



Working together
www.rcis.ro

Revista de Cercetare și Interventie Sociala

ISSN: 1583-3410 (print), ISSN: 1584-5397 (electronic)

BULLYING AND CYBERBULLYING IN SCHOOL: AN EXPLORATORY STUDY ON STUDENTS AGED 9 TO 14 IN ROME

*Anna Maria ALTIERI, María Luisa ZAGALAZ SÁNCHEZ,
Carmen GONZÁLEZ GONZÁLEZ DE MESA, Rosella TOMASSONI, Giulio D'URSO*

Revista de cercetare și intervenție socială, 2024, vol. 86, pp. 46-59

<https://doi.org/10.33788/rcis.86.4>

Published by:
Expert Projects Publishing House



On behalf of:
„Alexandru Ioan Cuza” University,
Department of Sociology and Social Work
and
HoltIS Association

Bullying and Cyberbullying in School: An Exploratory Study on Students Aged 9 to 14 in Rome

Anna Maria ALTIERI¹, María Luisa ZAGALAZ SÁNCHEZ²,
Carmen GONZÁLEZ GONZÁLEZ DE MESA³,
Rosella TOMASSONI⁴, Giulio D'URSO⁵

Abstract

This study illustrates the results of an empirical research, conducted in order to explore the phenomena of bullying and cyberbullying, on a sample of students, in the years between the end of childhood and the preadolescence. The focus of the investigation was on the most common forms of bullying and cyberbullying, and their identification by the bully, victim and witnesses. The study was conducted on a sample of 286 pupils, aged between 9 and 14, attending an educational institution located on the northern outskirts of Rome. 24.8% of the participants said they had been bullied or cyberbullied. The largest group of students who have suffered abuse, are boys. 37.7% of the victims said they had been bullied in the schoolyard and 29% in the classroom. The largest group of respondents recognizes the bully's ability to be respected, but do not appreciate his aggressiveness. These results can be useful because they highlight the opportunity to identify educational strategies that take advantage of the group's low appreciation of the aggressiveness to weaken the aggressor's antisocial leadership.

Keywords: bullying; childhood; pre-adolescence; school; questionnaire.

¹ Department of Didactics of Musical, Plastic and Bodily Expression, University of Jaén, Jaén, SPAIN, E-mail: ama00155@red.ujaen.es; ORCID: 0009-0001-8562-2903

² Department of Didactics of Musical, Plastic and Bodily Expression, University of Jaén, Jaén, SPAIN, E-mail: lzagalaz@ujaen.es; ORCID: 0000-0001-6044-8569

³ Department of Educational Sciences, University of Oviedo, Oviedo, SPAIN, E-mail: gmcarmen@uniovi.es; ORCID: 0000-0001-8349-7494

⁴ Department of Human, Social and Health Sciences, University of Cassino and Southern Lazio, Cassino, ITALY, E-mail: r.tomassoni@unicas.it; ORCID: 0000-0002-7428-9172

⁵ Department of Law, Economics and Social Sciences, Mediterranean University of Reggio Calabria, Reggio Calabria, ITALY, E-mail: durso.giulio@icloud.com; ORCID: 0000-0003-1144-7222

Introduction

In contemporary society, the increasing prevalence and severity of bullying and cyberbullying behaviours have taken on disconcerting proportions. UNESCO data reports that, in the world, every year, 246 million children and adolescents experience some form of bullying (UNESCO, 2017). ISTAT data indicates that, in Italy, 22.5% of minors between 11 and 13 years old have been bullied at least once a month (ISTAT, 2019). More and more frequently, the chronicle reports stories of violence, towards the youngest, from the peer group, with strong incidence also in the years of late childhood and pre-adolescence (Sharp & Smith, 1994), defined as cases of bullying. With this term, the international scientific literature does not indicate a generic aggressive behaviour, but a peculiar phenomenon of violence, characterised by a structure of participation, in which not only the profiles of the bully and the victim are of decisive importance, but also the multiplicity of roles assumed by the subjects who witness the violence and who, by supporting the aggressors or the attacked, can considerably affect the development of the vexatious dynamics.

