



Science, Movement and Health, Vol. XVI, ISSUE 2 Supplement, 2016
September 2016, 16 (2, Supplement): 335-342
Original article

INCREASING BULLYING TENDENCY IN SCHOOLS: A RESEARCH IN THE CONTEXT OF EXTRACURRICULAR SPORTIVE ACTIVITIES

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Abstract*

Aim. Aim of this research is to explore influence of extracurricular sportive activities on bully behaviors that is appeared in schools.

Methods: Survey research design, one of quantitative research approaches was used in this research. Research group was composed with convenience sampling method, one of purpose full sampling sorts. Participants of research are 163 students (74 male, 89 female) receiving education in public schools and 170 students (84 male, 86 female) receiving education in fee-paying schools.

Results: In this research, Bullying Tendencies Scale developed by Dölek (2002), was used as data collection tool. Data were analyzed with SPSS 22 program. Firstly in analysis, test of normality was done. Comparisons showing normal distribution were analyzed with t-test and ANOVA. Comparisons not showing normal distribute on were analyzed with Mann Whitney U test and Kruskal Wallis test.

Conclusions: It was appeared that students participating to extracurricular on-sportive activities in public schools had significantly bullying tendency according to students participating extracurricular sportive activities. Also, students in public schools participating extracurricular activities had significantly more bullying tendency according to students in fee-paying schools.

Keywords: bullying, schools, extracurricular sportive activities.

Introduction

Psychology is a name given to scientific effort that tries to find the main underlying reasons of human behavior (Cüceoğlu, 2010). The most complicated period of the psychology is the adolescence period without doubt. One of the behaviors in this period is the aggression. Aggression is all kinds of behaviors that contain harming others (Solak, 2009). Aggression is inherent both in humans and animals. What makes humans different is that they can bring the aggressive behaviors under control through the education received for years. Particularly in their adolescence period, aggressive behaviors of humans increase.

There can be generally groupings among students in adolescence. Sharing and having activities with peers in a group are very important and preferential for adolescents (Çivilidağ, 2013). These groups can influence both positively and sometimes negatively. Members can enjoy mocking and joking with non-members and different ones in a particular way (Gander and Gardiner, 2004). Various bullying behaviors are sometimes seen in the relationships of youth in this developmental period with fellows and opposite sex. These contain negative peer behaviors such as nicknaming, mocking with defects of friends, insulting, displaying indignity, swearing, using

physical violence etc. When these kinds of bullying behaviors are realized by teachers and school administrators, they should intervene; the reasons of these behaviors of students have to be researched with school counseling service. Victim students should also be provided assistance from school counseling service (Çivilidağ, 2013). Bullying is a common problem in schools and also one of the biggest problems for students, teachers and school administrators (Orpinas and Horne, 2006).

In literature, there are many definitions about bully, but many researchers use the definition of Olweus (1993), which states "A student is being bullied or victimized when he is exposed repeatedly and over time to negative actions on the part of one or more students" (Sanders and Phye, 2004).

School bully is a type of aggression that one or more students annoy continuously and on purpose the students who are weaker and victim can't protect him/herself. School bully can be appeared physically such as kicking, slapping, pushing, pulling; orally such as teasing, ridiculing, mocking, annoying, unpleasant nicknaming, insulting; and indirectly such as spreading rumors and gossips, causing someone to be alone by excluding or behaviorally such as seizing money or other properties, threatening with seizing, damaging properties (Pişkin, 2002). Violence

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Received 15.02.2016 / Accepted 07.03.2016

* the abstract was published in the 16th I.S.C. "Perspectives in Physical Education and Sport" - Ovidius University of Constanta, May 20-21, 2016, Romania



has been increasing again in recent years with its characteristic of being a rude and mad power that disturbs the peace and breaks the rules in our schools; it troubles particularly the students who are exposed a violence and also the parents, teachers, administrators, society (Solak, 2007).

