

# Stability and change in Bullying Involvement among Adolescents in Vietnam

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# Vietnam profile

- **Location:** South-East Asian Region
- **GDP (US\$):** \$ 186.2 billion (lower middle income) (WB, 2014)
- **Population:** 90,493,400 (GSO 2014)
- **Adolescents (aged 10-19):** 16.3% (UNICEF, 2012)
- **Elderly (aged 60+):** 10.2% (GSO, 2014)



# Rationale

## In Vietnam:

- There is very rapid and widespread expansion of communication technology (CT).
- Increasing number of adolescents using CT (SAVY, 2010)
- Increasing number of school violence video clips posted on Youtube went viral on social media.
- Lack of scientific publication in bullying and cyberbullying.

## In Southeast Asian countries:

- Relatively limited data on bullying and cyberbullying in this region (Sittichai & Smith, 2015). Most data are cross-sectional.
- Sittichai and Smith recommend longitudinal studies to examine determinants and consequences of bullying.

# Research aims

1. Estimate prevalence of specific behaviours of bullying and victimisation, both traditional and cyber forms.
2. Examine prevalence of stability and change in bullying involvement during an academic year.
3. Examine potential determinants of stability and change in bullying involvement among adolescents over time.
4. Uncover policy implications to reduce bullying in schools in Vietnam and developing countries.

# METHODS

# Sample and procedures

- ❖ **Sites:** 4 public schools (2 middle + 2 high schools); in Hanoi and Hai Duong;
- ❖ **Time:** Time1 (Dec 2014), Time2 (May 2015)
- ❖ **Instrument:** Self-administered questionnaire;
- ❖ **Sample:** 1,424 students
- ❖ **Ethics clearance:** QUT, HSPH

Age (N=1,424)	Mean (SD) 14.7 (1.9)
<b>Gender n (%)</b>	<b>1,424</b>
Male	642 (45.1)
Female	782 (54.9)
<b>Grades n (%)</b>	<b>1,424</b>
11	329 (23.1)
10	394 (27.7)
8	175 (12.3)
7	287 (20.1)
6	239 (16.8)

# Measurement: Bullying victimization and perpetration

## SCALES: develop & validate (use with definition of bullying)

- ❖ 14 items measuring TV&CV concurrently: 6 items (TV) and 8 items (direct & indirect CV)
- ❖ 14 items measuring TB & CB concurrently: 6 items (TB) and 8 items (direct & indirect CB)

### List of behaviors:

1. (being) hit/kicked/shoved around
2. (being) robbed/damaged properties
3. (being) threatened/forced to do unwanted things
4. (being) teased/call mean name
5. (being) excluded
6. (being) rumored

### Communication modes

- ✧ In-person
- ✧ In-person
- ✧ Direct cyber mode
- ✧ Indirect cyber mode

### Frequency

1. Never
2. A few times
3. Once or a few days a month
4. Once/a few days a week
5. Almost everyday

**Olweus (2003), Ybarra (2012)**

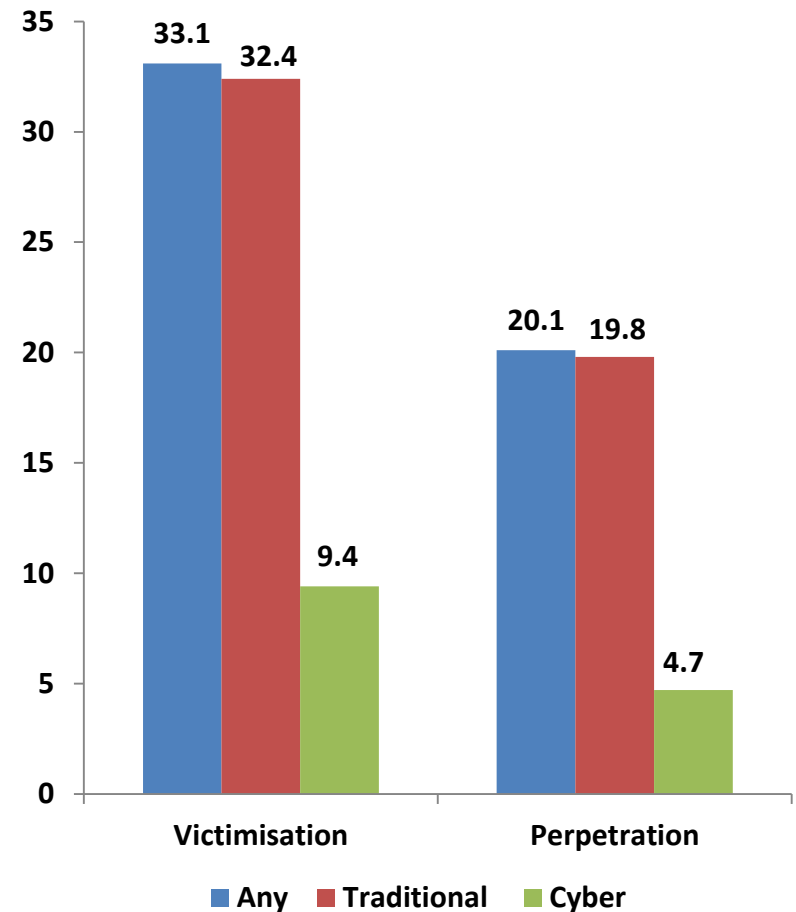
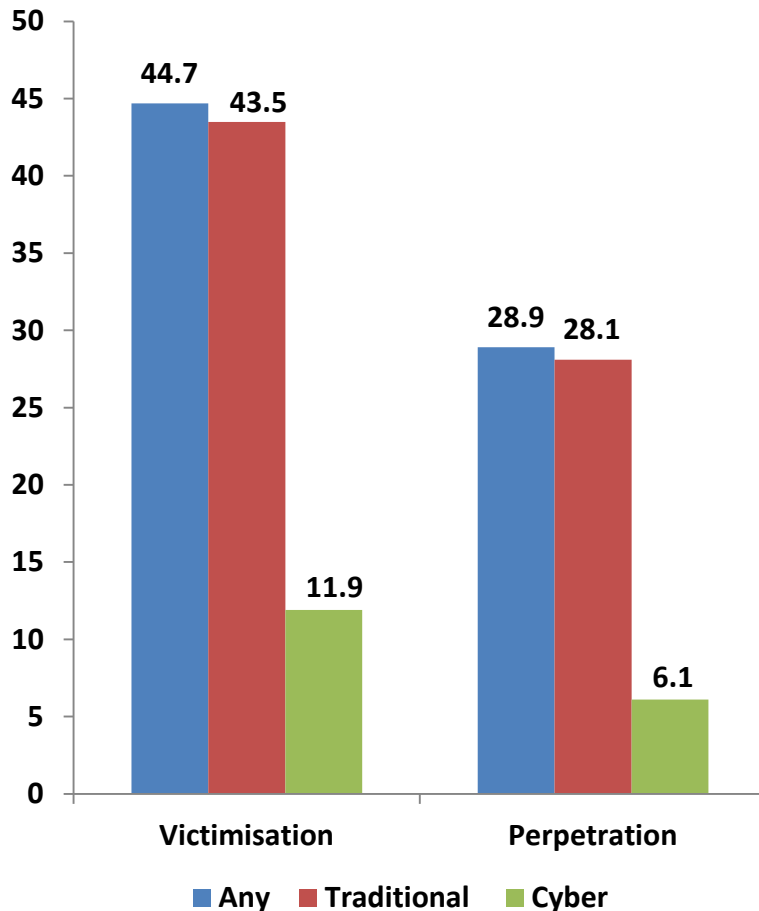
**Langos (2012)**

