ВПЛИВ СІМЕЙНИХ ЧИННИКІВ НА СХИЛЬНІСТЬ ДО БУЛІНГУ СЕРЕД СТАРШОКЛАСНИКІВ

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THE INFLUENCE OF FAMILY FACTORS ON THE PROPENSITY TO ENGAGE IN BULLYING BEHAVIOUR AMONG HIGH SCHOOL STUDENTS

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Анотація. *Останніми роками проблема булінгу серед неповнолітніх викликає значне занепокоєння з огляду на її зв'язок з низкою негативних наслідків. Серед них - погана успішність, емоційні та невротичні проблеми, ескалація агресії та суїцидальних настроїв серед дітей. Отже, існує нагальна потреба протидіяти випадкам жорстокого поводження з неповнолітніми, відповідальність за що покладається на педагогічні колективи та практичних психологів у загальноосвітніх навчальних закладах. Для викорінення негативних наслідків агресивної поведінки школярів по відношенню до однолітків необхідно дослідити глибинні причини цього явища, які можна визначити як формування булінгової позиції. Актуальність статті зумовлена також впливом повномасштабної війни в Україні на психологічний та емоційний стан підлітків, а саме підвищенням рівня стресу, тривожності та агресії. Крім того, дуже важливо визначити стратегії, які можна застосувати, щоб зменшити ймовірність таких випадків. Мета статті – дослідити взаємозв'язок між особливостями дитячо-батьківських стосунків у сім'ях підлітків та типами булінгу, до яких вони можуть вдаватися по відношенню до своїх однолітків. Методологія дослідження включає порівняльний, системний та функціональний аналіз філософської, психологічної та педагогічної літератури. Дослідження виявило, що підлітки, які зазнають суворого та жорсткого виховного впливу, а також батьки, які покладають на них високі очікування, яких вони не виправдовують, менш схильні розповідати батькам про свої труднощі, брати участь у конструктивних дискусіях або шукати допомоги та підтримки у вирішенні проблем. Відповідно, така динаміка підвищує ймовірність виникнення та ескалації вербальної віктимізації серед підлітків у їхніх стосунках з однолітками. Стиль сімейного виховання та стосунки між батьками та дітьми відіграють значну роль у цій проблемі і, за умови правильної побудови, сприяють здоровому розвитку підлітка та забезпечують його безпеку в шкільному колективі та суспільстві.*

Ключові слова: *булінг, підліток, конфлікт, насильство, ознаки булінгу, особливості булінгу, сімейні чинники.*

Abstract. *In recent years, the issue of bullying among minors has emerged as a significant concern, given its association with a range of adverse outcomes. These include poor academic performance, emotional and neurotic problems, and the escalation of aggression and suicidal attitudes among children. Consequently, there is a pressing need to address cases of cruelty among minors, a responsibility that falls upon teaching teams and educational psychologists in general educational institutions. To eradicate the adverse effects of aggressive behaviour among schoolchildren towards their peers, it is essential to examine the underlying causes of this phenomenon, which can be defined as the formation of a bullying position. The article is also relevant due to the impact of the full-scale war in Ukraine on the psychological and emotional state of adolescents, namely increased stress, anxiety and aggression. Furthermore, it is vital to identify strategies that can be employed to mitigate the likelihood of such occurrences. This article aims to explore the relationship between the characteristics of child-parent relationships within families of adolescents and the types of bullying these adolescents may engage in towards their peers. The research methodology encompasses a comparative, systemic and functional analysis of philosophical, psychological and pedagogical literature. The study has found that adolescents who experience severe and strict educational influences, along with parents who maintain high expectations that they do not fulfil, are less likely to communicate their struggles to their parents, engage in constructive discussions, or seek help and support in problem-solving. Consequently, this dynamic increases the likelihood of verbal victimisation occurring and*

escalating among adolescents in their interactions with peers. The style of family upbringing and the parent-child relationship play a significant role in this problem and, if properly constructed, contribute to the healthy development of the adolescent and ensure his or her safety in the school community and society.