When considering the bullies in schools as a universal problem, research conducted in USA revealed that violence in schools has increased remarkably in the last decade. In the recent year, about a half million attacks and robberies in a month occurred in the secondary schools in the whole states of USA, almost 8% of students in secondary and high schools in these cities didn't go to school one day in a month because they were scared (Martin and Waltman-Greenwood, 2000). Tshotsho and Thwala (2015) in their research sorted the effects of bully so; a meaningful decrease in school performance, loss of concentration in class, failure in making a choice and studying.

One of the primary duties of schools should be to provide students to keep away from bullying behaviors and to control their bullying feelings. We have to pay attention to our reflexes, instincts and habits, and should gain the skill of controlling them in order to possess our movements (Gövsa, 1999). To gain this skill, extracurricular sportive activities or physical education can be a solution. Focusing on sportive and art activities, in which students can spend energy, in school curricula will minimize the bullying behaviors of students.

No matter in what way it is defined, aggression shows the behavior pattern that damages him/herself or someone else, and expresses a negative unacceptable social skill. It can be accepted that this said negative behavior pattern exists in every individual more or less. However, it can be said that physical education and sport has an important effect

on removing or minimizing this negation and especially in the adolescence period when the social development is experienced intensively; it needs to be supported with preventing studies (Kırımoğlu et al, 2008).

In some researches in literature, it is stated that sport contributes positively to mental development. Salar et al. (2012) stated that participating in sport affects positively the psychological development in the little age group of individuals. Also Peluso and Andrade (2005) determined that physical activity is beneficial at preventing and curing psychiatric illnesses like anxiety disorders. The aim of this research is to examine the effect of extracurricular sportive activities on bullying behaviors appeared in schools.

Methods

Survey research design, one of the quantitative research approaches, was used in this research. Research group was composed of convenience sampling method, one of the purposeful sampling sorts. Participants of research consists of 163 students (74 male, 89 female) studying in public schools and 170 students (84 male, 86 female) studying in private schools, in total 333 students. In this research, "Bullying Tendencies Scale" developed by Dölek (2002) was used as a data collection tool. Data were analyzed with SPSS 22 packaged software. In analysis, firstly test of normality was done. Paired comparisons showing normal distribution were analyzed with t-test, triple and more comparisons showing normal distribution were analyzed with ANOVA test. Paired comparisons that don't show normal distribution were analyzed with Mann Whitney U, triple and more comparisons that don't show normal distribution were analyzed with Kruskal Wallis test.

Results

Table 1: Negative transfer sub-dimension points of students in public schools according to class

Grade	N	MeanRank	SD	χ^2	p
6. Grade ^a	45	96,96			
7. Grade ^{a,b}	50	79,51	2	6,840	,033
8. Grade ^b	68	73,93			

a>b

When analyzing the Table 1, it is seen that there is a meaningful difference between the 6th grade students and 8th grade students in public schools in the sub-dimension of negative transfer. This means

that 6th grade students as compared with 8th grade students, direct their feelings such as angry, frustrated and anxiety, which cause them to feel bad, to the weaker ones more.



Table 2: Negative transfer sub-dimension points of students in public schools according to educational status of mother

Educational Status of Mother	N	Mean Rank	SD	χ^2	p
Primary School ^a	30	99,23	3	9,681	,021
Secondary School ^{b,c}	41	73,17			
High School ^b	71	75,06			
University ^{a,c}	21	98,07			

a>b, c>b

Table 2 shows that there is a meaningful difference between the students in public schools whose mothers are primary school graduate and students whose mothers are secondary or high school graduate; also between the students in public schools whose mothers are high school graduate and students whose mothers are university graduate in the sub-dimension of negative transfer. Namely, this means

that students whose mothers are primary school students as compared with the students whose mothers are secondary or high school graduate and the students whose mothers are university graduate as compared with the students whose mothers are high school graduate direct the feelings such as angry, frustrated and anxiety, which cause them to feel bad, to weaker ones more.