# Findings

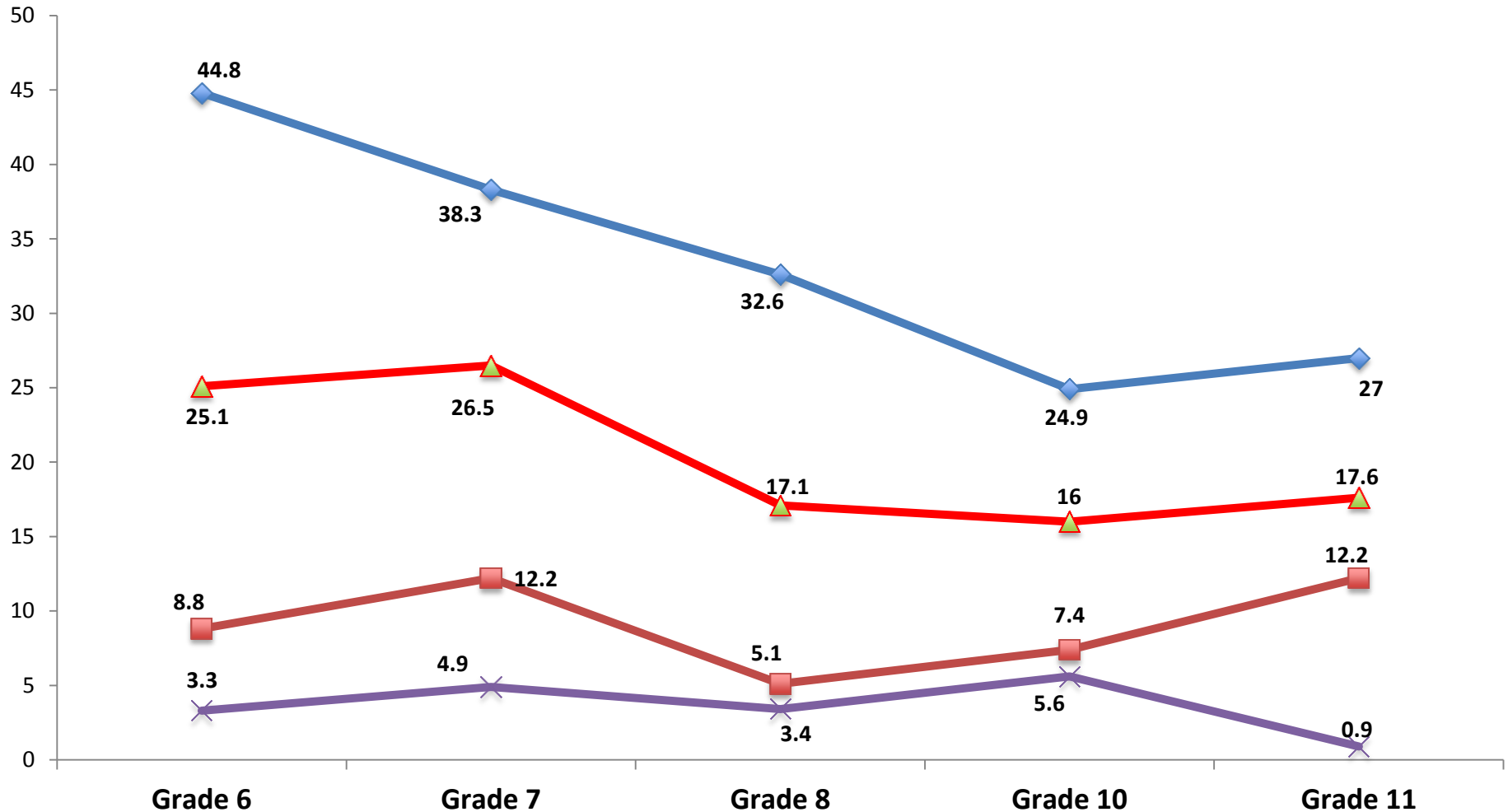


**Traditional bullying and victimization are very common; cyberbullying and cyber victimization quite rare among Vietnamese adolescents.**

