

A Mobbing Questionnaire in School and an Analysis of the Results Obtained

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This article provides the research results on the mobbing questionnaire conducted on 2,696 (1,491 girls and 1,205 boys) teenagers and adolescent pupils from several general secondary schools in Tashkent. The research includes the gender analysis of opinions in terms of different question categories, including “Others refuse to communicate with you,” “Others do not allow you to speak freely,” “Others put pressure on you,” “Others ignore you,” “You are forced to do what I do not like,” “Who made these actions?”, “How often do the following actions happen to you?”, “When did such actions against you begin?”, “How many people were involved in these actions against you?”, “How many people were involved in these actions against you?”.

Keywords: schoolchildren, psychological security, aggressive behavior, bullying, mobbing questionnaire, gender differences

INTRODUCTION

Violence and aggression in the learning environment can manifest as bullying. Bullying and victimization in schools (the process and outcome of victimization) are recognized as factors that negatively affect children’s psychological, social, and even physical development. E. Roland (1989) describes a social system - the “bullying system,” which includes the perpetrators (persecutors, hooligans) and their victims and witnesses (observers). Each participant in the system will have their own opinion and point of view in this process (Grishina, 2019).

In modern psychology, the problem of violence has been researched by L.S. Alekseeva, I.A. Baeva, E.V. Burminstrova, E.F. Bikovskaya, E.V. Grebenkin, N.O. Zinoveva, E.B. Laktionova, N.F. Mixaylova, D. Pstrog (Baeva et al., 2009; Biktagirova et al., 2019).

According to the first anonymous study by D. Olweus in the 1980s, it was found that 15% of children were constantly exposed to bullying, 9% of children became victims of bullying, 7% of children were bullies, and 2% were in two different roles (Olweus, 1993). In different years, scientists have had different results. For example, according to the research results, which were conducted in 2007 in the United States, it was determined that 32% of high school students admitted to being bullies in school. A cross-cultural study conducted in Europe in 2005 found that 9% (Sweden) to 45% (Lithuania) of bullying cases were reported in boys, while the figure was 5% (Sweden) to 36% (Lithuania) in girls. They experience an average of two different types of bullying each month. (Craig et al., 2009; Zaborskis et al., 2005). In general, it has been reported that children of different cultures are more likely to experience 5% to 75% of traditional bullying during their school years (Ryan, Morgan, 2011). Concerning cyberbullying in modern computer technology, a 2010 study found that an average of 10% to 40% of pupils were exposed to cyberbullying (Tokunaga, 2010) (Arora, 1994).

Ideas and opinions on the problem of bullying can be observed in many modern foreign and Russian studies. However, research on the problem of bullying has not been sufficiently analyzed. In the context of Uzbekistan, it has hardly been studied in psychology. The increase in bullying today indicates the need for an in-depth and systematic study. However, our attention was drawn to the fact that schools and teachers avoid the problem of bullying, and teachers are unaware of the causes of bullying that occur among school children. Usually, teachers need to recognize the scale of the problem and know how to deal with this phenomenon (P. Kalliotis, D. Olweus) (Krivtsova et al., 2015).

Due to the lack of research by Uzbek experts on creating a safe school environment, i.e., the study of bullying and outsiders, it is necessary to dwell on each diagnostic methodology used in this study to describe the changes in their composition briefly, the procedures for adapting the modified methods to the national environment and their implementation, the content and essence of the results obtained.

MATERIAL AND METHODS

The following research subjects were selected to study the safe environment in the school. A total of 2,696 (1,491 girls and 1,205 boys) teenager and adolescent pupils from several general secondary schools in Tashkent were selected.