Table 3: Upsetting sub-dimension points of students in public schools according to educational status of father

Educational Status of Father	N	Mean Rank	SD	χ^2	p
Primary School ^a	16	56,09	3	10,197	,017
Secondary School ^{b,c}	31	100,81			
High School ^b	74	80,76			
University ^{a,c}	42	80,17			

b>a

When considered the Table 3, it is seen that there is a meaningful difference between the students in public schools whose fathers are secondary school graduate or the students whose fathers are primary and high school graduate in the sub-dimension of

upsetting. This means that the students whose fathers are secondary school graduate as compared with the students whose fathers are primary or high school graduate have more feelings towards hurting and disturbing others.

Table 4: Using force sub-dimension points of students in public schools according to class variable

Grade	N	Mean Rank	SD	χ^2	p
6. Grade ^a	45	91,77	2	10,389	,006
7. Grade ^a	50	92,24			
8. Grade ^b	68	68,01			

a>b

It is included in Table 4 that there is a meaningful difference between the 6th and 7th grade students and 8th grade students in public schools in

the sub-dimension of using force. 6th and 7th grade students have more feelings of crushing the weaker ones as compared with 8th grade students.

Table 5: Using force sub-dimension points of students in public schools according to educational status of father

Educational Status of Father	N	Mean Rank	SD	χ^2	p
Primary School ^a	16	91,47	3	8,703	,034
Secondary School ^{b,c}	31	102,08			
High School ^b	74	74,87			
University ^{a,c}	42	76,13			

a>b



In table 5, it is seen that there is a meaningful difference between the students in public schools whose fathers are secondary school graduate and students whose fathers are high school or university graduate in the sub-dimension of using force. Namely,

the students whose fathers are secondary school graduate have more feelings of crushing the weaker ones as compared with the students whose fathers are high school or university graduate.

Table 6: Negative transfer sub-dimension points of students in private schools according to the number of sibling

Number of Sibling	N	Mean Rank	SD	χ^2	p
An only child ^{a,b}	29	86,91			
Two Siblings ^a	85	93,47	2	6,143	,046
Three or more ^b	56	72,67			

a>b

When examined the Table 6, it is seen that there is a meaningful difference between the students in private schools who are two siblings including him/herself and the students who are 3 or more siblings in the sub-dimension of negative transfer. As

a result, it was determined that the students who are two siblings including him/herself as compared with the students who are 3 or more siblings, direct the feelings such as angry, frustrated and anxiety, which cause them to feel bad, to weaker ones more.

Table 7: Feeling right sub-dimension points of students in private schools according to class

Grade	N	Mean Rank	SD	χ^2	p
6. Grade ^a	44	104,93			
7. Grade ^c	49	67,76	13,400	2	,001
8. Grade ^b	77	85,69			

a>b, a>c, b>c

According to Table 7, there is a meaningful difference between the 6th grade students in private schools and the 7th and 8th grade students; also between the 8th grade students and 7th grade students in the sub-dimension of feeling right. This shows that

6th grade students as compared with 7th and 8th grade students, and 8th grade students as compared with 7th grade students believe more that the bullied students deserve this behavior.

Table 8: Feeling right sub-dimension points of students in private schools according to the number of sibling

Number of Sibling	N	Mean Rank	SD	χ^2	p
An only child ^{a,b}	29	93,43			
Two Siblings ^a	85	94,06	2	10,212	,006
Three or more ^b	56	68,40			

a>b

When examined the Table 8, it draws attention that there is a meaningful difference between the students in private schools who are an only child or two siblings including him/herself and the students who are 3 or more siblings in the sub-

dimension of feeling right. This means that the students in private schools who are an only child or two siblings including him/herself as compared with the students who are 3 or more siblings believe more that the bullied students deserve this behavior.