**A slight decline in prevalence of bullying victimization and perpetration over time**  
(Olweus, 2013).

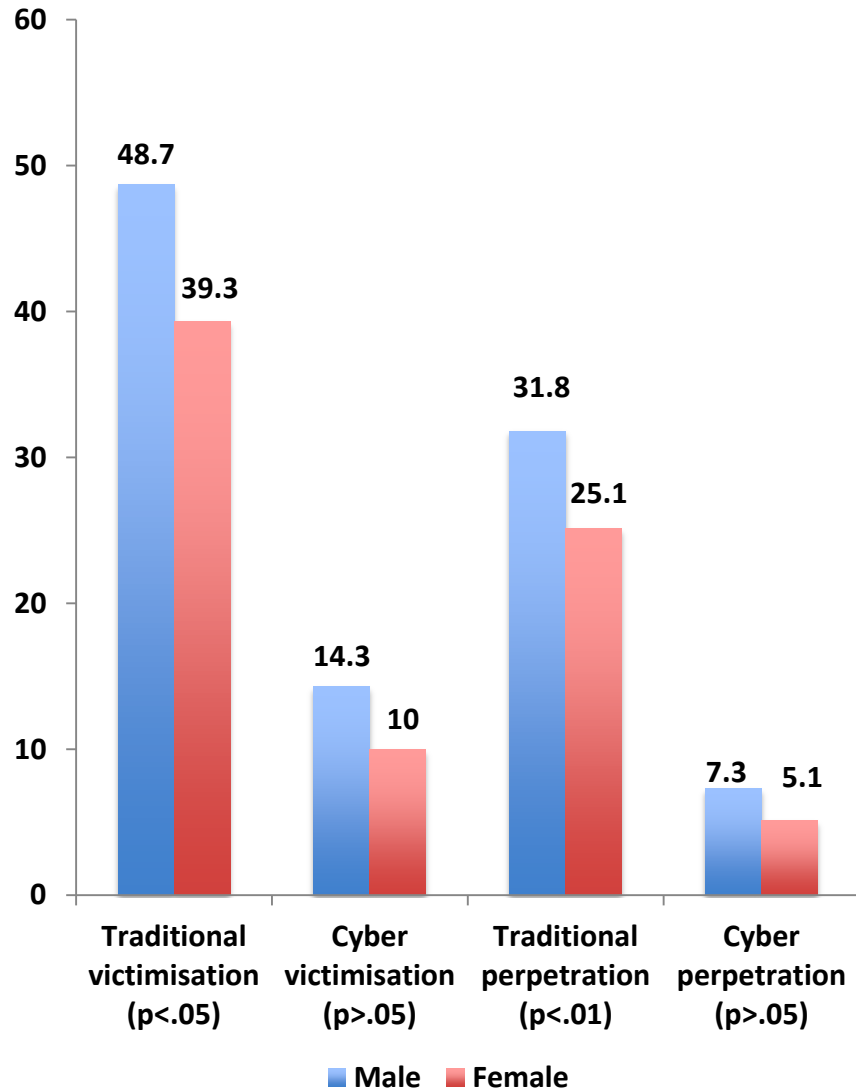


# Traditional bullying and cyberbullying by grades at Time 2 (%)

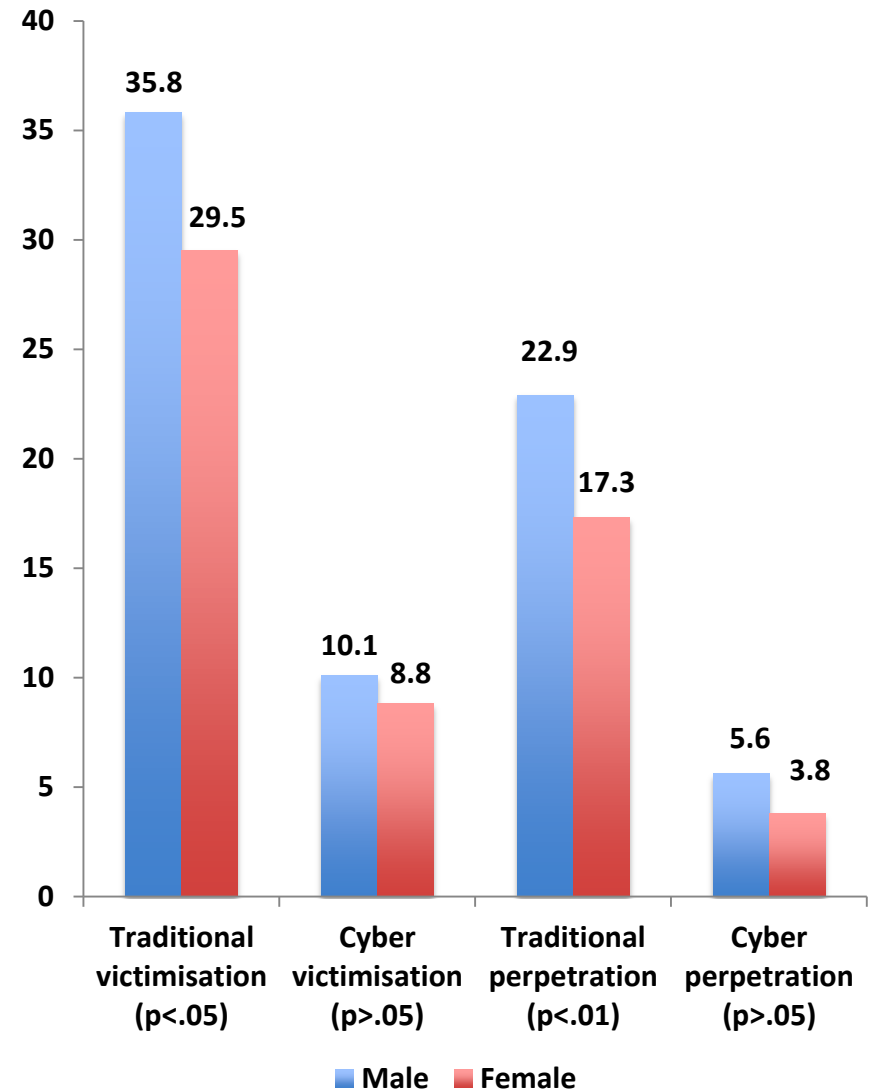


◆ Traditional victim ( $p < .001$ )    ■ Cyber victim ( $p < .05$ )    ▲ Traditional perpetration ( $p < .001$ )    × Cyber perpetration ( $p > .05$ )

