Doprinos socijalne samoefikasnosti i nekih sociodemografskih čimbenika u objašnjenju različitih uloga djece u vršnjačkom nasilju

Engl. transl.: Contribution of Social Self-efficacy and some Socio-demographic Factors to different Roles of Children in Peer Violence

# Keywords

* Peer violence
* Role of children
* Social self-efficacy

# Details

## Year

2018

## DOI

10.31299/hrri.54.1.2

## Issued

2018

## Language

Croatian

## Volume

54

## Issue

1

## Start Page

## End Page

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## Type

Journal article

## Journal

Hrvatska revija za rehabilitacijska istraživanja

## Topics

Other

## Sample

A total of 715 students (54% girls and 46% boys) in the seventh grade (N = 370) and eighth grade (N = 345), from 7 different, randomly selected schools, from five regions in Croatia participated in this study. The average age was 13.22 years (SD = 0.664)

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Other

# Abstract

The aim of this research was to examine the role of social self-efficacy and some sociodemographic factors in influencing how children engage in peer violence. A total of 715 students (54% girls and 46% boys) in the seventh grade (N = 370) and eighth grade (N = 345) from five regions in Croatia participated in this study. The average age was 13.22 years (SD = 0.664). For the purposes of this paper, the following measurement instruments were used: the General Data Questionnaire, the adapted Participant Role Questionnaire (PRQ) and Social Self-Efficacy scale. Chi-squared testing and logistic regression showed that boys were more often bullies and active and passive assistants, while girls were more often defenders. Both girls and boys were equally victims and bystanders of peer violence. Seventh-grade students were more often bullies and active assistants. Children who acted as defenders had higher social self-efficacy, while bystanders had lower social self-efficacy. The results of this research may have important implications in creating programmes to reduce and prevent peer violence, bullying and cyberbullying.

# Outcome

This research confirmed that boys are more likely to be perpetrators and active and passive assistants in cases of peer violence while girls are more likely to be veterans. Both sexes are both victims and defenders. Passive assistans and victims are more often children with poor school performance. Children in the role of defenders have a higher level of social self-efficacy. The results also showed that children whose parents are more educated will be less likely to be perpetrators of peer violence. At the same time, the victims in this study were more often children of lower school performance, whose fathers have no income, while the income of mothers had no significant impact in any case.