to showing and exposure to peer bullying, concerning students' gender, the data of many epidemic researches refer to gender differences in frequency of peer bullying, which is partially confirmed in this study. According to study findings, it has been shown that boys are more usually perpetrators than girls, but they are also victims of direct physical bullying, such as kicking, hitting, robbery and property destruction. The reasons for preferring those bullying forms within boys compared to girls come out mostly from different socialization in peer groups. While boys socialize in big, open, hierarchically arranged groups directed to physical activity, competition and domination, girls form smaller, more compatible groups with the accent on closer relations and friendship. So when it comes to the "conflict", males do that in a direct way, face to face, above all physically or verbally, because it represents a part of their everyday activities and in accordance with their group goals (domination, competition). However, we surely need to consider differences in education of boys and girls. While, in our culture we look on aggressive boys' behavior as on something normal and expected, that makes part of male behavior, girls are grown up to be non-aggressive and to show their anger not through physical canals but through ulterior i.e. indirect ways, which is indicated in relevant pedagogical and psychological literature. Namely, differently from boys, girls are liable to adapt indirect methods of peer bullying such as rejecting, exclusion, manipulation, spreading of rumors etc. Therefore, the obtained results of the study, showing that there is no statistically significant difference between boys and girls in act and exposure to indirect bullying forms, are unexpected. These results in part can be a consequence of girls' less willingness to admit their

own violent behavior, since in almost every culture (this kind of behavior) is considered less acceptable for girls than for boys.

Regarding act of peer bullying with respect to age of students, considering the data of the study, students at age 13 proceed in acts of psychological bullying such as blackmail, threats, gossip compared to younger and older students. As we pointed out before, this data shows that violence is a consequence of simultaneous acting of numerous factors, which can not be necessarily justified with age i.e. development characteristics of a student. Age of students has no significant role in exposure to violent behavior, i.e. violent behavior can be a part of any age category of young and older students.

A use of social networks among students contributes significantly to increased number of bullying acts and exposure to cyber bullying. Considering a level of usage of informational technology by children and young people, the obtained results are coexistent, in respect of the fact that communication technologies are every day more present in life of young people and consequently there are bigger chances for their abuse. Judging by the data of the study, students users of social networks, beside cyber bullying, show higher rates of frequency in acts of social bullying forms (exclusion, plotting, threats). This is completely expected, given that models of behavior can be transformed from physical to virtual world and inversely.

This paper is a result of the research undertaken in primary schools of district of Nisava in Serbia, which had an objective to determine a level of showing and exposure to peer bullying forms, and a level of their connection as well, but also a coherence of violence prevention measures with recognition, showing and exposure to peer bullying in schools. We also wanted to determine sensibility of students to recognize different forms of peer bullying.

Beside the study of peer bullying and prevention measures, we have tested reliability of questionnaires (by Cronbach's Alpha method) made for research needs. The results have shown that all the instruments used (PVN, VNP, VINI) have satisfactory reliability.

Beside analysis of sport influence in prevention of peer bullying, we also considered influence of undertaken prevention measures at school for showing, exposure to and sensibility of students for recognition of peer bullying. In regard with obtained results we come to conclusion that undertaken prevention measures are not correlated with demonstration of violent behavior and neither with exposure to peer bullying, although we have expected negative correlations. We expected that with more present prevention measures at school, the level of bullying should be lower. In addition, we didn't get statistically significant connection between recognition of peer bullying and prevention measures. Judging by the results we can conclude that it is necessary higher engagement of all actors of educational process for further progress of peer bullying prevention procedures do not contribute significantly to reduce of bullying.

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