# More boys than girls involved in traditional victimisation and perpetration



Time 1



Time 2

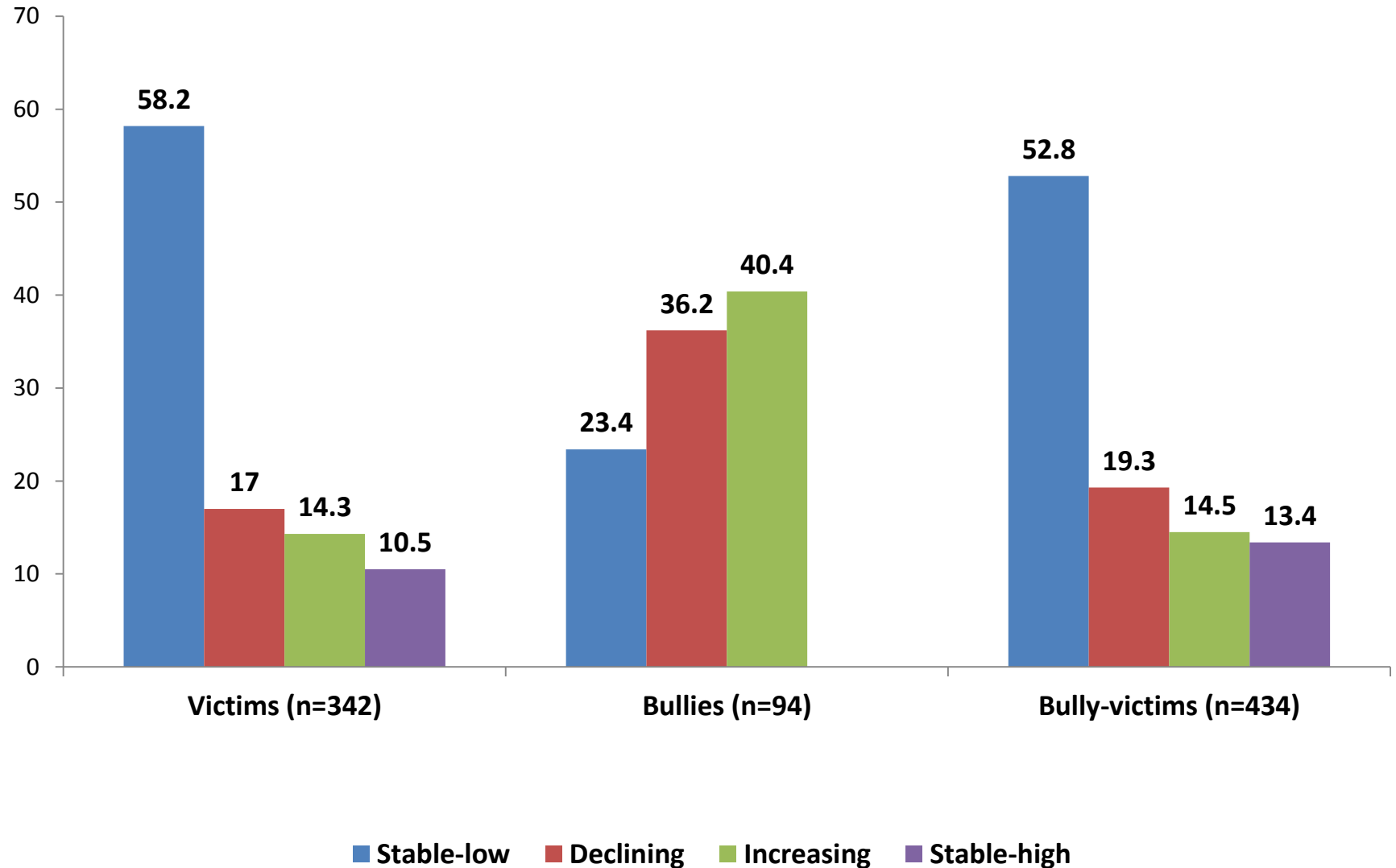
# Stability and change in bullying involvement over time

Time 2 Time 1	Not involved	Victims only	Bullies only	Bully-victims	N (%)
Not involved	554	69	30	35	688 (48.3)
Victims only	174	99	10	41	324 (22.7)
Bullies only	56	11	8	24	99 (7)
Bully-victims	101	72	19	121	313 (22)
N (%)	885 (62.2)	251 (17.6)	67 (4.7)	221 (15.5)	1,424

## Key points:

- 38.9% (554) not involved in any form of bullying across T1&T2
- 61.1% (870) involved in at least one form of bullying across T1&T2
  - 26.0 % (228) remained stable across T1&T2
  - 73.8% (642) changed their bullying roles over time

# Levels of Stability and change in bullying involvement over time (%) (n=870)



# CHANGE in Bullying over time is the most stable characteristic

- 61.1% of all surveyed children were involved at T1, T2 or both times.
  - Only 4/10 students were free of bullying
- ***Of 870 children who had some bullying experience:***
  - *Only 1% (n=8) were Bullies only at both times*
  - *11% (n=99) were Victims only at both times*
  - *14% (n=121) were Bully-Victims at both times*
  - *74% changed their bully/victim “type”; that is, 3 in every 4 affected children do not have a stable “type”*

***POLICY IMPLICATION: Throughout our work, we should not classify or objectify bullies, or victims, as “other” or a “type” of child.***

# A particular focus of our work with young people

Excessive study burden as a form of systemic bullying and child maltreatment, and possible violation of article 31 of CRC - children's right to rest, leisure and to engage in play

# Academic pressure in Vietnam







**CHINA**





**More than 12,000 students take exams on the playground of a school in the Chinese city of Baoji last November**  
(Emily Rauhala, April 2, 2015 Time Magazine, Beijing).