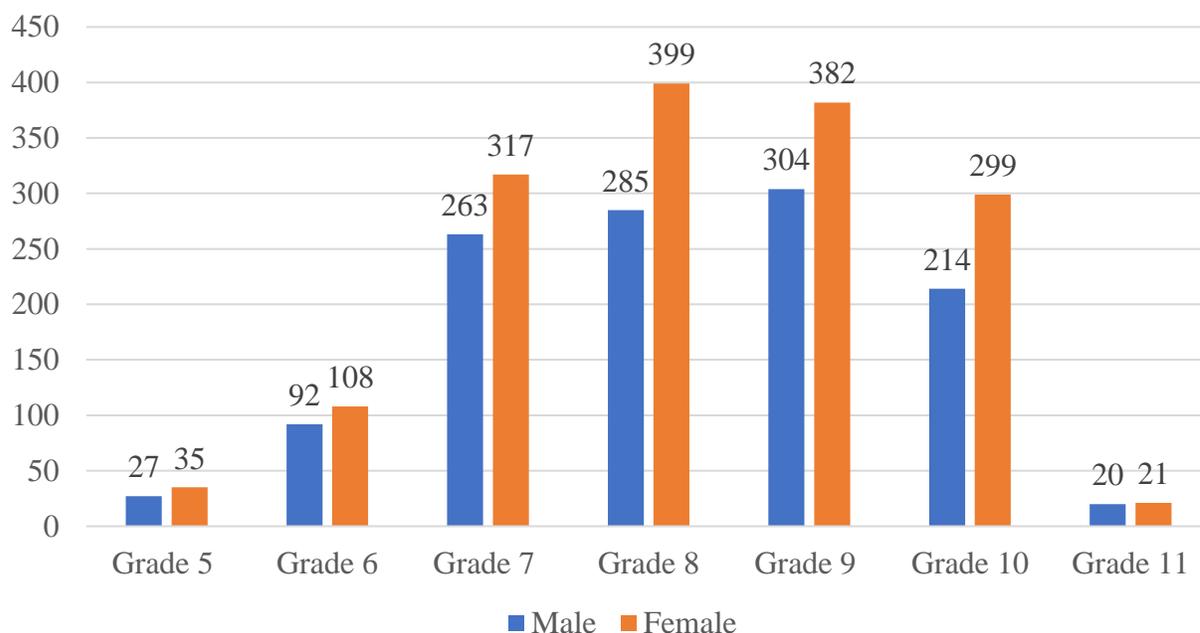
TABLE 1
INFORMATION ABOUT THE RESEARCH SUBJECTS

		Gender		Total
		Female	Male	
Grades	Grade 5	35	27	62
	Grade 6	108	92	200
	Grade 7	317	263	580
	Grade 8	399	285	684
	Grade 9	382	304	686
	Grade 10	229	214	443
	Grade 11	21	20	41
Total		1491	1205	2696

In terms of the grades, the number of pupils is 62 (35 females and 27 males) in 5th grade; 200 (108 females and 92 males) in 6th grade; 580 (317 females and 263 males) in 7th grade; 684 (399 females and

285 males) in 8th grade; 686 (382 females and 304 males) in 9th grade; 443 (229 females and 214 males) in 10th grade; 41 (21 females and 20 males) in 11th grade. (See Table 1, Figure 1)

FIGURE 1
INFORMATION ABOUT THE RESEARCH SUBJECTS



In order to determine the safe environment in the school, the factors that pose a psychological risk in the school were analyzed. The first method is H. Kasper’s SMOB (Schülermobbing) “School Mobbing” survey (Kasper et al., 2010).

H. Kasper, a German educator, worked at the school for 40 years, of which 25 years, he worked as a supervisor. Because violence in school has been repeated so many times, H. Kasper, together with H. Leymann, tried to analyze ways to resist bullying (Kollmer, 2007; Leymann, 1995).

RESULTS AND DISCUSSION

Based on Leymann’s LIPT questionnaire for adults, H. Kasper developed a new SMOB (Schülermobbing) methodology with the author’s consent. This methodology is specifically designed for high school students, and Kasper cites five essential bullying criteria. These criteria are essential for both adults and children, indicated by the following facts:

- 1) conflicts have a stable form and are strengthened;
- 2) incompatibility of forces: weakness and discrimination of one of the two parties (often an individual);
- 3) this person is frequently (at least once a week) discriminated against and abused;
- 4) discrimination and violence for an extended period (at least six months);
- 5) the same person cannot resist them.

When using the SMOB questionnaire, Kasper uses accurate quantitative data, distinguishing between two types of bullying: **bullying I** and **bullying II**. Based on these criteria, when bullying cases are performed at a maximum of once a day or at least once a week, such pressures are observed for six months (if pupils answer “yes” to paragraphs 54-56 and paragraphs 60-62), it is considered **bullying I**. According to the criteria, if bullying cases occur several times a month or less (paragraphs 57-58) and last for more

than six months (paragraphs 60-62) but are less severe, i.e., once a week (paragraphs 60-62), it is considered **bullying II**. This criterion may include children who have been bullied at least once daily or once a week (paragraphs 54–56) but less than six months apart (Leymann, 1993).

In both forms, the bullying activity remains unchanged, the differences of which can only be shown by the bullying frequencies and duration. According to H. Kasper, even if hostile relations are rarely carried out, it would be a mistake to perceive these processes as normative processes, as they have negative consequences: they lead to an increase in the number of bullies, a decrease in motivation, academic achievement, a negative impact on the psychological and physical health of the “victim,” a disruption of the psychological environment in the classroom, and so on.

When the sum of the two bullying forms is calculated, a high-level view of the bullying appears. Another indicator is considered in determining this level: the school or class indicator. Such indicators make it possible to determine the level of hostility in schools or classes. This includes bullying cases and the number of pupils in a school or a class.

Following Leymann, Kasper divides bullying cases into five sections (sections 1-5):

- Threatening the ability to speak (1-16), including:
 - constantly interrupting the speech of the speaker;
 - constant criticism,
 - threatening over the phone.
- Threat to social relations (17-24), including:
 - not talking to a person,
 - prohibition of talking to a person (not responding to him),
 - treating the person as a “space.”
- Threatening the learning process or life situations (25-27), including:
 - not giving assignments in the learning process, ignoring,
 - loading unnecessary tasks,
 - making discriminatory demands.
- Threat to social status (28-43), including:
 - backbiting,
 - telling lies and gossip,
 - making fun of nationality, race, life, etc.;
 - sexual harassment, verbal (swearing) remarks of a sexual nature.
- Doing violent activities or threats (43-55), including:
 - seizure of personal belongings,
 - damage to personal belongings,
 - threatening or physical violence.

The survey does not allow for the analysis of victims’ emotions, which would have reduced the chances of analysis if emotions had also been taken into account.

