□ VALIDATION OF THE URDU VERSION OF OLWEUS BULLYNICTIM QUESTIONNAIRE (OBVQ)

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## OBJECTIVE



The study intended to validate the Urdu version of Revised Olweus Bully Victim Questionnaire (OBVQ) inourlocalsettings.

## DESIGN

Exploratory study

## PLACE AND DURATION OF STUDY

The study was conducted in different public and private schools of Lahore during 2012 to 2014.

## PARTICIPANTS AND METHODS

Participants were 817 students from grades four to six of 12 public and private schools of Lahore. Additionally, 106 teachers participated in bullying nomination of students. Purposive convenient sampling technique wasused.

## RESULTS

Confirmatory factor analysis resulted in a good model fit with acceptable values on indices and parameter estimates supporting the construct validity of the instrument. The reliability coefficients for bullying and victimization were comparable to international studies. Significant relationship between the OBVQ 8 types of victimization and bullying and two corresponding global items demonstrated concurrent validity. Children were involved in bullying roles with larger proportion in bully-victim group. OBVQ-Urdu version demonstrated concordance withtheteacher nominations of bullying.

## CONCLUSION

The Urdu version of OBVQ has good psychometric properties and is appropriate for measuring the involvement of Pakistani school students in a variety of bullying behaviors.

## KEYWORDS

Bulling,BullingQuestionnaire,Adolescents

## INTRODUCTION

During the last two decades, bullying has been emerged asserious problem affecting many students in schools throughout the world'·'. Researchers have distinguished bullying from ordinary fight or quarrelling between two parties of equal strength by emphasizing the notion of power imbalance. It's a combination of certain direct and indirect negative actions performed by one or more students repeatedly over time with an intention to harm weaker students. Victims' inability to defend him or her is another important featureof Olweus definition'·'.Bullying cantake several forms such asphysical (e.g.hitting,punching, kicking, and beatingup, pushing,spitting,property damage, and/or theft), verbal (e.g. teasing, mocking, name-calling, nasty comment and humiliation, threats and noxious remarks, extortion, and/or racist, sexist or homophobic insults), social (e.g. gossip, rumor spreading, embarrassment, alienation or exclusion from the group) or cyber (e.g. using the cell phone or internet i.e. email, text messaging, social media)'. All types of bullying causes some sort of psychological damage.Researchers haveasserted thatbullyingmayresult in academic failure,health issues, loss of social relations and a variety of cognitive, affective and behavioral problems '.Perpetrators of bullying are exposed to disrupted academic andsocial life atschool thatmayresultin delinquency andconduct problems in laterlife'.

Depending on the nature and design of the study,the participants' ageandthe region, theproportionof schoolchildren repeatedly victimized rangesfrom7.1to 70.2%.'

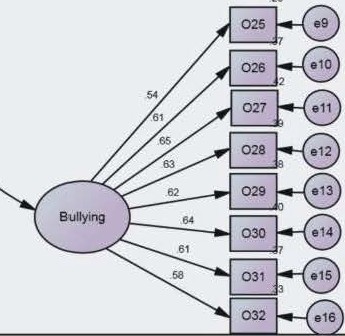
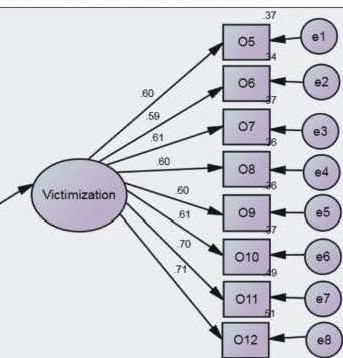
Themost commonly usedmeasureto assess bully/victim status conflicts istheRevised Olweus BullyNictim Questionnaire". Though used widely by researchers and educators in different countries, information about the psychometric properties of OBVQ is not well documented". Themeasure provides two main dimensions(being bullied and bullying others) for classifying students as bullies,victims,bully/victims or uninvolved. Studies have provided evidence for the construct validity of these two dimensions'"".Oneof the most comprehensive analysisusingRasch model supported theconceptual designof bothdimensions**with** acceptable psychometric elements for each scale''.Some recent researches have also shown adequate reliability and validity for theinstrument whentranslated intoanother language(e.g.Greek)"·".

This the first attempt to validate the construct validity of Revised Olweus Bully Victim Questionnaire-Urdu version by using confirmatory factor analysis for the two dimensions, examining the classificationof children asbullies, victims, or bully/victims andto determine its convergent validity with teacher nominations of children's rolein bullying.