Table 9: Peer bully general points of the students in private schools according to number of siblings

Number of Sibling	N	\bar{X}	F	p
An only child ^{a,b}	29	80,28		
Two Siblings ^a	85	82,19	4,026	,020
Three or more ^b	56	76,64		

a>b

When examined the Table 9, it is seen that there is a meaningful difference between the students who are two siblings including him/herself and students who are 3 or more siblings in the sub-

dimension of peer bully. Namely students, who are two siblings including him/herself display more bullying behaviors than the students who are 3 or more siblings.



Table 10: Using force sub-dimension points of students in public schools according to conducted extracurricular activities

Activities	N	Mean Rank	Sum of Ranks	U	p
Sportive Activities ^a	103	75,00	7725,00	2369,000	,013
Other Activities ^b	60	94,02	5641,00		

b>a

Table 10 shows that there is a meaningful difference in the sub-dimension of using force between the students in public schools participating in sportive activities and students participating in other activities according to conducted extracurricular

activities. This means that students participating in other activities have more feelings of crushing the weaker ones as compared with the students participating in sportive activities.

Table 11: General peer bully points of the students in public schools according to conducted extracurricular activities

Activities	N	Mean Rank	Sum of Ranks	U	p
Sportive Activities ^a	103	74,74	7698,00	2342,000	,010
Other Activities ^b	60	94,47	5668,00		

b>a

When examined the Table 11, it is seen that there is a meaningful difference in general peer bully between the students in public schools participating in other activities and the students participating in sportive activities according to conducted

extracurricular activities. This shows that students participating in other activities display more bullying behaviors than the students participating in sportive activities.

Table 12: Negative transfer sub-dimension points of students according to type of school

Type of School	N	Mean Rank	Sum of Ranks	U	p
Public School ^a	163	189,39	30870,00	10206,000	,000
Private School ^b	170	145,54	24741,00		

a>b

In Table 12, it is seen that there is a meaningful difference in the sub-dimension of negative transfer between the students in public schools and students in private schools according to

type of school. Namely, students in public schools as compared with the students in private schools, direct the feelings such as angry, frustrated and anxiety which cause them to feel bad, to weaker ones more.

Table 13: Feeling right sub-dimension points of students according to type of school

Type of School	N	Mean Rank	Sum of Ranks	U	p
Public School ^a	163	187,96	30637,50	10438,500	,000
Private School ^b	170	146,90	24973,50		

a>b

Table 13 shows that there is a meaningful difference in the sub-dimension of feeling right between the students in public schools and students in private schools according to type of school. This

means that according to type of school, students in public schools as compared with the students in private schools believe more that the bullied students deserve this behavior.

Table 14: Upsetting sub-dimension points of students according to type of school

Type of School	N	Mean Rank	Sum of Ranks	U	p
Private School ^a	163	188,49	30724,50	10351,500	,000
Private School ^b	170	146,39	24886,50		

a>b

It is appeared in the Table 14 that according to type of school, there is a difference in the sub-dimension of upsetting between the students in public schools and the students in private schools. This

means that students in public schools as compared with the students in private schools have more feelings towards hurting and disturbing others.



Table 15: Using force sub-dimension points of students according to type of school

Type of School	N	Mean Rank	Sum of Ranks	U	p
Public School ^a	163	184,73	30111,50	10964,500	,001
Private School ^b	170	150,00	25499,50		

a>b

In Table 15, it is seen that according to type of school, there is a difference in the sub-dimension of using force between the students in public schools and the students in private schools. According to

Table, it is clear that students in public schools as compared with the students in private schools have more feelings of crushing the weaker ones.