Section 7 (paragraphs 52-57) highlights the frequency of bullying against a particular pupil (this is taken as an analysis of the extent of the bullying), 58–65th paragraphs of **section 8** provide a constant frequency of school violence, which allows analyzing which form of bullying was performed. **Section 9** (paragraphs 66–73) provides information on who did the bullying (classmates, parallel class students, and teachers). **Section 10** (paragraphs 74–78) provides an opportunity to determine the number of bullies. **Section 11** (paragraphs 79-93) allows for finding out whom students turn to (parents, friends, teachers, psychologists, etc.) when a bullying situation occurs.

As this questionnaire was not conducted in Uzbekistan, we analyzed each question into specific categories.

The following gender differences were identified during the gender analysis of the opinions in the “Others do not allow you to speak freely” category (See Table 2). In the process of analyzing the questionnaire, we analyze the overall threats to the ability to speak; given that the number of our subjects is 2696, we can observe that a total of 1968 times (72.99%) pupils were threatened with speaking. If we look at the analysis results, such threats are characterized by a very high percentage. Threats to speech were

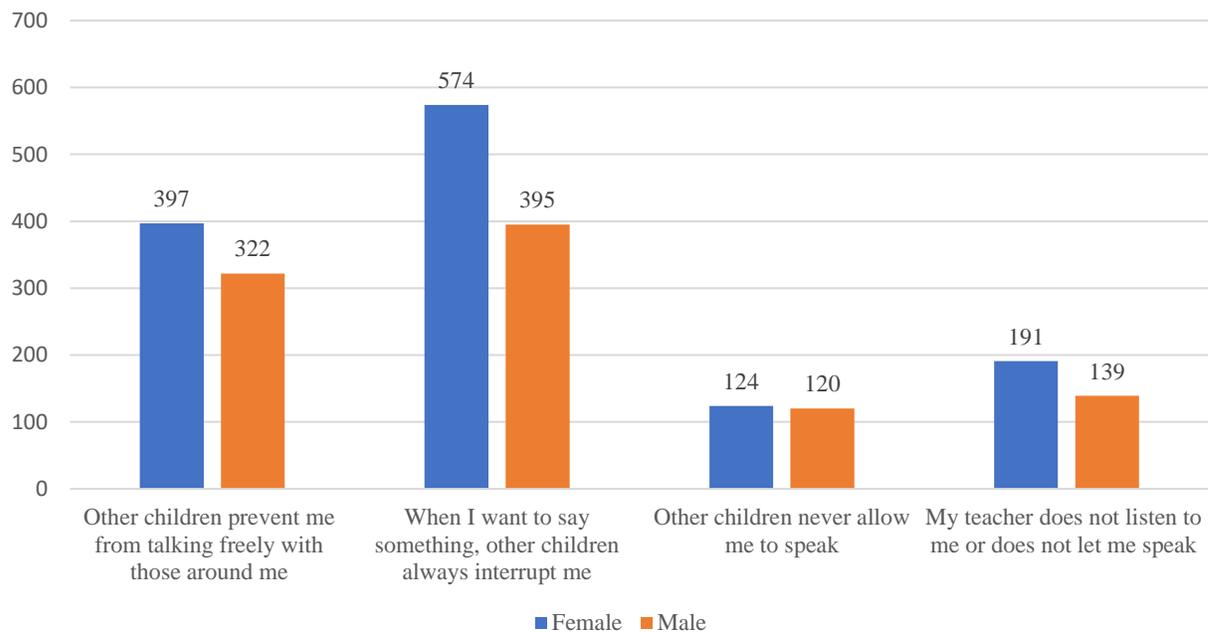
observed in 1,107 (74.24%) cases in females, while 861 (71.45%) cases were observed in males. The answers, such as “When I want to say something, other children always interrupt me,” were observed 574 (51.9%) times in females and 395 times (45.9%) in males.

TABLE 2
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “OTHERS DO NOT ALLOW YOU TO SPEAK FREELY” CATEGORY

		Gender		Total
		Female	Male	
Other children prevent me from talking freely with those around me	Number	397	322	719
	Percent	35,9%	37,4%	
When I want to say something, other children constantly interrupt me	Number	574	395	969
	Percent	51,9%	45,9%	
Other children never allow me to speak	Number	124	106	230
	Percent	11,2%	12,3%	
My teacher does not listen to me or does not let me speak	Number	191	139	330
	Percent	17,3%	16,1%	
Total	Number	1107	861	1968

The lowest percentage of threats to speech is expressed in the notion that “Other children never allow me to speak” we can observe that this figure was 11.2% (124) in females and 12.3% (106) in males.

FIGURE 2
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “OTHERS DO NOT ALLOW YOU TO SPEAK FREELY” CATEGORY



In analyzing the opinions in the category “Others put pressure on you,” we can observe the following cases (See Table 3). We can witness the most responses to the question, “My parents criticize me for how

I am spending my free time or because of my hobbies.” It was observed that 27.4% (291 times) in females and 28.6% (267 times) in males. One of the most exciting aspects of the teenage period is the desire for that freedom and the demand for one’s freedom, a period in which rebellion against parental prohibitions is typical in most teenagers so that parental criticism may be high on them. The lowest percentages were observed: “My teacher is constantly criticizing my work.” This result was 9.8% (104) in females and 9.4% (88) in males. To date, it has been found that most teachers are less likely to criticize pupils’ performance.