## METHOD

### Participants

Thesample consisted of8 l 7 studentsstudying in 4th,5th and6th grades of bothpublic andprivate sector schools of Lahore.Girls (n = 440) and boys (n = 377) with age range between 9 to12 years(M= 10.86,SD= 1.08) were selected from12 schoolsthatagreed



to participate in the study. A totalof 106teachers participated in the nomination procedure (Mage= 29.79, SDage= 4.8). All the teachers hadbeenteaching thesameclass forat least last four months.

#### Measures

**Revised Olweus Bully-VictimQuestionnaire-Urdu Version**

Revised Olweus Bully Victim Questionnaire distinguishes among students for their involvement bullying roles with the help of two global questions i.e. item No. 4 (being bullied) and 24 (bullying others) along with8 types, each answered on a 5 point scale with "I haven't been bullied/bullied other students at school in the past coupleof months,"codedas 1 and"several times a week" coded as S. Thequestionnaire hadshowngoodinternal consistency (Cronbach's

*a* = .80to .90)andcanbe easily administered in agroup setting".The

present study utilized an Urdu version of the OBVQ developed using standardized translationprocedures. Initialempirical investigation of theUrdu version had resultedin acceptable psychometric properties with being bullied and bullying others dimensions yielding Chronbach Alpha of .79 and .82 respectively. The current study further evaluated the reliability and validity of the two sets of items measuring bullying and victimization withalargersample.

#### Teacher Nominations of Students' Bullying Roles

A brief measure was developed using definition of bullying from Revised Olweus Bully Victim Questionnaire.Teachers wereinstructed to readthedefinition of bullying carefully followed by thedescription of all the bullying roles: bully, victim, bully/victim and uninvolved. Theywerethenpresented withthelist of randomly selectedstudents from their classes and were asked to assign them to one of the four bullying roles based on their past thr,ee months observation of student's behavior andcomplaintsreported bypeers.

### RESULTS

#### Confirmatory Factor Analysis

To determine the construct validity of the set of items assessing being bullied andbullying othersstatus and types in Revised OBVQ­

Urdu, we performed a confirmatory factor analysis (CFA) using Analysis of Moment Structures (AMOS), Version 20.0. A poor fit was

suggested by the chi square value being significant, *x* 2 (103) =

334.57, p < .05. Yet the CMIN/df value (CMIN/DF = 3.24) was found approximately acceptable. Rest of the indices that have been considered for assessing the degree of fit betweenthe hypothesized two factor model andthe sampleresultedin agoodmodelfit.

Tucker LewisIndex and the Comparative FitIndex were found to be acceptable having values .93 and .94 respectively (TL! & CF!: >.90 acceptable, >.95 excellent". Root Mean Square Error of Approximation yielded a score of .OS that had been considered excellent".

Factor loadings for victimization scale range from .59 to .71, and itemson bullying scalealso showed highloadings ranging between

.54and.65.

### Figurel

ConfirmatoryFactorAnalysis for OBVQ-Urdu Version

**60**

**29**

### RELIABILITY ANALYSIS

Internal consistency reliability of OBVQ-Urdu version, based on Cronbach's Alpha, was also uniformly highacross gender and grade level.

## Table I

Reliability Coefficients for OBVQ-Urdu byGender andGrade

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Victimization** | **Bullying** | **Total** |
| Boys | .83 | .82 | .85 |
| Girls | .84 | .83 | .87 |
| 4th | .83 | .83 | .85 |
| 5th | .86 | .81 | .85 |
| 6th | .82 | .82 | .86 |
| Total | .84 | .82 | .86 |



Furthermore, strong relationships between the 8 types of victimization and bullying,andOBVQ globalitems forbeingbullied **(r**

= .40 to r =.65) and bullying others (r = .35 to r =.70) demonstrated

adequate concurrent validity respectively with alpha significance at p <.001.

**Bully-victimStatusTypes**

# Being bullied

With regard to victims of bullying, about one third of the students (28%) reported not being bullied by others in the past couple of months, 25% reported being bullied "once or twice," 25.5% reported being bullied "two or three times a month," 9.9% reported being bullied "about once a week," and 11.6% reported beingbullied once a week "several times a week." A large number of students {71.9%) reported beingbullied;using milder criterion of "only once or twice", and the standard Olweus cut-off classified nearly 47% students as victimsof perpetration.

