Research on Bullying in Mongolian Secondary Schools

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Abstract

Chapter 1, provides an overview of the seriousness of the bullying problem and the background of this research. Bullying is a universal problem throughout the world and a major social issue in many countries. Bullying has been shown to have a negative impact not only on victims, but also on perpetrators and bystanders. In recent years, online bullying using the Internet has also been on the rise, and there is concern that it may have different long-term effects than bullying in the real world.

Next, he referred to the actual situation of bullying in Japan and Mongolia and the efforts being made in the field of education, and stated that legal development and educational support are needed to solve the problem of bullying. In Mongolia, bullying is also increasing, with online bullying in particular becoming a serious problem. Focusing on the seriousness of the bullying problem, this study aimed to clarify the actual situation of bullying in Mongolian middle schools and to examine countermeasures against it.

In Chapter 2, we conducted a survey on bullying in Mongolian middle schools to examine the relationship between the experience of victimization and perpetration of bullying and self-esteem and stress reactions. First, differences in bullying by grade level and gender and its impact were analyzed. It was shown that not only victims of bullying but also perpetrators have psychological problems, and that the experience of bullying is associated with lower self-esteem and increased stress reactions. These results indicate that bullying has a serious impact on the psychological health of individuals and emphasize the need for anti-bullying measures in schools and educational settings.

In Chapter 3, we attempted to develop and standardize a Mongolian version of the Self-esteem and Other-esteem Scale and the Stress Reaction Scale for use in survey research on bullying among Mongolian middle school students.

First, as a result of exploratory factor analysis of the self-esteem and other-esteem scale, three factors were finally extracted: "self-esteem," "other-esteem," and "self-negativity. Next, an exploratory factor analysis was also conducted on the stress reaction scale, and four factors were extracted: "stress physical symptoms," "helplessness," "emotional instability," and "aggressive reactions. These scales are expected to be used to assess the stress reactions felt by Mongolian middle school students.

In Chapter 4, we investigated how experiences of bullying victimization and perpetration are related to self-esteem, other-esteem, and self-negativity, as well as stress reactions among Mongolian middle school students. The results suggest that bullying victimization and perpetration can decrease other and self-esteem, and increase self-negativity and stress reactions. Specifically, students who had experienced more bullying victimization tended to have lower

other and self-esteem and higher self-negativity and stress. It was also clear that students who had experienced perpetration also had psychological problems. These results indicate that school-wide health educational support is needed to solve the bullying problem.

Chapter 5, comprehensively evaluated the effects of psychological variables on the experience of bullying victimization and perpetration among Mongolian middle school students. Based on the results of the analysis of individual psychological variables up to Chapter 4, linear discriminant analysis was used to examine how the experience of bullying victimization/perpetration is related to self-esteem, other-esteem, self-negative feelings, and stress reactions. The analysis revealed that the experience of bullying victimization caused psychological burdens such as emotional instability, helplessness, stress-related physical symptoms, and feelings of self-negativity, and was associated with aggressive reactions, feelings of self-negativity, and feelings of helplessness among those who experienced bullying. Differences in the impact of bullying between girls and boys were also observed, but in any case, the results suggest that bullying has a significant impact on psychological health.

The analysis in this chapter suggests that the bullying problem has serious psychological effects not only on the victims but also on the perpetrators, and that school-wide health educational support is needed.

Chapter 6 examines the role of coping and social support in dealing with stress reactions caused by bullying among Mongolian middle school students. In particular, we analyzed the relationship between bullying victimization and stress reactions and examined how coping and social support can reduce stress in this context.

First, three coping factors were identified: "active coping," "seeking support from others," and "escape/avoidance coping. Regarding social support, the results suggested that support from peers and teachers played an important role in psychological health.

The analysis results suggest that positive coping behaviors and emotional support from peers and teachers can effectively reduce stress reactions caused by bullying. Therefore, the introduction of health education programs that utilize coping skills and social support in school education would be recommended.

In Chapter 7, we analyzed the differences in scores on each psychological scale among Mongolian middle school students according to their past and current bullying experiences, and examined the effects of bullying victimization and perpetration experiences on stress reactions, coping behaviors, and social support.

The results of the analysis confirmed that students with higher levels of bullying victimization experience had higher stress reactions (physical symptoms, helplessness, emotional instability, and aggression) and lacked support from peers and teachers. Students who had experienced perpetration also showed similarly high stress reactions and were found to be more aggressive

and helpless. This again suggests that perpetrators of bullying carry the same psychological burden as the victims. Bullying victims were found to be particularly prone to escapist and avoidant coping behaviors, making it difficult for them to engage in proactive problem-solving behaviors. Perpetrators also tended to seek support from others, but did not receive sufficient emotional support.

These results indicate that bullying has a serious impact on the psychological health of middle school students and requires appropriate intervention and support for both victims and perpetrators. They also suggest that strengthening support systems in schools and communities is essential to ameliorating and preventing bullying problems.

In Chapter 8, we examined the relationship between social support, experiences of bullying victimization and perpetration, and stress reactions. The main objective here is to analyze how high and low social support is related to bullying experiences. We also analyzed how social support contributes to reducing stress reactions.

The results of the analysis confirmed that middle school students with higher levels of social support from their fathers, mothers, siblings, school teachers, and friends experienced less bullying victimization or perpetration and lower stress reactions. In particular, the results suggest that among social support, support from friends and teachers is effective in reducing bullying victimization. The group with higher social support also showed better results in psychological health, with lower stress reactions of helplessness, emotional instability, and aggression.

This analysis suggests that social support mitigates the effects of bullying and contributes to the psychological stability of middle school students, and that an enhanced support system at school and at home is important in bullying prevention.

In Chapter 9, The results of this study indicate that bullying victimization and perpetration have serious negative effects on psychological and physical health among Mongolian middle school students. In particular, victims of bullying are marked by feelings of helplessness, emotional instability, physical stress reactions, and aggressive reactions, while perpetrators of bullying are similarly suffering from severe stress and emotional instability. To address these issues, comprehensive anti-bullying measures are needed at home, at school, and in the community as a whole. Finally, the study examined the nature of health education interventions related to preventing and responding to bullying problems. It is hoped that this study will contribute to addressing the bullying problem in Mongolia.