The main roles assumed by bystanders can be included in the following macro-categories: “assistants”, i.e. followers of the bully and their accomplices in the attack on the victim; “reinforcers”, also followers of the bully, whom they support by encouraging the action, but without participating; “defenders”, who are those who stand in solidarity with the victim, intervening on her behalf in public, comforting her in private, or referring to the teacher what happened; “outsiders”, or simple bystanders, who prefer to remain neutral and not get involved in the matter (Salmivalli et al., 1996). The behavioural dynamics activated in a group can therefore, in line with social learning theory (Bandura, 1977), feed or block the manifestation of aggressive behaviour. Bullying is therefore a complex collective phenomenon and, as such, cannot do without the context in which it occurs: the school.

The first research on bullying at school was carried out in Scandinavian countries in the 1970s by Dan Olweus, Norwegian psychologist and pioneer of studies on this phenomenon. The descriptive survey, carried out on the Norwegian school population (Olweus, 1978), revealed the particular seriousness and high incidence of the phenomenon in all age groups. It was Olweus himself who coined the term “bullying” and formulated its definition: “a student is bullied, namely has been bullied or victimized, when he/she is exposed, repeatedly over time, to offensive actions, carried out by one or more peers” (Olweus, 1993: 11-12).

Based on this definition, it can be stated that bullying is characterised by three fundamental criteria: intentionality, persistence and power imbalance. Intentionality indicates that the bullying behaviour is carried out knowingly and with the precise intention to harm; persistence indicates that this behaviour is not occasional but is repeated and continues over time; power imbalance implies an

asymmetrical type of relationship between the protagonists, derived from factors of various kinds, for example different physical strength, social prestige, family background (Fonzi, 1997). The aggressor, therefore, uses his strength or power to repeatedly harm a subject, through humiliating actions, offences, mockery, threats, physical or verbal aggression, defamation, slander and slander aimed at subjugating, discrediting and excluding him from the group (Ortega, 2010).

The bully can achieve this result, thanks to his position within the group, where he exercises a dominant and controlling role over others (Crick & Dodge, 1999), arousing admiration and respect from peers who are forced to support him or, at least, not to oppose his behaviour, in a vicious circle, in which the bully feeds the action of the group and vice versa (Salmivalli, 2010). In this dynamic, conformism leads individuals to act as if they were a unit (Anzieu, 1986) and, consequently, not to recognise personal responsibility for collective persecution, ending up by attributing it to the one who suffers it, i.e. the victim, who is considered guilty of having provoked it, due to his or her behaviour or personal characteristics: physical appearance, sexual orientation, religion, socio-economic status.

When the class group is structured with such dynamics, the school also becomes a place of violence and humiliation, where sick mechanisms are created, according to which it feels it has the right and the duty to persecute the victim, who is considered guilty of the reactions it provokes. Olweus himself describes this dynamic: "From time to time, the other children in the class may also bully and insult the target child. He is a safe target: everyone knows that he is weak, that he does not dare to react [...]. Thus, beliefs develop that trigger a process of "dehumanisation of the victim": he is a miserable and worthless being, therefore he deserves to be beaten" (Olweus, 1993: 38).

In this context, the silent majority, who do not participate in the attacks, fear ending up in the same situation, and for this reason do not defend the victim, who is completely isolated from the rest of the class. With the rise of social networks and digital devices, a new form of bullying has been established, carried out using, in a distorted way, the communication potential offered by the network: cyberbullying (Casas *et al.*, 2013; Slonje *et al.*, 2013).

Cyberbullying maintains the characteristics of traditional bullying, but adds others: the ability to post humiliating videos or images, disseminate false news and confidential information online, send threats or offensive messages, exclude the victim from digital communication, appropriate their virtual identity, damage their image to an indistinct audience of potentially thousands of users (Gradinger *et al.*, 2009). Moreover, since there are no limits of space and time on the web, offences and humiliations posted on the Internet can be seen anywhere and at any time by a large number of people, which considerably increases the proportions of harm caused to the victim (Tokunaga, 2010). Added to this, the stalker can pursue the victim while remaining completely anonymous and acting at any time

of the day and night, making the victim's life very difficult (Nocentini *et al.*, 2010; Olweus, 2012).

Victimization can produce serious consequences, not only in the short term, but also in the long term, causing anxiety problems, attention deficits and difficulties in social relationships (D'Urso *et al.*, 2023). Bullying and cyberbullying are not only widespread, but tend to be more prevalent and manifest themselves even in younger age groups. Although they generally take very dangerous forms later in life, they are particularly serious in the years between late childhood and pre-adolescence (Buccoliero & Maggi, 2017). This period of developmental age represents a particularly delicate phase for the growing individual, also for the onset of the first physiological changes, linked above all to sexual development, which in pre-adolescents gradually become apparent (Graziano *et al.*, 2012). In addition, already after the age of eight, the child begins to develop an autonomous capacity for moral evaluation of behaviour (Piaget, 1932). Such changes, psychological and physical, coincide with the need for greater dependence on the family and a strong drive towards socialisation (Pietropolli-Charmet, 2000).