# Bullying Others

On theOBVQ, the majority of students (45.9%) reported not bullying others in the past couple of months, about 30% reported bullying others "once or twice," 17% reported bullying others "two or three times a month," and 9.1% reported bullying others "about once a week", while 4.2 % bullied others "several timesa week." Following the "at least once" criterion. More than half students in the sample (54.1%) were found involved in bullying others, and the Olweus standardcriterionidentified only 34.23%students reportingbullying others.

Finally, we identified children that were uniquely bullies (n = 141), uniquely victims(n = 158), and bully-victims (n = 235).The rest were grouped together as uninvolved (n = 283).To serve thispurpose, we

considered (1)the cases of thechildren thatwere involved in bullying others for "two to three times a month or more" on global item of bullying and at least one of the 8 subsequent forms of bullying, but had not been victims of bullying (2) the cases of the children that were bullied two to three timesa monthasmeasured by global item of victimization along with at least one of the 8 ways, but had not beeninvolved in bullying others,and(3) thecases of the childrenthat had been bullying others and been bullied two to three times a month or more on both global items and at least one of the 8 corresponding items for bullying and victimization. The results of these calculations show that only 35% of the students remain uninvolved,17.3%ofthe studentswereuniquely bullies,19.3%ofthe children were uniquely victims, and 28.8% were bullly-victims. In total, 65.4% of the Pakistani school students have been found to be involvedin bullying and victimization.

Relationship Between Obvq Results and Teacher Nominations

Data fromthe teacher estimates of students' involvement in bullying served as a check on the accuracy of the self-report. The estimated number of class bullies (and victims) was compared to the total numberof studentswhoreportedbeingbullies (andvictims).

### Table2

BuIlIvinnRoleClassificationFollowinn OBVOandTeacher Nomination

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher**  **Nominations OBVQ Bullying Status** | | | | | |
|  | **Bully** | **Vktlm** |  |  | **Total** |
| Bully | 132 | II | 26 | 18 | 187 |
| **Victim** | I | 136 | 7 | II | 155 |
| Bully-Victim | 5 | 6 | 198 | 13- | 222 |
| Uninvolved | 3 | 5 | 4 | 241 | 253 |
| Total | 141 | 158 | 235 | 2&3 | 817 |

Total of 87% of the original grouped cases as a result of self-report (OBVQ-Urdu) has been correctly classified as evidenced by teacher nominations. Cohen's *K* was conducted to determine the level of agreement between teacher nominations andself-reported bullying classification for 817 students. Kappa showed high correspondence between thetwo classification, *K* =.82,p < .001.

Themajorityof the students(95.3%) labeled as uninvolved as aresult ofOBVQ received the same status in teacher nominations. Highlevel of agreement (89.1%) was found between teacher nominations of students as bully-victim and self-reports. Most of the self-reported victims were accurately classified (87.7%) by teachers into the same role. Although, substantial number of students nominated as bullies by teachers acknowledged their role in self-report (70.6%), some of them were identified as bully-victims (13.9%), and victims (5.9%). A few(9.6%) reportedthemasuninvolved.

Subsequently, we performed multinomial logistic regression that can be used to observe the effects of independent variables on a nominal dependent variable, such as the teacher nominated groups of bullies, victims, bully/victims,and uninvolved children in our case. Two global items ofOBVQ assessing bullying and victimization were addedascovariates.

### Table3

Multinomial LogisticRegression Predicting Accuracy of Self-reported BuIlIvina andVictimization

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 95¾CI | | | | | | | |
| TN | OBVQ | **B** | SE | Wald | **OR** | **L** | u |
| Bully |  |  |  |  |  |  |  |
|  | **victimization** | .31 | .18 | 2.98 | 137 | .96 | 1.95 |
|  | **bullying** | 2.33 | .19 | 155.63\* | 10.28 | 7.13 | 14.82 |
| **Victim** |  |  |  |  |  |  |  |
|  | **victimization** | 2.38 | .19 | 154.4• | 10.75 | 7.39 | **15.63** |
|  | bullying | -.14 | .21 | **.43** | .87 | .58 | 1.32 |
| **Bully -Victim** |  |  |  |  |  |  |  |
|  | **vic imization** | 1.89 | .19 | 102.61• | 6.61 | 4.59 | 9.53 |
|  | bullying | 2.18 | .19 | 125.09\* | 8.81 | 602 | 12.89 |

*\*p* < .001

Children whoscored highon global bullying item(24) of OBVQ were more likely to be designated as bullies by teachers. Similarly self - reported victimization on global item (4) of OBVQ significantly predicted teacher nominations for victims. Teacher nominated bully/victim group scored higher on both of the items respectively. The results maintain the correspondence between teacher



nominations and self-reported victimization andbullying.

