

**type** paper

**keyword1** Education and school

**keyword2** school bullying

**keyword3** bully-victim

**keyword4** developmental process

**practitioners**

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**title** Deepen the Understanding for School Bully-Victims: The Reasons for Bully-Victims' Role Formations, Role Transitions, and Role Terminations

**abstract**

??School bully-victims, who are both perpetrators and victims of school bullying, often have most negative problems in life adaption. To effectively aid them, this study aims to understand their developmental process and context in which this occurs.

??A total of 24 participants (8 bully-victims, 16 school teachers) took part in this study. The grounded theory method was adopted to analyze the interview data.

??Results indicated that the developmental process can be divided into four phases: (i) Single Role: initially, most bully-victims are victims. They are bullied due to some reasons such as annoying behaviors, lack of emotional control, and social maladjustment. Few bully-victims are bullies initially. They bully others due to certain needs such as the need for fun, the need for power, or the need for peer group identification. (ii) Dual Roles: due to ineffective coping strategies and continued victimization, initial victims become bully-victims by fighting back or imitating the bullies in their attacks against other vulnerable victims, thereby eliminating the negative impact of bullying. The initial bullies are gradually rejected by their peers and turn into bully-victims for a number of reasons, such as their emotional and behavioral problems. (iii) Change and Termination: bully-victims terminate their bullying and victimization situation or reverse to single role due to external and internal factors, such as encouragement from external resources, empathic

arousal, introspecting their inappropriate behaviors, and factors related to original bullies. (iv) Reconciliation and potential damage: the bully-victim experience has negative impacts on bully-victims' social interactions and self-esteem; however, it also lead to thinking and adjusting their misbehaviors.&nbsp;

??The practical and theoretical contributions of this study are as below: (1) Victims find it is difficult to cope with bullying and to obtain external support, which in turn causes low self-esteem and the accumulation of negative emotions, and eventually leads to a compensating effect, turning them into bully-victims. They try to establish a self-image of success to compensate for the loss of their self-esteem. In line with Bandura's social cognitive theory, this study found that the victims imitated bullies and attacked other vulnerable victims in order to benefit from the bullying process in the same way that bullies do. To prevent the victims from becoming bully-victims, teachers should understand their experiences of victimization and teach them how to cope with the situation of being victimized, and even help them vent their negative emotions. The above-mentioned strategies can reduce the accumulation of negative emotions and avoid the effect of imitation. (2) In the beginning of bully-victims' developmental process, the personality and behavior of bullies may cause them to come into conflict with their peers easily. As time passed, they may be bullied because of their provocative behaviors. Therefore, this study recommended that teachers pay great attention to provocative students and provide them with timely guidance regarding behavioral and social standards. (3) To promote the termination of the bully-victim process, teachers should enhance students' empathy and seek to help bully-victims to reflect on the reasons for bullying, learn appropriate social interactions, cultivate positive behavior, and achieve self-regulation.

**modality**            yes  
**bestand**             Figure of developmental process.pdf