## A classroom for grade 12 students in Jinan city, Shandong school



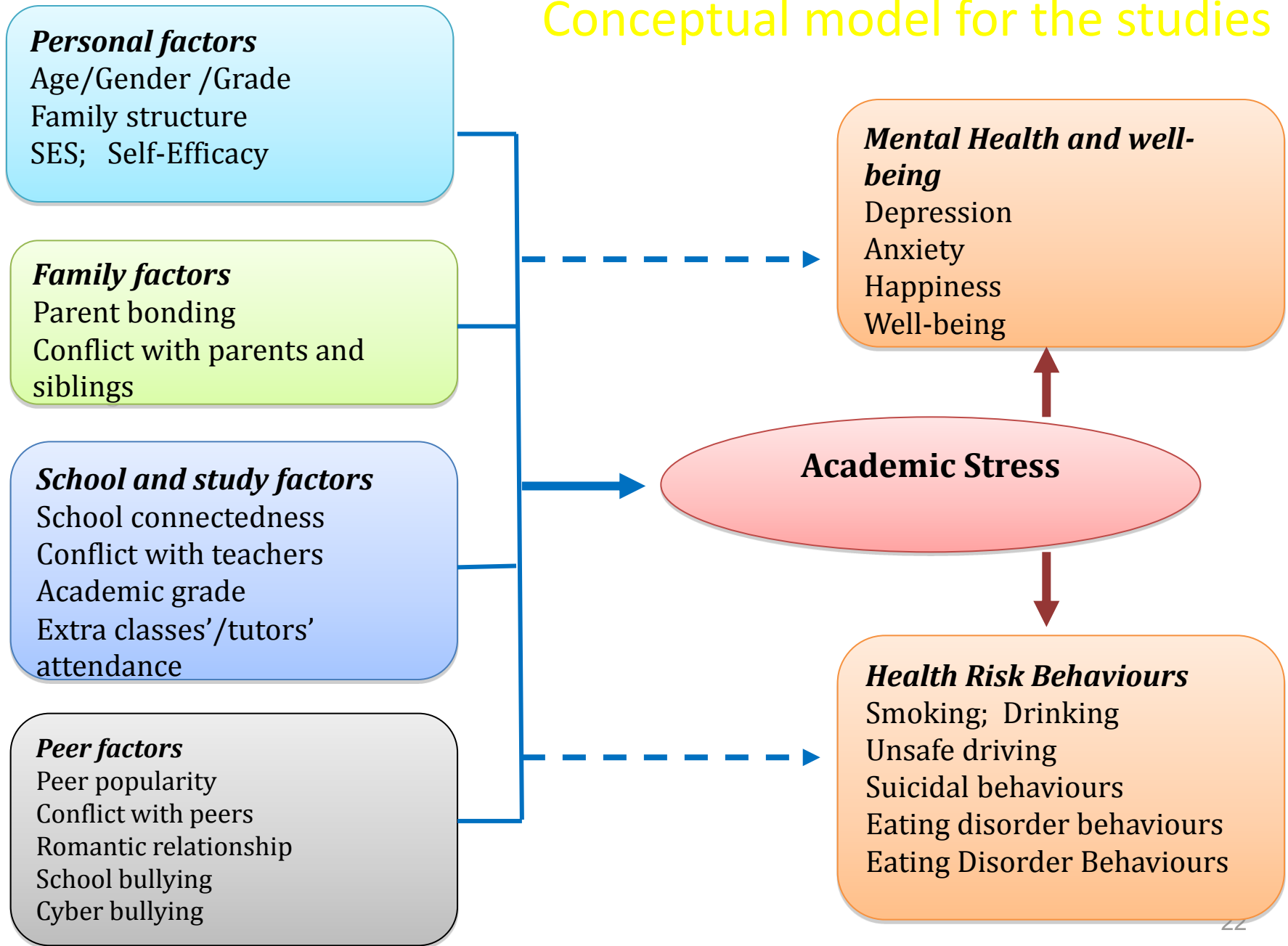
作息时间表	
(自2009年9月12日起执行)	
起床.....	6:30
内务整理.....	6:30—6:40
早操.....	6:40—6:55
早饭.....	6:55
预备.....	7:40
第一节.....	7:45—8:30
第二节.....	8:40—9:25
课间操.....	9:25—9:45
第三节.....	9:45—10:30
第四节.....	10:40—11:25
自习.....	11:30—12:00
午饭.....	12:00
午休.....	12:30—1:45
内务整理.....	1:45—1:55
预备.....	1:55
第五节.....	2:05—2:50
第六节.....	3:00—3:45
课间操.....	3:45—4:10
第七节.....	4:10—4:55
自主活动.....	5:05—5:50
晚饭.....	5:50
预备.....	6:50
自习1.....	7:00—7:50
自习2.....	8:00—8:50
自习3.....	9:00—9:50
熄灯.....	10:10 (10:05 提示铃)

# Students bear hard pressure from parents, teachers

*VietNamNet Bridge*



# Conceptual model for the studies



# Measuring educational stress

- ◎ We developed a 16 item tool that captures broad elements of educational stress (Sun, Dunne, Hou & Xu, 2011, *Journal of Psychoeducational Assessment*; Sun, Dunne et al, 2013 *Educational Review*; Truc et al, 2014, *Asia-Pacific Journal of Public Health*)
- ◎ The ESSA (Educational Stress Scale for Adolescents) has been validated in China, Vietnam and Turkey.
- ◎ In the past two years, QUT researchers have given approval for the scale to be used in research in China, Hong Kong, India, Indonesia, Iran, Malaysia, Pakistan, the Philippines, Saudi Arabia, Sri Lanka, South Africa, Thailand, UK, USA and other countries
- ◎