## DISCUSSION

Most of the validation studies of the Olweus Bully Victim Questionnaire have supported the two factor structure for prevalence estimation of bullyingandvictimization"·".Present study therefore attempted to validate the previous findings after translating and adapting the OBVQ for Pakistani culture. The confirmatory factor analysis model for the current sample yielded acceptable to excellent values on all the fit indices except for chi square that was found significant. It is not uncommon to obtain a

significant chi square value for model with larger sample size that results in overstating the lack offit,10•21 so the overall adequacy of the model should be interpreted with caution by taking other fit indices into account after dismissal of chi square"·"· "' .We interpret our model as a goodfit because of acceptable values ofCMIN/df,CFI,TLI,

RMSEA, and supporting parameter estimates that present high loadingonboththefactors.

The gender and grade-wise reliability estimates of bothbullying and victimization scales were high. Reliability of the scales was also high for the total sample. These results are comparable to the existing reliability coefficients reported in different studies "·"·". Initial concurrent validity evidence has been provided following the procedure described researchers that arehighcorrelation for single globalitemanditssubsequent forms".

Overall, slightly higher prevalence of bullying and victimization has been found in Pakistan having 17 % bullies, 19 % victims and 28% students identified as bully-victim. Only 35 % remained uninvolved, while almost one fourthof the totalsample experienced either being bullied or bullied othersonceor twice.Thisgroupthough included as uninvolved for the current study could be at a great risk of more frequent involvement in bullyingbehavior if no prevention measures had been taken. Recent international research findings have reported disparity in bullying prevalence rates across countries with prevalenceestimates varyingfrom5%to 45%approximately".

We also examined concordance of the OBVQ with the teacher

nominations to determine if the two methods identified the same students in different bullying roles. The results demonstrated that the teachers detected almost 87% of respondents accurately into bullying roles who reported on the OBVQ; however, they also identified almost 30% of respondents as having been bullied, who actually did not report bullying on the BVQ. Percent agreement across two methods for classification of victim, bully victim and uninvolved group was high. There is more support for self-reported victimization than bullying. Hence the social desirability can be the reason for low reported bullying by students as noticed by researchers".

Logistic regression was alsoconducted usingtwo OBVQglobalitems to predict teacher nominations. Results showed that respondents endorsing the OBVQ item for being bullied were over 10.8 times more likely to be designated as victims by teachers than those who did not endorse thisThe same was truefor bullies withanoddratioof 10.2.Students who responded above the cut off level on both global items were more likely to be nominated as bully-victim by their teachers. Existing studies have found only low to moderate support to convergence between self-report and teacher nomination of bullying", whereas the currentstudyhas indicated moderate to high

correspondencebetweenthe two methods.

The study provides strong evidence to the psychometric properties of the Olweus Bully Victim Questionnaire Urdu version. The questionnaire can be used in identifying Pakistani children and adolescents' involvement in different bullyingroles.The information obtained fromOBVQ dataprovidesguidelinesto the researchers and school psychologists for implementing suitable intervention strategies in educational institutions.

## LIMITATIONSANDSUGGESTIONS

We administered OBVQ in a confidential manner instead of recommended anonymous format, as we had to evaluate teacher nomination also. However studies have reported no significant differences between confidential vs. Anonymous self- report measure.11,28. Moreover the questionnaire was administrated to randomly selected students rather than whole class. School authorities do not allow for that and researchers are usually not welcomed considering disturbance in school routine. To resolve these issues researchers need support from government agencies suchasfederal or localeducation department or ministrywho should beconsiderateformakingnationwideanti-bullying policyto prevent overall violence and intolerance in society that has become acrucial issue in Pakistan right now,leading youth towards delinquency and moresevereforms of aggression suchasterrorism.

## CONCLUSIONS

A few years back, OBVQ was reported having lack of psychometric evidence, but recent investigations have demonstrated adequate reliability and validity of "the instrument across cultures. Acceptable overall fit of the model and good internal consistency suggest that the Urdu version of OBVQ is a sound and valuable measure. To our knowledge, this study is not only the first that documents psychometric properties of OBVQ-Urdu version, but also affords insight to the school bullying phenomenon based on empirical findings fromalargesampie in Pakistan.

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