Table 16: General peer bully points of students according to type of school

Type of School	N	MeanRank	Sum of Ranks	U	p
PublicSchool ^a	163	190,56	31061,50	10014,500	,000
PrivateSchool ^b	170	144,41	24549,50		

a>b

When examined the Table 16, it is appeared that according to type of school, there is a difference in general peer bully between the students in public schools and the students in private schools. This result means that students in public schools display more bullying behaviors than the students in private schools.

upsetting, students in public schools whose fathers are secondary school graduate are more bullying than the students whose fathers are primary or high school graduate. In the sub-dimension of using force, it was revealed that students whose fathers are secondary school graduate are more bullying than the students whose fathers are high school or university graduate. The results of Satan (2006) showed that the more the level of educational status of father increase, the more the bullying behaviors of students decrease. Yurttaş (2010) determined that there is no difference in the bullying behaviors of students according the educational status of father.

Discussion

As a result of research, it was determined that according to class variable, 6th grade students in public schools are generally more bullying than the 7th and 8th grade students in the sub-dimensions of negative transfer, using force and feeling right. In their researches, Ünalmiş (2010) and Bulgurcu (2011) stated that the most bullying students are the 7th grade students. Totan (2008), Toksöz (2010) and Oğur (2010) in their researches reached the results that the more the level of grade increase, the more the bully increases. The result of present research is different from these researches.

According to number of siblings, it was found that the students in private schools who are two siblings including him/herself are more bullying than the students who are three or more siblings in the sub-dimension of negative transfer; the students who are an only child or two siblings including him/herself are more bullying than the students who are 3 or more siblings in the sub-dimension of feeling right; and the students who are two siblings including him/herself are more bullying than the students who are three or more siblings in general peer bully. Keskin (2010) determined in research that in the sub-dimension of upsetting, students who are an only child behave more bullying than the students who are four-five siblings. According to type of school, it was found that students in public schools are more bullying than the students in private school in the sub-dimensions of negative transfer, feeling right, using force, upsetting, and in general peer bully. The results of Dölek (2002), Çayırdağ (2006), Satan (2006), Keskin (2010) and Yurttaş (2010) are different from the findings of present research. Keskin (2010) in the sub-dimensions of negative transfer, feeling right and using force; Çayırdağ (2006) in general peer bully and in the sub-dimension of feeling right, upsetting and using force

It was determined that according to educational status of mother, in the sub-dimension of negative transfer; the students in public schools whose mothers are primary school graduate are more bullying than the students whose mothers are secondary or high school graduate; also the students in public schools whose mothers are high school graduate are more bullying than the students whose mothers are university graduate. In the conducted research of Arıman (2007), difference in the bullying behaviors of students wasn't figured out according to educational status of mother. In research, Toksöz (2010) determined that in terms of oral bully students whose mothers are higher education graduate are more bullying.

It was determined that according to educational status of father, in the sub-dimension of



determined that students in private schools display more bullying behaviors. Also Satan (2006) and Yurttaş (2010) in their researches figured out that the students in private schools display more bullying behaviors. Dölek (2002) stated in research that there is no relationship between the peer bully and type of school.

According to activities, it was figured out that students in public schools participating in other activities are more bullying than the students participating in sportive activities in the sub-dimension of using force and in general peer bully. When considering the bully as a kind of aggression, in the research on sight disabled persons, Kurşun (2015) determined that the general aggression levels of sight-disabled persons playing sports are lower than the sight-disabled persons who don't play sports. Yılmaz (2013) in the research reached the result that aggression general points of the students playing sports are higher than the students who don't play sports. Uluişik (2015) determined that physical aggression levels of individuals playing regularly sports in a club are higher. Also, the researches of Gökçiçek (2015), Uluişik (2015 and Yılmaz (2013) are different from the results of present research. In the research of Oda (2014), it was determined that playing sports don't have any influence on the level of aggression.

Conclusions

It was appeared that students participating to extracurricular on-sportive activities in public schools had significantly bullying tendency according to students participating extracurricular sportive activities. Also, students in public schools participating extracurricular activities had significantly more bullying tendency according to students in fee-paying schools.

Aknowledgements

Thank you to all of subjects to this experiment.

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