For this reason, these years are characterised by a growing need for popularity (Pouwels, *et al.*, 2018), understood as a need for attention and visibility, and a position of dominance in the peer group. While in primary school the need for popularity is associated with peer group appreciation, in the transition between primary school and lower secondary school, popularity becomes more important and is easily associated with aggressive behaviour (Parkhurst & Hopmeyer, 1998), also because of the attractiveness of more adult figures, where antisocial behaviour is more common (Moffit, 1993). Therefore, in those years, the bullying-popularity association is strengthened, while the prosocial behaviour-popularity association is weakened (Bukowski *et al.*, 2000).

The empirical research presented here has been conducted to explore the phenomenon of bullying in the school context, on a sample of pupils aged between 9 and 14 years, focusing on the most common forms of bullying and cyberbullying and their identification by the aggressor, the victim and the witnesses. Frequency, manifestation modalities, possible developments, pupils' opinions about who exerts, suffers and assists bullying, and attention has been paid to the association with popularity: a very marked tendency in the years of the developmental age, object of the research, have been investigated. The aim of the study was to explore the prevalence of bullying and cyberbullying and to investigate these phenomena in multiple aspects, on a sample of students in Rome, who are going through such a delicate and significant phase of their lives, as that which marks the passage between the end of childhood and pre-adolescence.

Methodology

Context and Participants

The study was carried out in 2023 on a sample of 286 pupils, including 140 boys and 146 girls, aged between 9 and 14, attending all 4th and 5th year primary school classes and all 1st, 2nd and 3rd year lower secondary school classes, in a state school located in a suburb in the north of Rome, identified for its accessibility. In particular, the following participated in the survey: three classes of 4th and three classes of 5th grade of primary school; three classes of 1st, four classes of 2nd and four classes of 3rd grade of lower secondary school. In total, the sample consisted of 88 primary school pupils and 198 lower secondary school pupils.

The district is located in the 15th Municipality of Rome and has a population density of 852 inhabitants/km², lower than the average of the Capital, where the population density is 2186 inhabitants/km². It is one of the partly dormitory districts of the city, populated by families of medium economic level, where the inhabitants commute to and from the capital, to reach their place of work, the universities, the hospitals, or places of culture.

Table 1. Participants

Participants		Number of boys taking part	Number of girls taking part
9-10 Years Classes 4 ^o	Primary school	22	21
10-11 Years Classes 5 ^o		23	22
11-12 Years Classes 1 ^o	Secondary school	20	34
12-13 Years Classes 2 ^o		40	32
13-14 Years Classes 3 ^o		35	37
Total		140	146

Proceedings

The sample of students was recruited by sending a letter to the head of the institution informing about the intention to conduct a study on the phenomena of bullying and cyberbullying and asking for the availability to participate. The questionnaire, to be administered to pupils, was enclosed for their knowledge and it was explained that the results of the survey would be returned to the school

so that it could use them in the framework of the programming of educational interventions against bullying.

The covering letter to families was also attached, with a request for permission to participate in the survey, noting that the survey would be conducted on a completely anonymous and voluntary basis. It was made clear that no personal data would be collected from individual pupils and that all information would be treated in accordance with the right to confidentiality and privacy legislation. The school authorised the administration and families signed the informed consent. Of the 321 pupils who attended the above-mentioned classes, 89% participated in the survey, while 11% were absent or did not hand in the signed authorisation. The questionnaire was administered in the respective classrooms of the classes involved, on two days: one for the primary school and one for the lower secondary school. The screening lasted approximately 40 minutes. In agreement with the school, which preferred this modality, the questionnaire was delivered on paper.

The screening began after a brief introduction on the phenomena of bullying and cyberbullying, at the end of which the total guarantee of confidentiality of the answers given was reiterated and the willingness to provide clarifications, in case of doubt or perplexity, during the completion of the questionnaire was declared.