TABLE 3
GENDER ANALYSIS OF COMMENTS IN THE CATEGORY
“OTHERS PUT PRESSURE ON YOU”

		Gender		Total
		Female	Male	
Other children shout at me.	Number	136	104	240
	Percent	12,8%	11,1%	
My teacher shouts at me.	Number	147	179	326
	Percent	13,9%	19,2%	
Other children constantly criticize what I tell or do	Number	291	267	558
	Percent	27,4%	28,6%	
My teacher constantly criticizes what I do	Number	104	88	192
	Percent	9,8%	9,4%	
My parents criticize me for how I am spending my free time or for my favorite activity.	Number	267	207	474
	Percent	25,2%	22,2%	
I am fed up with phone calls	Number	224	205	429
	Percent	21,1%	22,0%	
I am orally threatened.	Number	130	100	230
	Percent	12,3%	10,7%	
Total	Number	1061	933	1994

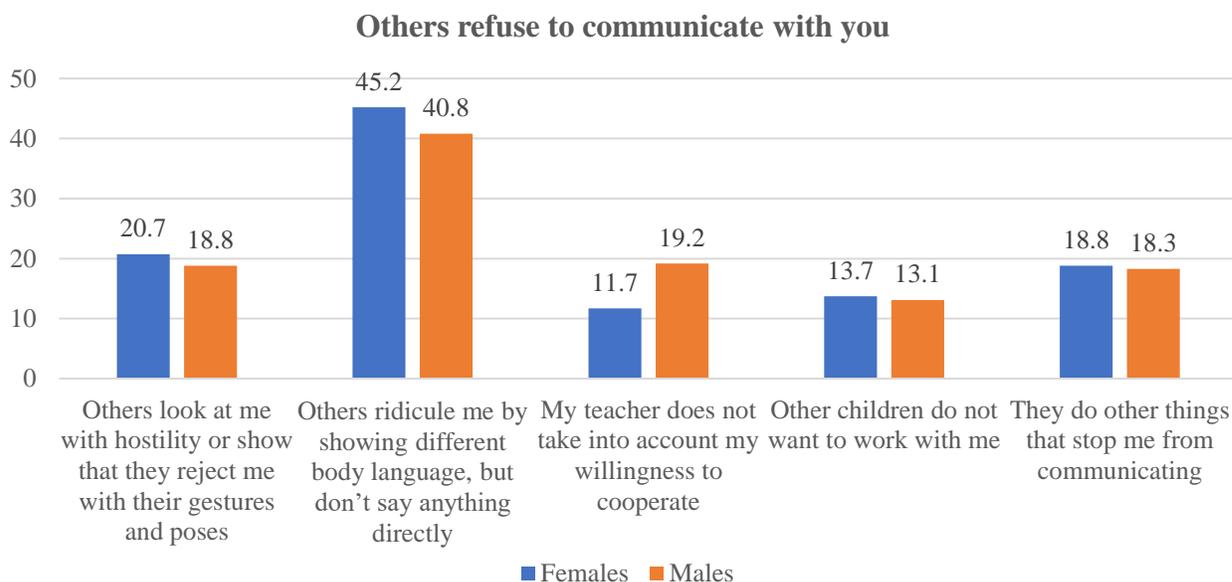
Regarding gender, the following results were obtained in observing the category “Others refuse to communicate with you” (See Table 4).

TABLE 4
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “OTHERS REFUSE TO
COMMUNICATE WITH YOU” CATEGORY

		Gender		Total
		Female	Male	
Others look at me with hostility or show that they reject me with their gestures and poses.	Number	197	154	351
	Percent	20,7%	18,8%	
Others ridicule me by showing different body language but do not say anything directly.	Number	429	334	763
	Percent	45,2%	40,8%	
My teacher does not take into account my willingness to cooperate	Number	111	157	268
	Percent	11,7%	19,2%	
Other children do not want to work with me	Number	130	107	237
	Percent	13,7%	13,1%	
They do other things that stop me from communicating	Number	179	150	329
	Percent	18,8%	18,3%	
Total	Number	950	819	1769

In analyzing the results, the percentage distribution of the answers in this category was as follows. The highest percentage score came from the question, “Others ridicule me by showing different body language but do not say anything directly.” We can observe that this was 45.2% (429) in females and 40.8% (334) in males. Females’ outcomes were higher than boys, with females being more likely to ridicule and perform various actions. When analyzing males’ outcomes, the incidence of indirect rather than direct action was higher. It was also observed in the answers to our questionnaire that the aspects of ridicule that are typical of teenagers are high. When we analyzed the question “My teacher does not take into account my willingness to cooperate,” the answers given by females were at least 11.7% (111%), but the lowest percentage of males answered, “Other children do not want to work with me.” According to the results, the figure was 13.1% (107). While teacher collaboration is insignificant for females, peer collaboration is almost insignificant for males (See Figure 3).

FIGURE 3
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “OTHERS REFUSE TO COMMUNICATE WITH YOU” CATEGORY



Regarding gender, the following results were obtained in the context of observing the category “Others ignore you” (See Table 4).

