



Original Article

Validation of the Illinois bullying scale in primary school students of Semnan, Iran

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Abstract

Introduction: Bullying in school is one of the major problems in education systems around the world and assessment of the psychometric properties of this concept is important. Therefore, the aim of this study was to validate the Illinois bullying scale in primary school students.

Materials and Methods: In this study, 607 students of Semnan were selected through stratified sampling method in the academic year 2013-14 in Semnan. Research instruments included Illinois bullying scale and Harter's motivation questionnaire. For data analysis, factor analysis method, Cronbach's alpha coefficients, and Pearson correlations were done using SPSS-22 and LISREL 8.54.

Results: Exploratory factor analysis, item-total correlation, and reliability analyses were undertaken to assess the psychometric properties of the Illinois bullying scale. In addition, confirmatory factor analysis was administered to assess the measurement model and internal relations construct of items. Cronbach's alpha coefficients were 0.87 for the total scale, 0.71 for victims, 0.77 for bullying, and 0.76 for the fighting subscales; all of which were satisfactory.

Conclusion: The Persian version of Illinois bullying scale has acceptable psychometric properties and can be used as a reliable and valid instrument in psychological research.

Keywords: Bullying, Reliability, Scale, Validity

Please cite this paper as:

Akbari Balootbangan A, Talepasand S. Validation of the Illinois bullying scale in primary school students of Semnan, Iran. *Journal of Fundamentals of Mental Health* 2015 July-Aug; 17(4): 178-85.

Introduction

Bullying in schools has been currently introduced as an important and universal problem concerning psychology and social health (1) and it's one of the problematic behaviors that different researchers especially educational psychologist, health and education researchers. Teacher and parents all around the world pay much attention to that (2,3). Bullying in various studies has been introduced as a universal problem, which is continuously being increased, meaning that bullying and annoyance can be shown not only by students in school but also by most of the adults in other environments (4). Bullying, especially among school children, has been stated as a public health problem both at internal and international levels (5). Bullying is mentioned as a unilateral matter (6), which has been defined in different contain three main characteristics including

intentional, repeated, and power imbalance, between a bully and a victim (7) Bullying has also been referred as a systematic abuse of power (8) which is the most common form of violence in school (9). But also in universities, classroom, self-service, and school buses (10). On the other hands bullying is considered as a problematic behavior which affects academic achievement, social skills, mental health and agents (subject of bullying) (11) & is one of the factors which decreases the quality of education in schools (12). Thus primary and secondary schools have changed into an appropriate area for bullying & an avoidable, inappropriate & unpleasant place for bullying victims. In fact Bullying is mentioned as low-level aggressiveness (13) and it's not the simple event like kidding, but its power abuse by one person against the other (6). The results of the study have indicated that about 30 percent of American teenagers experienced to be bully, victim, or both of them (5). It's clear that bullying is different from fight or quarrel between two people who are socially and physically equal; But there is social and physical imbalance in that (14).

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Received: Apr. 21, 2014

Accepted: Jan. 25, 2015