# Sample ESSA statements

## (5 point Likert scale)

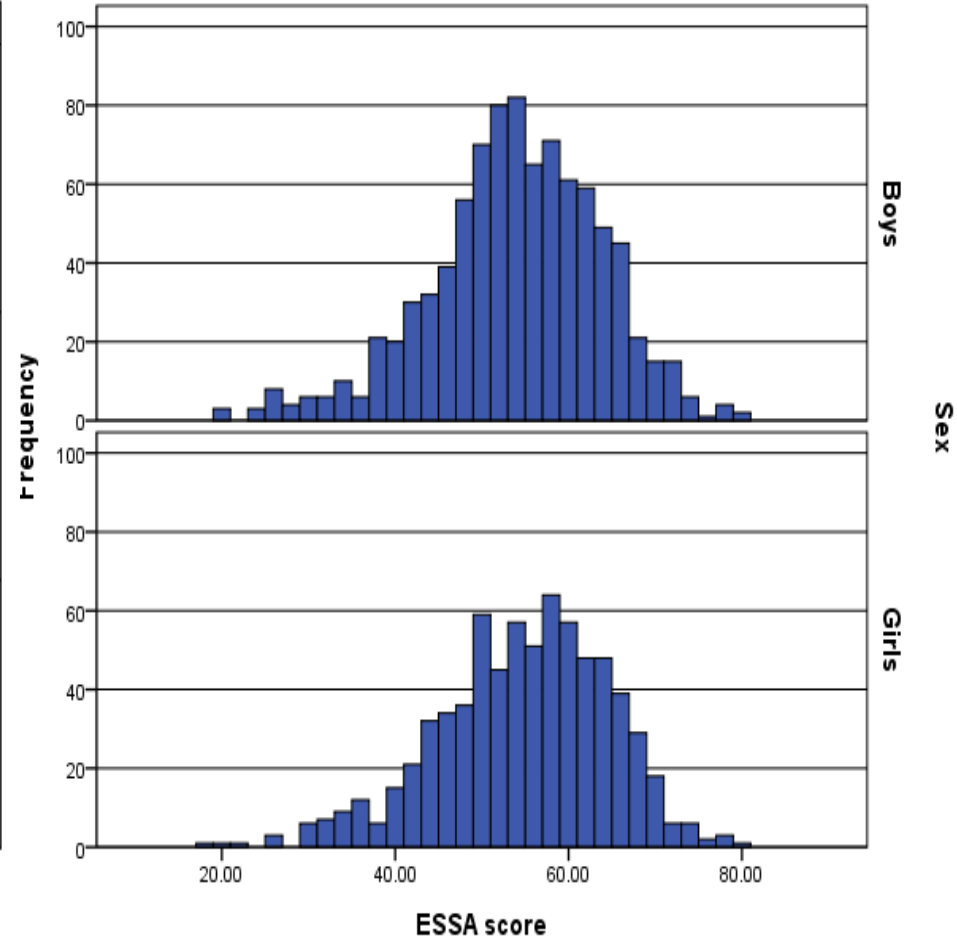
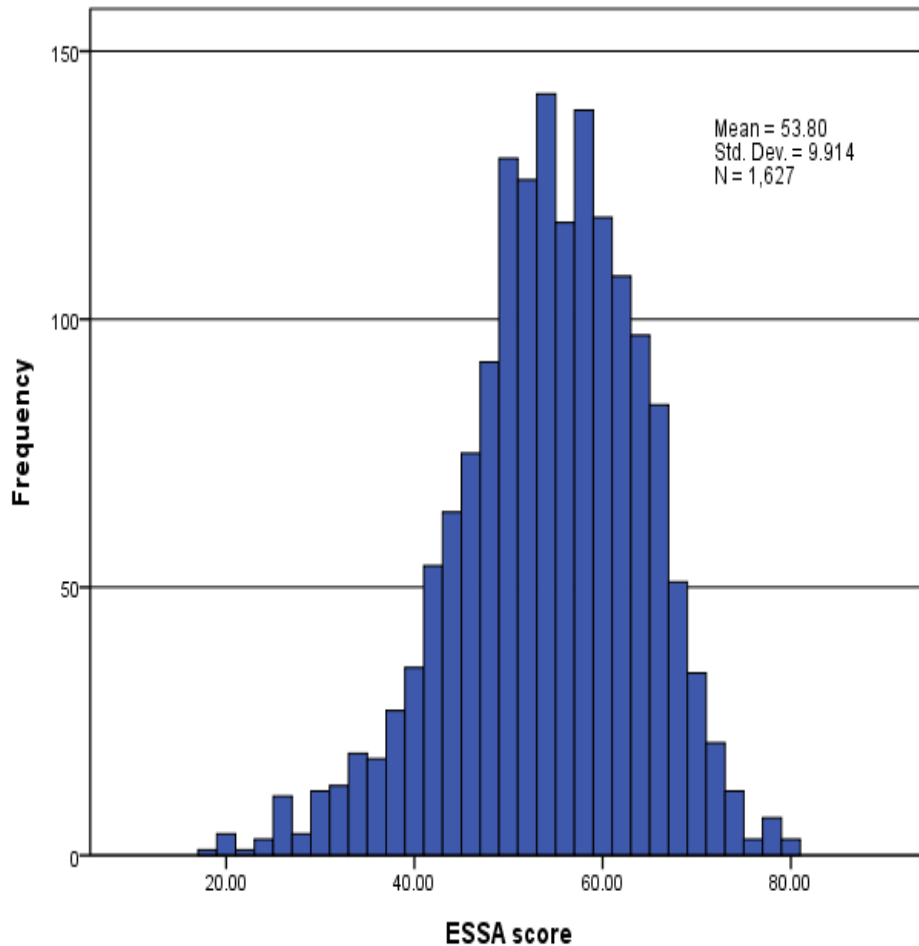
feel a lot of pressure in my daily studying

- There is too much competition among classmates that brings me a lot of pressure
- I feel there is too much homework
- I feel that I have disappointed my parents when my exam results are poor
- I feel stressed when I do not live up to my own standards
- I always lack confidence with my academic scores
- Scores range from low (<30) to very high (71-80)