TABLE 5
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “OTHERS IGNORE YOU” CATEGORY

		Gender		Total
		Female	Male	
Other children do not talk to me	Number	140	110	250
	Percent	16,9%	15,8%	
Other children do not want me to talk to them	Number	105	112	217
	Percent	12,7%	16,1%	
Other children drive me out of my place	Number	67	93	160
	Percent	8,1%	13,4%	

Some children forbid others to talk to me	Number	154	91	245
	Percent	18,6%	13,1%	
Other children do not include me in their games	Number	95	121	216
	Percent	11,5%	17,4%	
They treat me as if I do not exist, as if I were a blank space	Number	120	82	202
	Percent	14,5%	11,8%	
They send me written threats.	Number	62	38	100
	Percent	7,5%	5,5%	
Other forms keep me out of communication	Number	221	149	370
	Percent	26,7%	21,4%	
Total	Total	827	696	1523

The response “There are other forms that keep me out of communication” was 26.7% (221) for females and 21.4% (149) for males. The minor recurring threat was considered to reference the sentence, “They send me written threats.” We can observe that this result was 7.5% (62) in females and 5.5% (38) in males. Empty threats are now more prevalent than written threats, and it has been observed that pupils find it more effective to exclude them from a particular activity than written words during a threat.

In observing the gender analysis of opinions in the category “You are forced to do what I do not like,” we encountered the following situations (See Table 6).

TABLE 6
GENDER ANALYSIS OF OPINIONS IN TERMS OF THE “YOU ARE FORCED TO DO WHAT I DO NOT LIKE” CATEGORY

		Gender		Total
		Female	Male	
I have to serve others, do homework for them, etc.	Number	151	118	269
	Percent	19,8%	18,4%	
I have to give my things to them	Number	387	322	709
	Percent	50,7%	50,1%	
Other claims hurt me.	Number	256	219	475
	Percent	33,5%	34,1%	
Total	Number	764	643	1407

The answer “yes” is observed 1407 times in this category. The answer “I have to give my things to them” was the highest percentage among our test takers, with 50.7% (387) for females and 50.1% (322) for males. The least repetitive answer in this category is “I have to serve others, do homework for them, etc.”. It was 19.8% (151) in females and 18.4% (118) in males.

Observing the gender analysis of the opinions in the category “Negative attitude of others,” we identified the following cases (See Appendix 1).

The most experimental confirmation in this category was “Other kids say bad things about me behind my back.” This was 34.7% (371) in females and 30.3% (265) in males. That is, it can be said that both females and males suffer from gossiping more than others. The statement with the lowest percentage was, “Someone offends or embarrasses me on social media.” We found this was 3.6% (42) in females and 3.5% (31) in males. In most cases, we can observe that resentment or embarrassment on social media is not specific to our region.

When we followed the gender analysis of the opinions in the “Violence or Threat of Violence” category, the analysis of the results was as follows (See Appendix 2).

The opinion with the highest percentage was found to be “Someone takes my belongings.” This is 29.3% (240) in females and 19.2% (142) in males. It turns out that aggression against someone’s thing is common in most girls. Although it also shows a high percentage of boys, we can observe that it is known that girls do not suffer as much. The lowest percentage question in this category is “Other pupils (one or more people) beat me, put physical pressure on me.” It was 3.8% (35) in females and 4.5% (35) in males. Despite the low results, physical violence is one of the negative aspects.

“Who made these actions?” a cross-sectional analysis of the answers to the question is one indicator that determines precisely who is perpetrating this violence (See Table 7).

TABLE 7
GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION
“WHO MADE THESE ACTIONS?”

		Gender		Total
		Female	Male	
My classmates	Number	297	215	512
	Percent	25,3%	23,4%	
Pupils of parallel classes	Number	95	86	181
	Percent	8,1%	9,4%	
Senior class students	Number	83	75	158
	Percent	7,1%	8,2%	
Junior class students	Number	38	37	75
	Percent	3,2%	4,0%	
Teachers	Number	67	61	128
	Percent	5,7%	6,6%	
The school administration	Number	32	25	57
	Percent	2,7%	2,7%	
Other people	Number	157	93	250
	Percent	13,4%	10,1%	
None	Number	596	433	1029
	Percent	50,8%	47,2%	
Total	Number	1173	918	2091

50.8% (596) of female and 47.2% (433) of male pupils reported no violence. 25.3% of female (297) and 23.4% of male pupils (215) reported that such behaviors were perpetrated by their classmates. In the next place, the answer “Pupils of parallel classes” was 8.1% (95 people) in female and 9.4% (86 people) male pupils. It follows that most acts of violence in school children are committed by their peers. There is another answer that has caught our attention, and that is that other people perpetrate cases of violence. This result was 13.4% (157 people) of female and 10.1% (93 people) of male pupils. It is also worth noting that the violence was perpetrated by other people, i.e., people not mentioned in the response options, because this other person could be anyone. The smallest percentage of violence is considered to be violence committed by the school administration. Violence against girls by management was 2.7% (32 people), while violence against boys was also 2.7% (25 people).

In the next paragraph, a gender analysis of the answers to the question “Whom can you contact to talk about this?” was performed (See Appendix 3).