Instrument

A questionnaire to detect bullying and cyberbullying (QDBC), developed *ad hoc* for research, structured with closed-ended questions, was used for data collection. The questionnaire begins with compilation instructions and asks for the respondent's gender and school level. It is specified that the actions to be recorded relate to a time interval of the last 3-4 months. The questionnaire consists of 34 items and is divided into four sections. One section concerns the aggressor and consists of 13 items (identified by the letter B and the sequential number), another section concerns victims and consists of 14 items (identified by the letter V and the sequential number), a new section on witnesses consists of 4 items (labelled with the letter T and sequential number) and the last section on students' views on bullies, victims and witnesses consists of 3 items (labelled with the letter O and sequential number).

The sections on aggression and victimization contain the first 6 items describing the two behaviours in exactly the same way as each other, referring to the same type of actions: excluding, offending, forcing, assaulting, subtracting, spreading rumours.

Table 2. Frequency

Frequency	Bullying	Victimization
Never Once or twice Three to five times Six to ten times More than the times	B1. At school, have you intentionally excluded or isolated any classmates?	V1. At school, have you been intentionally excluded or isolated by a peer?
Never Once or twice Three to five times Six to ten times More than the times	B2. At school, have you ever ridiculed, offended or called a classmate humiliating names?	V2. At school, have you ever been ridiculed, offended or called humiliating nicknames by a classmate?
Never Once or twice Three to five times Six to ten times More than the times	B3. At school, have you ever forced a classmate to do something they didn't want to do?	V3. At school, have you ever been forced to do something you didn't want to do?
Never Once or twice Three to five times Six to ten times More than the times	B4. At school, have you ever attacked or hit a classmate?	V4. At school, have you been attacked or beaten up by a classmate?
Never Once or twice Three to five times Six to ten times More than the times	B5. At school, have you ever stolen or damaged objects belonging to a classmate?	V5. At school, has a classmate stolen or damaged property belonging to you?
Never Once or twice Three to five times Six to ten times More than the times	B6. At school, have you ever spread false rumours, photos/videos, chat messages, about a classmate in order to harm him?	V6. At school, have any classmates spread false rumours, photos/videos, chat messages, about you, in order to harm you?

These items are followed by a question asking the student whether they believe they have been a perpetrator (item B7) or a victim (item V7) of acts of aggression and cyberaggression. Only students who answer yes to these questions can proceed and answer 5 other questions. These items are also formulated in a speculative way. They aim to investigate aspects related to places, times, gender of perpetrators and victims, use of digital devices.

Table 3. Who, where, when, how?

Who, where, when, how?		
	Bullying	Victimization
GENDER	B8. If you have bullied, have you bullied boys or girls?	V8. If you have been bullied, have you been bullied by boys or girls?
Boys		
Girls		
Both		
CLASS	B9. What classes do the students you have bullied attend?	V9. What class do the students who have bullied you attend?
My class		
A class different from mine		
PLACES	B10. Where did you commit the harassment?	V10. Where were you harassed?
In the classroom		
In the toilets		
In the corridors/ playground		
On the way to school or home		
Other		
MOMENTS	B11. At what point did you commit the harassment?	V11. At what point were you harassed?
At recess		
At the change of time		
During the lesson		
At entrance/exit		
Other		

AGGRESSION OR CYBERAGGRESSION	B12. Has the humiliation you have experienced been carried out in the presence and/or via chat and social network?	V12. Has the humiliation you have suffered been carried out in the presence and/or via chat and social network?
In presence		
Via chat and social network		
Both		

The sections related to aggression and victimization end with items related to the causes and consequences of the phenomenon. In particular, the bully is asked to indicate the reason why he/she assaulted the victim (item B13) and the victim is asked to indicate how he/she reacted to the abuse (item V13) and whether he/she asked for help (item V14).

The third section concerns witnesses and consists of 4 items, which investigate the frequency (item T1), the type of actions they attended (item T2), what feelings they experienced (item T3), whether they asked for someone’s intervention, whether they defended or sympathised with the victim or preferred not to get involved in the issue (item T4).

The fourth and last section of the questionnaire is intended for all students and consists of 3 items, which refer to their general views on the figures of perpetrator, victim and witnesses.