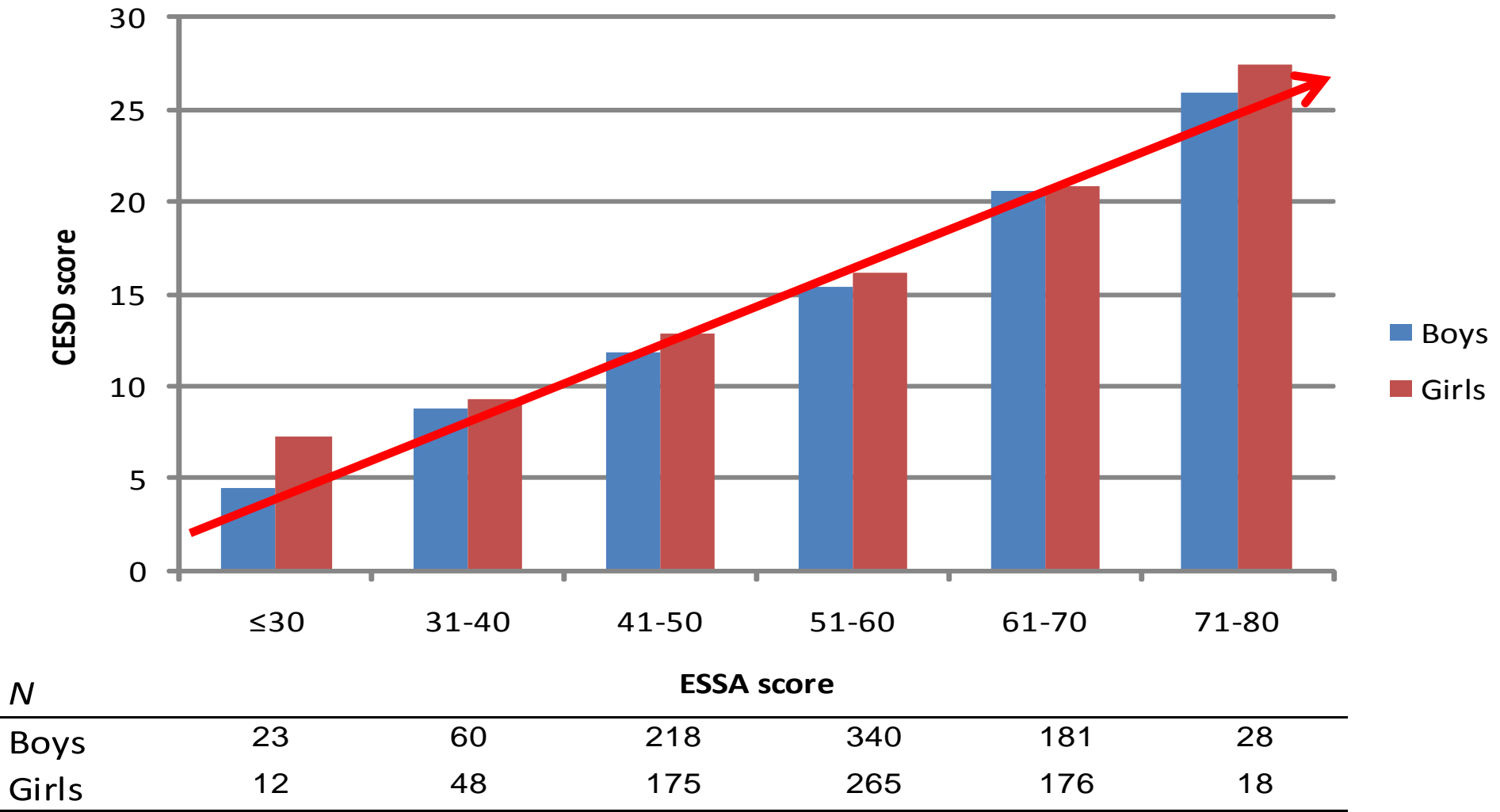
# Distribution of ESSA scores

Shandong, China

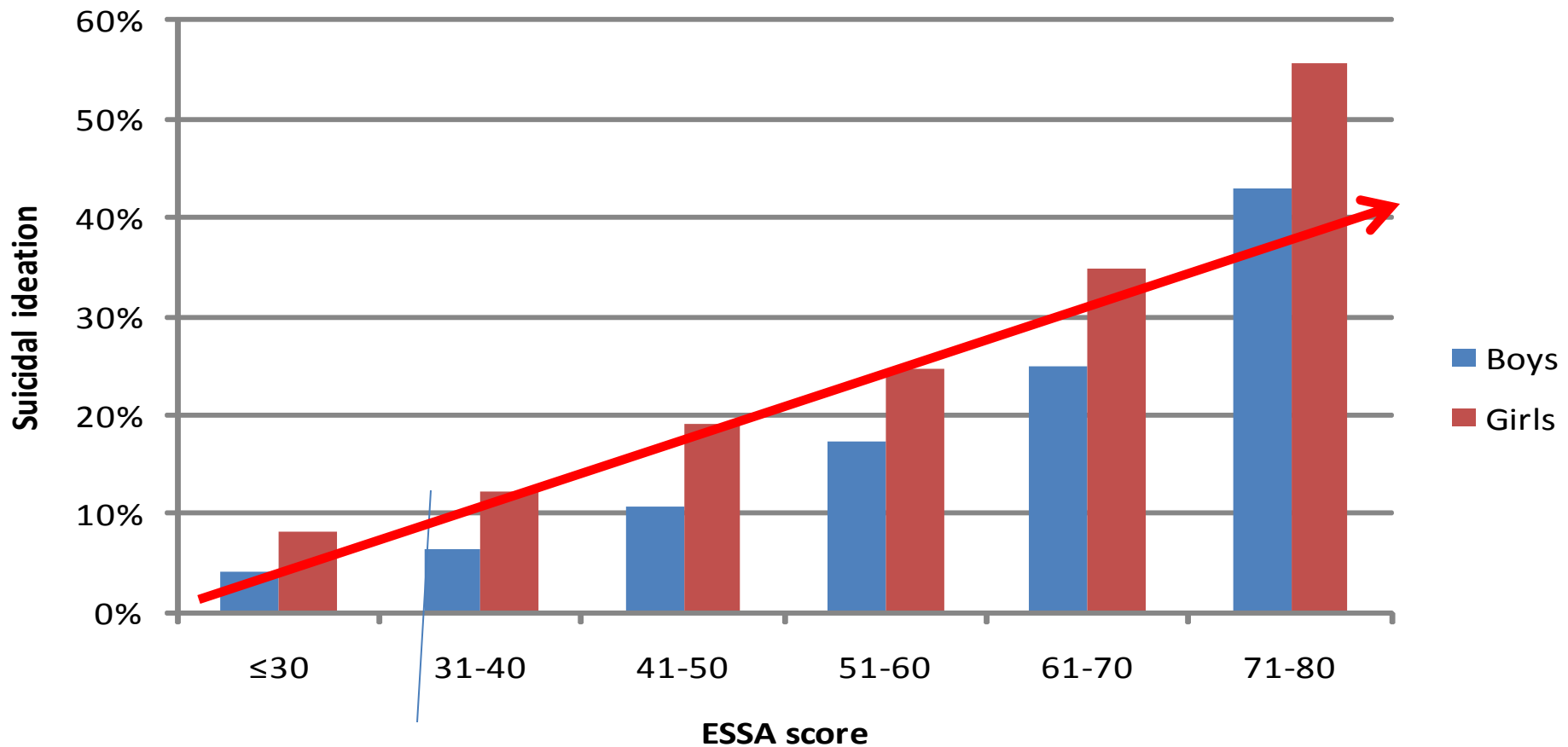


# Educational Stress and Depression

(Past 2 weeks)



# Ed. Stress and suicidal thoughts



*N*

Boys

24

62

223

355

188

28

Girls

12

49

182

272

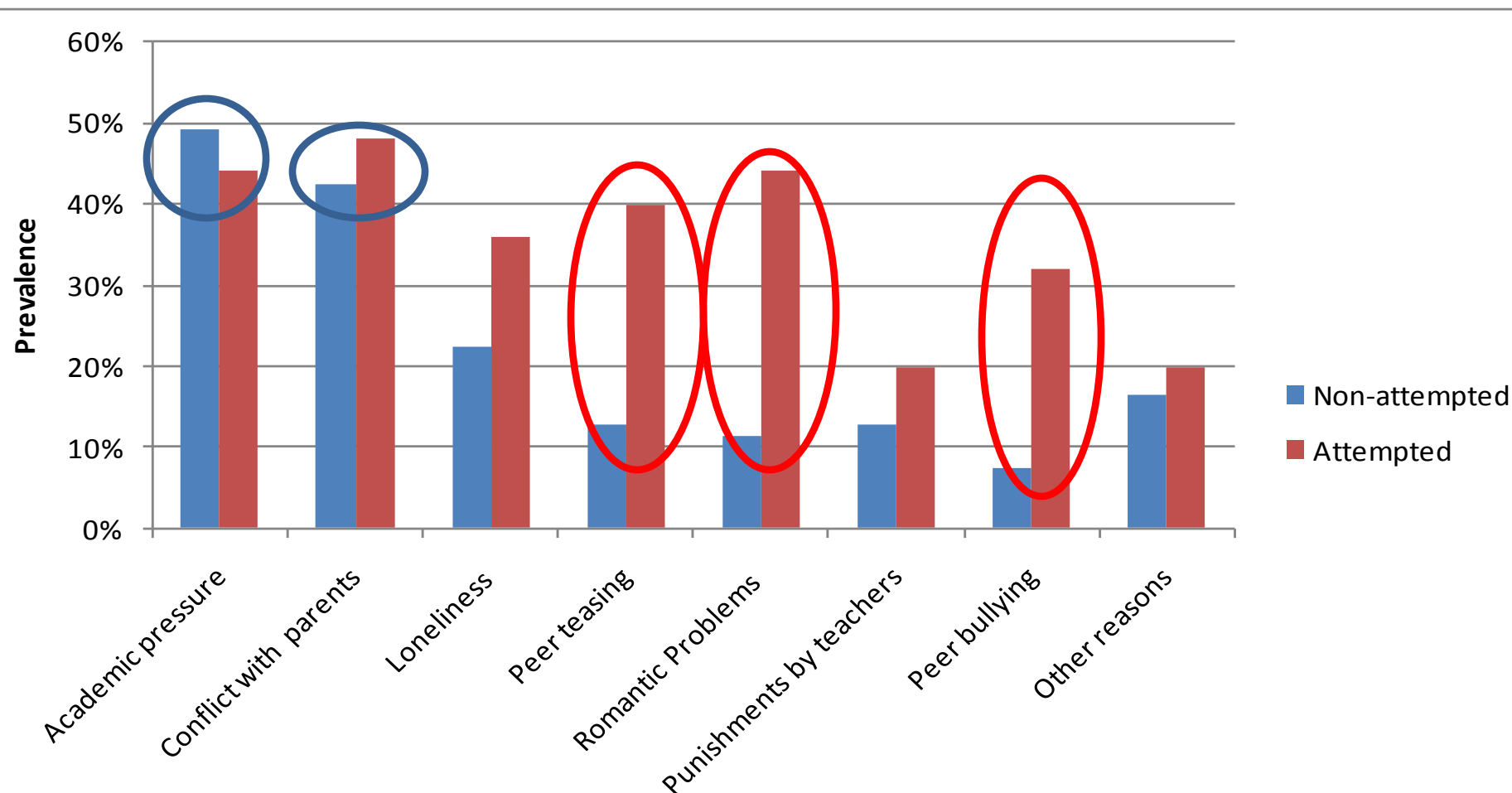
181

18

Does this educational stress and  
suicidal thinking cause  
suicidal actions?



We compared young people who said they **had** attempted suicide (25) and those who ***had not*** (N=295)



Brief, standardized measures of Bullying Involvement should be integrated into health and social surveys, and incorporated with equal weight as a 5<sup>th</sup> form of child maltreatment in Violence research