If we look at the analysis results, most pupils answered: “to my parents.” We can observe that the range of the answers was 32.2% (363 people) in female and 26.1% (233 people) in male pupils. One of the best outcomes is that our pupils turn to someone in cases of violence against them. Their appeal to the parents shows a trusting relationship between them. The standard answer was asking for help from their friends

(boyfriend or girlfriend). In most cases, it is natural for school children to share with their loved ones, i.e., friends, about cases of violence against them. The lowest percentage in both male and female pupils was the answer “another person.”

CONCLUSION

Gender analysis of the answers to the question “How often do the following actions happen to you?” analyzes the frequency of repetition of violence and bullying cases against pupils. In this case, the subjects have to choose only one answer. We try to analyze the responses of 2696 subjects. One of the answers that made us happy was the answer “never.” 62.4% of female (930 people) and 58.8% of male pupils (709 people) reported the same answer. This means that we can observe that bullying-related situations do not occur in most female and male pupils. However, 70 girls and 82 boys cited bullying situations that occur every day. Although this is 5.6 percent of the total, schools still do not rule out the possibility of such incidents. If we observe the analysis of the results, we can see that bullying cases occur in a specific time interval in 39.2% of pupils. This means that bullying will occur in about 40% of pupils anyway. This is a high indicator. In such situations, it is advisable to work with pupils and listen to them.

TABLE 8
GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION “HOW OFTEN DO THE FOLLOWING ACTIONS HAPPEN TO YOU?”

		Gender		Total
		Female	Male	
Every day	Number	70	82	152
	Percent	4,7%	6,8%	5,6%
Almost every day	Number	108	105	213
	Percent	7,2%	8,7%	7,9%
About once a week	Number	118	116	234
	Percent	7,9%	9,6%	8,7%
Several times a month	Number	88	90	178
	Percent	5,9%	7,5%	6,6%
Rarely in a month	Number	177	103	280
	Percent	11,9%	8,5%	10,4%
Never	Number	930	709	1639
	Percent	62,4%	58,8%	60,8%
Total	Number	1491	1205	2696
	Percent	100,0%	100,0%	100,0%

The following results were obtained by observing the analysis of the answers to the question “When did such actions against you begin?” by gender (See Table 8).

TABLE 9
GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION “WHEN DID SUCH ACTIONS AGAINST YOU BEGIN?”

		Gender		Total
		Female	Male	
Two years ago	Number	178	159	337
	Percent	11,9%	13,2%	12,5%
A year ago	Number	98	83	181
	Percent	6,6%	6,9%	6,7%
Six months ago	Number	63	67	130
	Percent	4,2%	5,6%	4,8%
Less than six months ago	Number	38	38	76
	Percent	2,5%	3,2%	2,8%
Two months ago	Number	46	33	79
	Percent	3,1%	2,7%	2,9%
In two months	Number	40	28	68
	Percent	2,7%	2,3%	2,5%
Less than a month ago	Number	76	42	118
	Percent	5,1%	3,5%	4,4%
Never	Number	952	755	1707
	Percent	63,8%	62,7%	63,3%
Total	Number	1491	1205	2696
	Percent	100,0%	100,0%	100,0%

It never occurred in 63.8% (952 people) of female and 62.7% (755 people) of male subjects. However, 37% of the subjects reported that these actions were present over some time. Circumstances associated with bullying can undoubtedly hurt a person’s psychological development and maturity.

A gender analysis of the answers to the question “How many people was involved in these actions against you?” revealed the number of participants in such actions (See Table 10).

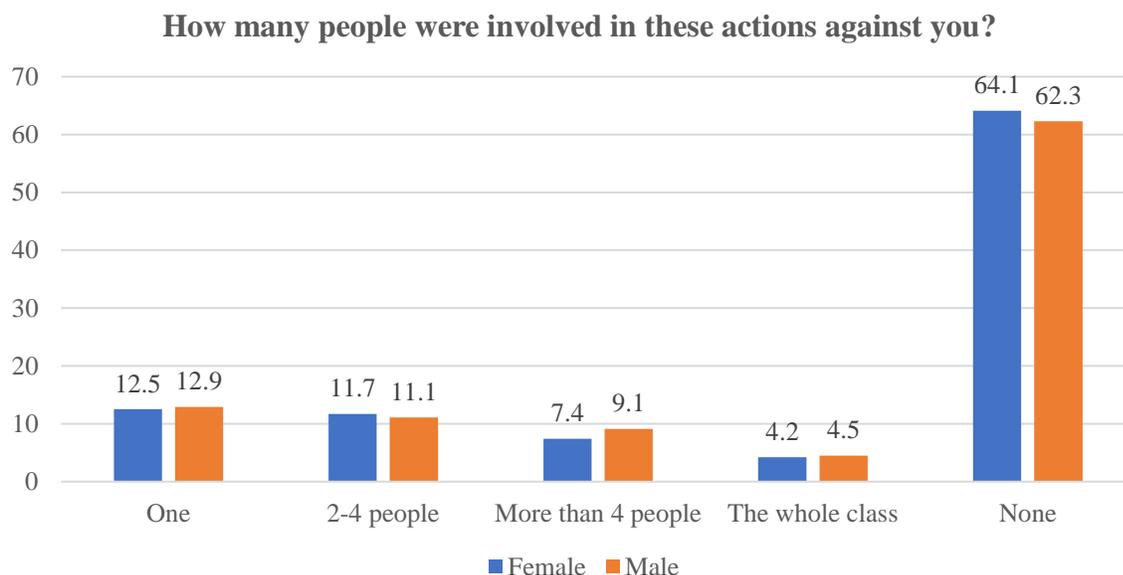
Analyzing this table, we were pleased to find that the percentage of “no” answers was high when analyzing the data of test subjects who participated in bullying against a particular pupil. In female subjects, this figure is 64.1% (956 people), while in male subjects, it is 62.3% (751 people). 4.2% (63 people) of female subjects were bullied by the whole class, while this number is 4.5% (54 people) for male subjects. Although these percentages are low, the presence of bullying cases, in general, is one of the aspects that indicate the need to create a safe environment in the school. We can observe that more than four people are involved in bullying per pupil. It was 7.4% in female and 9.1% in male subjects. When we analyzed the percentage of bullying, including 2-4 participants, it was 11.7% in female and 11.1% in male pupils.