Table 4. Opinions

O1. What do you think of the figure of the aggressor?
He is a leader and I admire him
He knows how to make himself respected, but I don’t appreciate his aggressiveness
He’s a bully, but it’s better to make friends with him, so you don’t get into trouble
He is arrogant and I try to stay away from him
O2. What do you think of the figure of the victim?
He is a weakling and deserves to be attacked
He must learn to defend himself
I feel sorry for him, he must be helped, everyone can be bullied
I feel sorry for him, but I prefer not to get involved, so as not to get into trouble
O3. What do you think about witnesses?
They should stay out of it
They should support the bully and not make the bully an enemy
They should support the victim because bullying is everyone’s problem

Results

Once the questionnaires had been collected, the data were entered into spreadsheets and, by means of cross-tabulation, the results were obtained, both in terms of absolute values and percentages. The results have been interpreted and organised in graphs so that a clear and immediate picture of the phenomenon under investigation can be obtained. The responses with the most quantitatively relevant percentages and the most significant ones are highlighted in order to better understand the dynamics.

The data showed that, in relation to the 3-4 months prior to the survey, 12.2% of the participants said that they had been the perpetrators of bullying or cyberbullying (item B7) and 24.8% of the students said that they had been victims of acts of aggression and cyberaggression (item V7).



Figure 1. Students who believe they have been victims of aggression or cyberaggression (item V7)

The sample in question also stated that they had bullied 60.7% of the boys and 39.3% of the girls (item B8). Most of the behaviours took place six to ten times, during the 3-4 months prior to the survey. When asked why the bully chose to victimise that peer, 29.8% of the respondents said that he/she did so because he/she is weak in character, 15.6% because he/she has a bad physical appearance and 13.3% because he/she has something he/she would like to have (item B13).

In the sample investigated, traditional bullying prevails (64.2%), while cyberbullying is less frequent (23.9%); 37.7% of the victims reported having been bullied in the school playground and 29% in the classroom; 55.9% of the same sample stated that the time when these acts take place is at recess. It seems clear that, unfortunately, school is still the privileged place for antisocial behaviour, despite its educational vocation.

The pupils who recognise themselves as victims say that they have reacted to attacks and exclusion: 34% by resisting and trying not to show their suffering to the group; 27.5% by hanging around with other people; 15.7% by withdrawing into themselves and isolating themselves (item V13). When asked whether the victim had turned to anyone for help, 60.9% of the respondents answered that they had spoken to their parents, 23.2% to a friend, 13% to a teacher and 15.9% to no one (item V14). This is very significant when compared to the fact that most bullying takes place on school premises and therefore under the supervision of teachers, to whom, however, little reference is made when asking for help.

With regard to the items related to witnesses, 56.7% of them claimed to have seen bullying mainly referring to teasing and offences, while 28.4% said that the victims were excluded from the group. In addition, 43.4% of the witnesses stated that they wanted to intervene to defend the colleague who was suffering humiliation, but preferred not to get into trouble; 30.6% stated that they had intervened to publicly defend the victim; 18.1% stated that they had not intervened, preferring to show solidarity with the victim in private; 7.9% said that they had not got involved, because they considered that it was not their problem.

The last set of results is also very significant, i.e. the one concerning the opinions of all students, regardless of their participation in the bullying dynamics, on the figure of the bully, the victim and the witnesses. To the descriptor asking for an opinion on the figure of the aggressor, the respondents answered as follows: 37.7% think that he knows how to make himself respected but does not appreciate his aggressiveness; 35.4% think that he is a bully, but that it is better to make friends with him to avoid problems; 27.1% think that he is a bully and try to stay away; 2.8% think that he is a leader and admire him. It is clear that the bully's leadership finds in aggressiveness a strength for some witnesses, but a weakness for others.

Knowing this data is very important because it makes it possible to identify an aspect on which to act in order to weaken the bully's capacity to attract and to seek effective educational strategies capable of counteracting and, above all, preventing the phenomenon of bullying in this age group.

Discussion

The results obtained from the analysis and interpretation of the data provide a fairly clear picture of the phenomenon of bullying in pupils aged between 9 and 14 years, in a small school context in a peripheral and sparsely populated neighbourhood, located in the north of Rome. It seems significant that these dynamics are activated above all in the playground and in the classroom, when the vigilance of the teachers is maximum and this suggests that there is a tendency to hide them, both by those who suffer from them and by those who assist them. The silence towards the teachers shows a lack of trust and a fear of asking for

help, perhaps because of the risk that the matter will be underestimated or that the aggressor may become even more dangerous (D'Urso *et al.*, 2022). The victim thus finds himself living this difficult situation in silence and solitude, which makes the way out very difficult to detect (Smith, 1991).

