Do bullied children have poor relationships with their parents and teachers? A cross-sectional study of Swedish children

# Details

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* Wellbeing
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* Other

## Sample

Data came from the Swedish Health Behavior in School-aged Children (HBSC) survey from 2013/14, which included 7867 students aged 11, 13 and 15.

## Implications For Parents About

## Other Parent Implication

Need to find ways to improve relationships between victims and adults

## Implications For Educators About

Other

## Implications For Stakeholders About

# Abstract

Parents and teachers play an important role in helping victims of bullying to prevent, cope with and end bullying. Despite that, victims' relationships with adults have often been overlooked in previous research. The aim of this study was to investigate bullied and not bullied children's perception of the quality of their relationship with teachers and parents and to examine if there were any differences in the perception associated with bullying frequency or type of victimization. Data came from the Swedish Health Behavior in School-aged Children (HBSC) survey from 2013/14, which included 7867 students aged 11, 13 and 15. A multi-level multinomial logistic regression model was created to estimate association between the type of bullying victimization and the quality of relationships with parents and teachers. The result showed that bullied children had poorer relationships with parents and teachers than nonvictims. Victims had higher odds of finding it difficult to talk to parents about things bothering them, of feeling that the family was not listening to what they had to say, and of having low confidence in their teacher. Frequent cyber victims had the highest AdjOR (2.09–3.37) compared with non-victims to have poor quality relationships with teachers and parents.

# Outcome

"The result showed that bullied children had poorer relationships with parents and teachers than nonvictims. Victims had higher odds of finding it difficult to talk to parents about things bothering them, of feeling that the family was not listening to what they had to say, and of having low confidence in their teacher. Frequent cyber victims had the highest AdjOR (2.09–3.37) compared with non-victims to have poor quality relationships with teachers and parents." (Authors, in Abstract)