TABLE 10
A GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION, “HOW MANY PEOPLE WERE INVOLVED IN THESE ACTIONS AGAINST YOU?”

Answer variants		Gender		Total
		Female	Male	
One	Number	186	156	342
	Percent	12,5%	12,9%	12,7%
2-4 people	Number	175	134	309
	Percent	11,7%	11,1%	11,5%
More than four people	Number	111	110	221
	Percent	7,4%	9,1%	8,2%
The whole class	Number	63	54	117
	Percent	4,2%	4,5%	4,3%
None	Number	956	751	1707
	Percent	64,1%	62,3%	63,3%
Total	Number	1491	1205	2696
	Percent	100,0%	100,0%	100,0%

While the participation of only one person in bullying is higher than that of others, we can observe that it was 12.5% in female and 12.9% in male subjects (See Figure 4).

FIGURE 4
A GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION, “HOW MANY PEOPLE WERE INVOLVED IN THESE ACTIONS AGAINST YOU?”



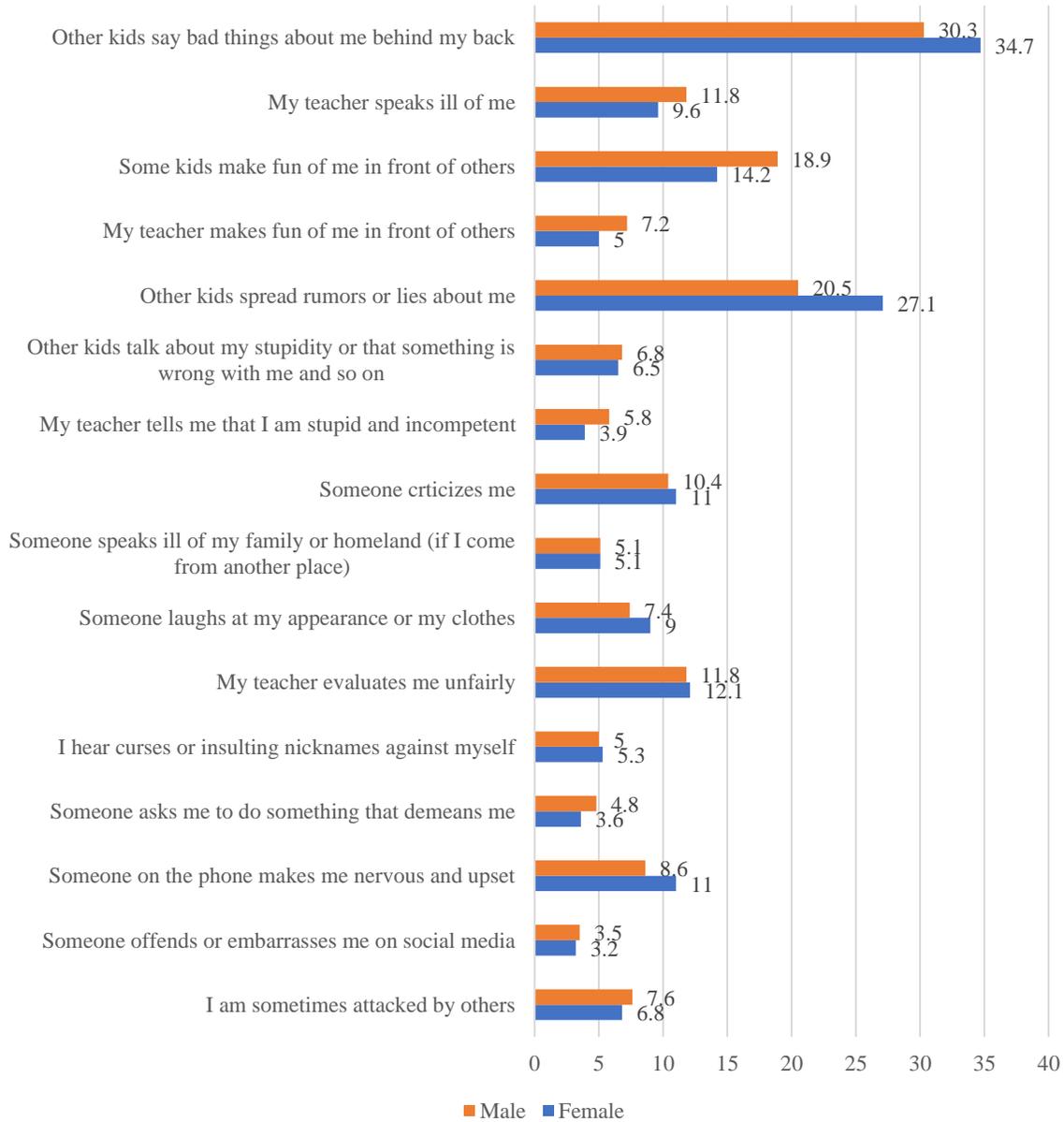
In conclusion, the application of H. Kasper’s SMOB (Schülermobbing) “School Mobbing” survey in the context of Uzbekistan gives effective results, and it should be noted that it is possible to analyze the situation of school bullying in detail and draw objective conclusions.