There are acts of bullying, mainly directed at boys, in a "face-to-face" manner, whose repetition, more or less frequent, generates mechanisms that aggravate and pervert the classroom climate, and produce deep suffering in those who endure them, which should not be underestimated. In this regard, scientific studies show that victims of bullying can have psychological consequences, even serious ones, in adulthood, such as anxiety disorders, depression, eating disorders, self-harming behavior (Wolke, 2015; Klomek, 2010). The figure of the bully also needs a lot of attention, since his persecutory behavior reveals a family malaise: through the victim, in fact, he can take revenge for the aggressions he has suffered in turn or repeat the situations of violence he has learned at home (Oliverio-Ferrario, 2008; Nocentini *et al.*, 2019). Despite the low appreciation of aggression by his peers, he can manipulate them and exercise his power thanks to the consensus and popularity he enjoys, which, however, could be reduced in the presence of educational interventions aimed at promoting awareness, empathy and solidarity in the peer group (Gini, 2006).

This work has provided the opportunity to verify the socio-relational level within the school context and to identify aspects that constitute sources of strong discomfort and suffering for students. The instrument used can be reused, with the appropriate adaptations, to identify the frequency, modalities, and development of the abusive behaviors and to know the point of view of the students on the behaviors of the protagonists of the dynamic.

Conclusion

The phenomenon of bullying is present and has its effects on the relational dynamics of younger age groups, even in smaller educational contexts, generally characterized by greater interrelation, interdependence and solidarity between peers and more controlled by adults. It is positive that the victim, in most cases, does not lock himself away in suffering, but tends to trust the affective figures of reference, asking for help, first of all, from the parents. The social and emotional profile of students is a fundamental aspect when it comes to making the class a group of people capable of working and growing together.

As future perspectives, we believe that, based on the results of the research, educational interventions can be adopted that take advantage of the highlighted strengths and weaknesses, to promote leadership among peers, associated with prosocial behaviors and the awareness of feeling part of a community, factors that favor the well-being of the student and, consequently, his healthy and balanced development, in all aspects.

References

- Anzieu, D. (1986). *Il gruppo e l'inconscio*. Borla.
- Bandura A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215, DOI: 10.1037/0033-295X.84.2.191.
- Buccoliero, E. & Maggi, M. (2017). *Contrastare il bullismo, il cyberbullismo e i pericoli della rete. Manuale operativo per operatori e docenti dalla scuola primaria alla secondaria di 2° grado*. Franco Angeli.
- Bukowski, W. M., Sippola, L., K., & Newcomb, A. F. (2000). Variations in patterns in attraction of same-and other-sex peers during early a adolescence. *Developmental Psychology*, 32(2), 147-154, DOI: 10.1037/0012-1649.36.2.147.
- Casas, J. A., Del Rey, R., & Ortega-Ruiz, R. (2013). Bullying and Cyberbullying: Convergent and Divergent predictor variables. *Computers in Human Behavior*, 29, 580-587, DOI: 10.1016/j.chb.2012.11.015.
- Crick, N. R. & Dodge, K. A. (1999). Superiority in the eye of the beholder. A comment on Sutton, Smith and Swettenham. *Social Development*, 8, 128-131, DOI: 10.1111/1467-9507.00084.
- D'Urso, G., Fazzari, E., La Marca, L., & Simonelli, C. (2022). Teachers and Inclusive Practices Against Bullying: A Qualitative Study. *Journal of Child and Family Studies*, 32, 2858-2866, DOI: 10.1007/s10826-022-02393-z.
- D'Urso, G., Juvonen, J., & Salmivalli, C. (2023). Do Adolescence Peer Victimization Experiences Hamper Healthy Relationships in Young Adulthood? *European Journal of Developmental Psychology*, 20(5), 839-853, DOI: 10.1080/17405629.2023.2216448.
- Fonzi, A. (1997). *Il bullismo in Italia. Il fenomeno delle prepotenze a scuola dal Piemonte alla Sicilia. Ricerche e prospettive d'intervento*. Giunti.
- Gini, G. (2006). Social cognition and moral cognition in bullying: What's wrong? *Aggressive Behavior*, 32, 528-539, DOI: 10.1002/ab.20153.
- Gradinger, P., Strohmeier, D., & Spiel, C. (2009). Traditional bullying and cyberbullying: Identification of risk groups for adjustment problems. *Zeitschrift für Psychologie/ Journal of Psychology*, 217, 205-213, DOI: 10.1027/0044-3409.217.4.205.
- Graziano, F., Pertosa, M. A., & Consoli, A. (2012). Educare alla sessualità e all'affettività in preadolescenza: le fonti di informazione e le domande dei ragazzi e delle ragazze. *Psicologia della salute*, 2, 103-118.
- Istituto Nazionale di Statistica [ISTAT]. (2019). Indagine conoscitiva su bullismo e cyberbullismo. Roma. <https://www.istat.it/it/archivio/228976>
- Klomek, A. B., Sourander, A., & Gould, M., S. (2010). The association of suicide and bullying in childhood to young adulthood: A review of cross-sectional and longitudinal research findings. *The Canadian Journal of Psychiatry*, 55, 282-288, DOI: 10.1177/070674371005500503.
- Moffit, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100(4), 674-701, DOI: 10.1037/0033-295X.100.4.674.
- Nocentini, A., Calmaestra J., Schultze-Krumbholz, A., Ortega, R., & Menesini, E. (2010). Cyberbullying: Labels, Behaviors and Definition in Three European Countries. *Australian Journal of Guidance and Counseling*, 20, 1-14, DOI: 10.1375/ajgc.20.2.129.

