

Bullying, victimization and sociocognitive skills among preadolescent students: the role of intra-individual and inter-individual variables.

Abstract:

The aim of the present study is the investigation of the relationship between social behavior and sociocognitive abilities of preadolescent bullies through the examination of two explanatory models of bullying behavior, the Social Information Processing Model (SIP) and the approach of Theory of Mind (TOM). Secondary aims of the study are: a) the examination of the relationship between two personality traits, empathy and psychopathic traits, with school bullying and b) the investigation of the relationship between the two functions of aggression, proactive and reactive, with school bullying. The present study uses correlational as well as purposeful cross-sectional sampling research design and took place in two phases. During the first phase the primary sample was selected (935 students attending fifth and sixth grade of Primary Schools of Northern Greece) which completed self-report questionnaires for the measurement of variables examined in the study. During the second phase, a sub-sample of 222 students was selected who were tested individually with tasks assessing Theory of Mind as well as social scenarios of hypothetical provocation in a social context with ambiguous intent. The scenarios were administered through video. The students were also tested for their language competence. Results of the present study are under statistical processing. Their completion will lead to the discussion of research evidence as well as to the design of intervention programs in school aiming at the reduction of school bullying.