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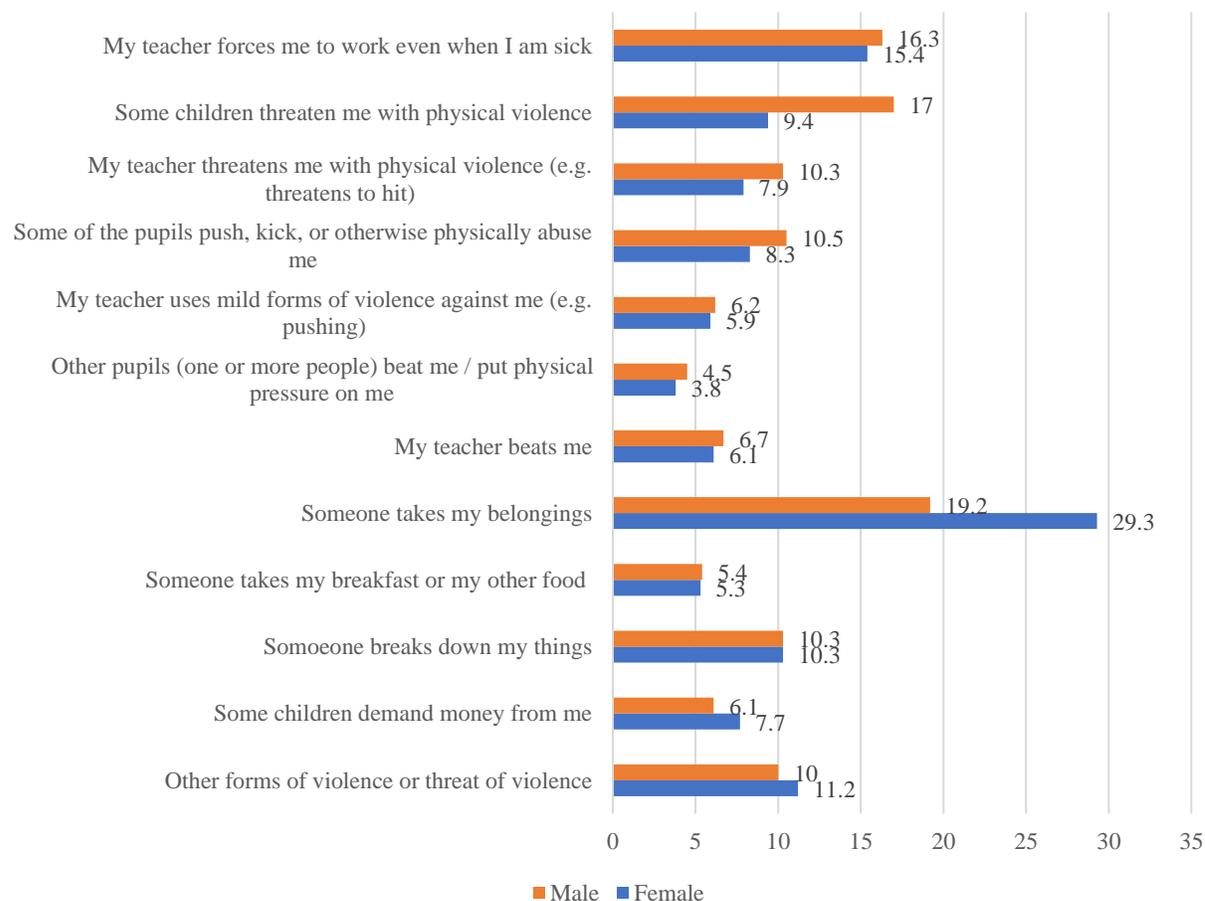
APPENDIX 1: GENDER ANALYSIS OF THE OPINIONS IN THE CATEGORY “NEGATIVE ATTITUDE OF OTHERS”

Negative attitude of others



APPENDIX 2: GENDER ANALYSIS OF THE OPINIONS IN THE CATEGORY “VIOLENCE OR THREAT OF VIOLENCE”

Violence or threat of violence



APPENDIX 3: GENDER ANALYSIS OF THE ANSWERS TO THE QUESTION “WHOM CAN YOU CONTACT TO TALK ABOUT THIS?”

Who can you contact to talk about this?