- Nocentini, A., Fiorentini, G., Di Paola, L., & Menesini, E. (2019). Parents, family characteristics and bullying behavior: A systematic review. *Aggression and Violent Behavior, 45*, 41-50, DOI: 10.1016/j.avb.2018.07.010.
- Oliverio-Ferraris, A. (2008). *Piccoli bulli crescono. Come impedire che la violenza rovini la vita ai nostri figli*. Biblioteca Universale Rizzoli.
- Olweus, D. (1978). *Aggression in the school: bullies and whipping boys*. Hemisphere.
- Olweus, D. (1993). *Bullying at school: what we know and what we can do*. Blackwell. (trad. it., Il bullismo a scuola, Giunti, 1996).
- Olweus, D. (2012). Cyberbullying: An overrated phenomenon? *European Journal of Deployment Psychology, 9*, 520-538, DOI: 10.1080/17405629.2012.682358.
- Ortega, R. (2010). *Agresividad injustificada, bullying y violencia escolar*. Alianza Editorial.
- Parkhurst, J. T. & Hopmeyer, A. (1998). Sociometric popularity and peer-perceived popularity: Two distinct dimensions of peer status. *Journal of Early Adolescence, 18*, 125-144, DOI: 10.1177/0272431698018002001.
- Piaget, J. (1932). *Le jugement moral chez l'enfant*. PUF.
- Pietropoli-Charmet, G. (2000). *I nuovi adolescenti, Padri e madri di fronte ad una sfida*. Raffaello Cortina Editore.
- Pouwels, J. L., Lansu, T. A. M. y Cillessen, A. H. N. (2018). A developmental perspective on popularity and the group process of bullying. *Aggression and Violent Behavior, 43*, 64-70, DOI: 10.1016/j.avb.2018.10.003.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*(2), 112-120, DOI: 10.1016/j.avb.2009.08.007.
- Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour, 22*, 1-15, DOI: 10.1002/(SICI)1098-2337(1996)22:1%3C1::AID-AB1%3E3.0.CO;2-T.
- Sharp, S. & Smith, P. K. (1994). *Tackling bullying in your school: A practical handbook for teacher*. Routledge.
- Slonje, R., Smith, P. K., & Frisén, A. (2013). The nature of cyberbullying and strategies for prevention. *Computers in Human Behaviour, 29*, 26-32, DOI: 10.1016/j.chb.2012.05.024.
- Smith, P.K. (1991) The Silent Nightmare: Bullying and Victimization in school peer groups. *The Psychologist, 4*, 243-248.
- Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying-victimization. *Computer in Human Behavior, 26*, 277-287. <http://dx.doi.org/10.1016/j.chb.2009.11.014>
- United Nations Educational Scientific and Cultural Organization [UNESCO] (2017). *School Violence and Bullying: Global Status Report*, DOI: 10.54675/POIV1573.
- Wolke, D. & Lereya, S., T. (2015). Long-term effects of bullying. *Archives of disease in childhood, 100*, 879-885, DOI: 10.1136/archdischild-2014-306667.