Keywords: *bullying, adolescent, conflict, violence, signs of bullying, features of bullying, family factors.*

Introduction. In the last few years, the problem of bullying among minors has become one of the most urgent since bullying is often the cause of poor academic performance of students, their emotional and neurotic problems, as well as the escalation of aggression and suicidal attitudes in adolescents. Therefore, the importance of preventing cases of cruelty among minors becomes a priority task for teachers and educational psychologists of general educational institutions. It is essential to acknowledge that instances of aggression among minors often exhibit a prolonged latency period, which presents a significant challenge in promptly addressing and preventing undesirable behaviours among adolescents. It is not uncommon for information regarding instances of bullying to fail to reach the attention of educators, resulting in a lack of appropriate intervention. The difficulty of responding to aggressive behaviour in a timely manner is that it is often illogical, unmotivated and immoral. Researchers have noted that the nature of communication between adolescents has changed radically recently. This includes the use of abnormal language, sexually coloured statements, a lack of internal restrictions, a brazen attitude towards immoral actions and a lack of empathy. These are just a few examples of the characteristics that define the modern teenage subculture. The phenomenon of bullying has a significant impact on individuals beyond those directly involved in the act of bullying, including the perpetrators and their victims. Furthermore, the phenomenon of bullying has implications for other adolescents. The significance of studying bullying is underscored by the fact that exposure to bullying during childhood, regardless of whether one is a perpetrator, victim, or witness, influences an individual's subsequent behaviour and perception of violence.

The involvement of adolescents in bullying situations is a complex phenomenon, influenced by a multitude of factors. Adolescent bullying is a multi-final process whereby similar initial conditions can lead to disparate outcomes, resulting in the categorisation of adolescents into distinct roles, including victims, perpetrators and witnesses. While the expression of factors and their combination with individual and personal determinants may vary in each specific situation, the majority of researchers concur that micro and macro environmental factors exert a predominant influence on adolescent bullying.

The role of family factors in bullying behaviour is multifaceted. (Zografova, Y., & Dimitrova, E. E., 2023). These include the structure of the family, the use of punishment, attitudes towards aggression, and parenting styles. These factors influence the position of the victim in the bullying dynamic. Formal parental control and criticism of children for expressing negative emotions or displaying weakness are identified as key elements in the perpetuation of bullying behaviour. Maternal support and involvement have been highlighted as crucial protective factors.

Problem Statement. Currently, a significant proportion of psychological research is dedicated to the examination of bullying, both in international and domestic contexts. The subject is approached from various perspectives, including examining methods and techniques for identifying and diagnosing instances of bullying and analysing the potential for such occurrences in the modern educational environment. Additionally, the study of individual and environmental patterns associated with the phenomenon is a key area of focus. It is regrettable that there is a paucity of research examining the attitudes of those within the educational environment towards bullying. This is despite the fact that the social attitudes of the child's environment towards aggression

and violence, in general, have an impact on the likelihood of this phenomenon occurring. This serves to reinforce the necessity for further study of both the topic of violence and bullying in general, as well as attitudes towards them. The objective of the research was to examine the attitudes of schoolchildren's parents towards bullying. It is regrettable that there is a paucity of research examining the attitudes of those within the educational environment towards bullying. This is despite the fact that the social attitudes of the child's environment towards aggression and violence, in general, have an impact on the likelihood of this phenomenon occurring. This lends further support to the argument for further study of both the topic of violence and bullying in general, as well as attitudes towards them. **The purpose of this paper** is to examine bullying from the point of view of the influence of family factors, parenting styles, structural and functional characteristics of the family system, and social characteristics that may influence the formation of aggressive behaviour in children or, on the contrary, contribute to victimisation.

Recent Research and Publication Analyses. The main question most researchers address is the problem of family risk factors for involvement in school bullying and family resources to counteract it. (Chai, L., Xue, J., & Han, Z., 2020). Most authors agree that parental involvement and support, warmth and emotionally rich relationships with the child, as well as good intra-family communication, are essential factors in protecting children and adolescents from victimisation. (Deli, P., Moisoglou, I., Galanis, P., Toska, A., Fradelos, E., Tsiachri, M., Yfantis, A., Katsiroumpa, A., Konstantinidis, T., Sarafis, P. & Saridi, M., (2024), (Dědová, M., Baník, G.(2024), Košir, K., Zakšek, M., & Kozina, A. (2023). Maternal warmth and a favourable family climate reduce the intensity of psychological effects (especially depressive symptoms) in children who have already been bullied. (Lester, L., Pearce, N., Waters, S. et al., (2017), Saputra, R. L., Susanto, T., Rasni, H., & Kurdi, F. (2024). 'As primary caregivers, parents have an immeasurable influence on their children's

social development and well-being.' (Cameron, D. L., & Kovac, V. B. (2024).

There are different views in the literature on the family background of both aggressive behaviour at school and victimisation. (Cava, M. J., Musitu, G., Buelga, S., & Murgui, S. (2010), Ettekal, I., & Ladd, G. W. (2020). For example, one of the studies on the influence of the family on bullying behaviour showed that children from families with power imbalances, in which the elders (parents or older siblings) abuse their position and systematically bully the younger ones, are more likely to be the aggressors in bullying situations. Among those who become bullies, three times as many have witnessed or been victims of physical aggression in the family. (Wolke, D., & Samara, M. M. (2004), Mota, C. P., Sousa, J. R., & Relva, I. C. (2024), Lawrence, T. I., Wojciechowski, T., Fitzgerald, M., & Watson, S. T. (2024).

At the same time, some studies reflect the fact that, compared to victims, school bullies grow up in more emotionally supportive families. While their parents' parenting style is often neglectful of the child's needs, parental behaviour is generally more consistent and predictable, and children perceive the family climate to be more positive (compared to victims' assessments of their families). (Arseneault, L. (2018), Ioannidou, L., & Zafiropoulou, M. (2024).

Main Research Material. Since the inception of research into the phenomenon of school bullying, scholars have sought to ascertain the factors that contribute to victimisation and aggression, as well as the underlying motivations.

A range of approaches have been adopted in the study of the factors underpinning school bullying. One such approach involves the analysis of the distinctive characteristics exhibited by both victims and aggressors. Personal factors associated with school bullying have been the subject of substantial research, with studies predominantly aimed at developing a comprehensive profile of a 'typical' victim and aggressor. Children probably possess an innate

predisposition that determines their role in school bullying situations. Victims of bullying are frequently characterised by sensitivity, emotional instability, impaired emotional expression, a lack of social competence, behavioural or physical characteristics, and a negative self-image. Children with exceptional intellectual and mental development (e.g. attention deficit hyperactivity disorder (ADHD), epilepsy, autism or autism spectrum disorders) are also at risk, as are those with chronic somatic diseases. However, it should be noted that children with high social status are not immune to victimisation. Faris and Felmlee's research found that the risk of becoming a victim of bullying behaviour increases with the child's social status among peers at school. (Faris & Felmlee's, 2014) Furthermore, high-status adolescents have a more challenging time tolerating isolated incidents of bullying and its negative consequences compared to adolescents who are regularly bullied. It can be concluded that only the most popular teens are not bullied. The present study hypothesises that 'celebrity' status and associated personality traits may serve as a defence against school bullying.Empirical evidence from practical work demonstrates that children who exhibit pronounced physical features or heightened anxiety and sensitivity do not invariably become victims of bullying. In contrast, these children frequently possess a substantial social network and frequently occupy positions of authority within their peer groups. Consequently, when examining only personal factors, it becomes challenging to identify the underlying causes of bullying.

The second area of research into the causes of school bullying is the study of school factors. This field of enquiry includes the investigation of the influence of school size and school atmosphere, as well as teachers' attitudes towards the problem of bullying. The education system exerts a significant influence on a given school class's social environment and individual children through the medium of the teacher. Classroom management quality has been demonstrated to be directly related to the prevalence of bullying (Smith, 2019).

Teachers may hold attitudes that prevent them from effectively managing bullying in children's classrooms. For instance, a teacher may perceive bullying as an integral component of the child's socialisation process, believing it to be inevitable. Alternatively, a teacher may feel powerless in the face of bullying, perceiving their ability to influence the situation as limited. Additionally, a teacher's personal history of being a victim of peer bullying during their own childhood can influence their approach to bullying in the classroom. This personal history may manifest in a range of behaviours, including condoning bullying, failing to recognise it, or attempting to ignore it. Consequently, the child victim may not receive adequate support and protection from the teacher, while the child aggressor may be given tacit permission for their aggressive actions. The teacher's authority, capacity to enforce norms and rules, the classroom environment, and stance against physical and psychological violence are significant safeguards against school bullying, helping to suppress any such incidents.

The third area, which has proven to be the most controversial regarding results, is the study of family factors of school bullying. Family factors began to be studied much later than personal and school factors. Attempts have been made to study the families of bullying victims, as well as the families in which aggressors live. The research has focused on a range of external factors, including the economic and educational status of the family, the presence of migrant families, and the geographical location of the family, whether in urban or rural areas. Internal characteristics of the family have also been considered, such as child-parent relations, sibling relations, and the style of family relationships. The extant research on the external socio-economic characteristics of families with children involved in bullying presents a contradictory picture. While some studies have indicated that a family's financial status, which does not permit children to have expensive clothes or gadgets, may be associated with rejection by their peers, i.e. an increased probability of victimisation, other

studies have not found this to be the case. Conversely, other studies have found that family poverty does not affect a child's likelihood of being a victim of school bullying.

The quality of intra-family relations exerts a significant influence on the propensity for school bullying. The prevalence of conflicts and instances of physical or psychological violence among children within the family has been demonstrated to be associated with a child's involvement in school bullying. The presence of a bullying older sibling from whom parents do not protect (weak parental position) has been shown to increase the likelihood that a child will become a victim of school violence. A review of the extant literature reveals a preponderance of studies identifying familial characteristics associated with child victimisation. These include, but are not limited to, familial dysfunction, characterised by unclear personal boundaries amongst family members, inconsistency in parental actions, impaired communication, and a paucity of shared values and ethical standards. Such characteristics can impede the transference of these familial characteristics from parent to child. Research has identified a correlation between school victimisation and either physical abuse in the home environment or the observation of aggressive behaviour patterns within the family. Conversely, other studies have indicated that family aggression and harsh, inconsistent punishments are more likely to result in a child being bullied by peers, as opposed to being the victim of someone else's aggression towards them. Furthermore, evidence suggests that family abuse, neglect and inconsistency are present in the families of both victims of school violence and aggressors.

Several factors have been identified as contributing to child victimisation, including permissiveness in family dynamics, hyper-parenting, and a lack of parental involvement in the child's life. The child's closedness has also been identified as a contributing factor. Permissiveness in the family environment is a significant predictor of child victimisation. A permissive parenting style can provide the child with unclear guidelines regarding appropriate conduct in relationships, resulting in blurred boundaries and rules. This can result in difficulties for such children in assimilating into a collective with its associated rules and norms, potentially leading to aggressive behaviour from peers.

The other extreme is represented by an authoritarian, harsh parenting style, which is conducive to the development of aggressive behaviour in children. Children who offend others tend to describe their family environment as characterised by conflict and disorganisation, with weak parental control. Research has identified a correlation between child-parent conflict and the early onset of antisocial behaviour in boys. Furthermore, studies have indicated that parent-child conflict is associated with both aggressive behaviour and victimisation of children.

Research indicates that parental attentiveness, interest, and openness in the child-parent relationship can reduce the risk of victimisation. The concept of 'parental monitoring' has been introduced by some researchers, which can be defined as parental involvement in the child's life, observation of the child's life, and tracking events that occur with the child. It has been suggested that parental monitoring can prevent or stop incidents of school bullying in a timely manner. However, research indicates that a child's openness is a more significant factor in preventing school violence than parental monitoring. Studies suggest that if children talk about their lives to their parents if they are open and share experiences, this is a more significant factor in preventing school violence than parental monitoring and surveillance. Warm, supportive relationships with parents prevent school violence. Surveys show that children tend to tell parents rather than teachers about bullying because they hope that parents will be more effective in resolving the problem situation.

Conclusions. The present study focused on the peculiarities of child-parent relationships in school bullying victims, and it was revealed that communication between family members is disturbed in the families of victimised children more than in the families

of children who are not bullied. Parents often control children and often criticise them, but control and criticism are more formal. It can be hypothesised that such formal parental control and criticism, and the formal attitude they engender, can erode children's confidence in their own abilities and hinder the development of independence. The study thus proposes the hypothesis that formal parental control and criticism of children for complaints, for the manifestation of weakness and negative feelings, maybe a contributing factor to the victimisation of children. Children and adolescents who experience such difficulties often find it challenging to manage them independently. They demonstrate an absence of comprehension regarding effective coping mechanisms and potential strategies for resolving peer conflicts. In the context of bullying, these children and adolescents adopt a predominantly passive stance. They refrain from seeking assistance, underestimate the potential for positive change, and often attempt to disregard the bullying behaviour. Furthermore, they perceive the disclosure of such behaviour as a form of betrayal, likely exacerbating their position within their peer groups further. Problems in the home environment, specifically within the parent-child or teacher-pupil relationship, have been shown to result in child victims of school bullying not seeking help and protection from adults, leaving them to deal with their problems alone. The child may experience symptoms of depression or anxiety. As this study shows, the level of depression in bullied children is more related to the relationship with the mother than with the father. A negative relationship with the mother may increase levels of depressive symptomatology.

To overcome this problem, it is vital to adopt a systemic approach, which should be grounded in the interaction of all subjects involved in the educational process, including teachers, parents, psychologists, and peer groups. Simultaneously, particular emphasis should be placed on the family of the child being bullied at school. There is a scientifically substantiated opinion that family systemic psychotherapy can be highly effective in addressing the issue of school bullying. The process of addressing child-parenting issues through family psychotherapy is an effective measure in reducing the occurrence of school violence. In order to develop effective anti-bullying programmes, it is essential to consider the factors of family influence in great detail.

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