

Bullying in adolescence: manifestations and gender differences

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INTRODUCTION & AIM

Bullying during adolescence is a complex and persistent phenomenon; however, it manifests itself in various forms—**assaults, threats, social exclusion, intimidation and manipulation**—which often go unnoticed, making **early detection and intervention difficult**.

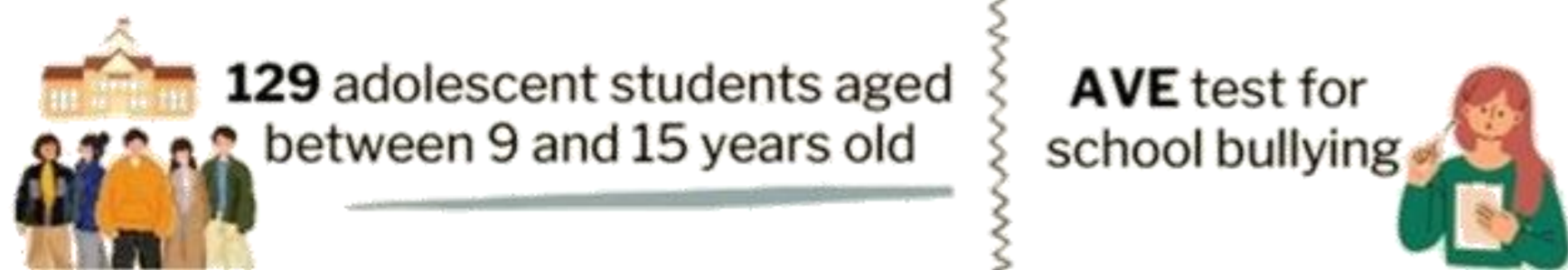
Analysing gender differences in the manifestations of bullying is essential for designing **effective prevention strategies** and promoting **safe, inclusive and equitable educational environments** at this stage of development.

Adolescence, characterised by the processes **of identity formation** and the **need to belong to a peer group**, provides a particularly relevant context for examining how **boys and girls** experience and perpetrate bullying in **different ways**.

The aim of this study is to analyse the **different manifestations of school bullying** among adolescents, paying particular attention to **gender differences**, in order to guide future **educational interventions** and **awareness-raising programmes** tailored to these **specific characteristics**.



METHOD

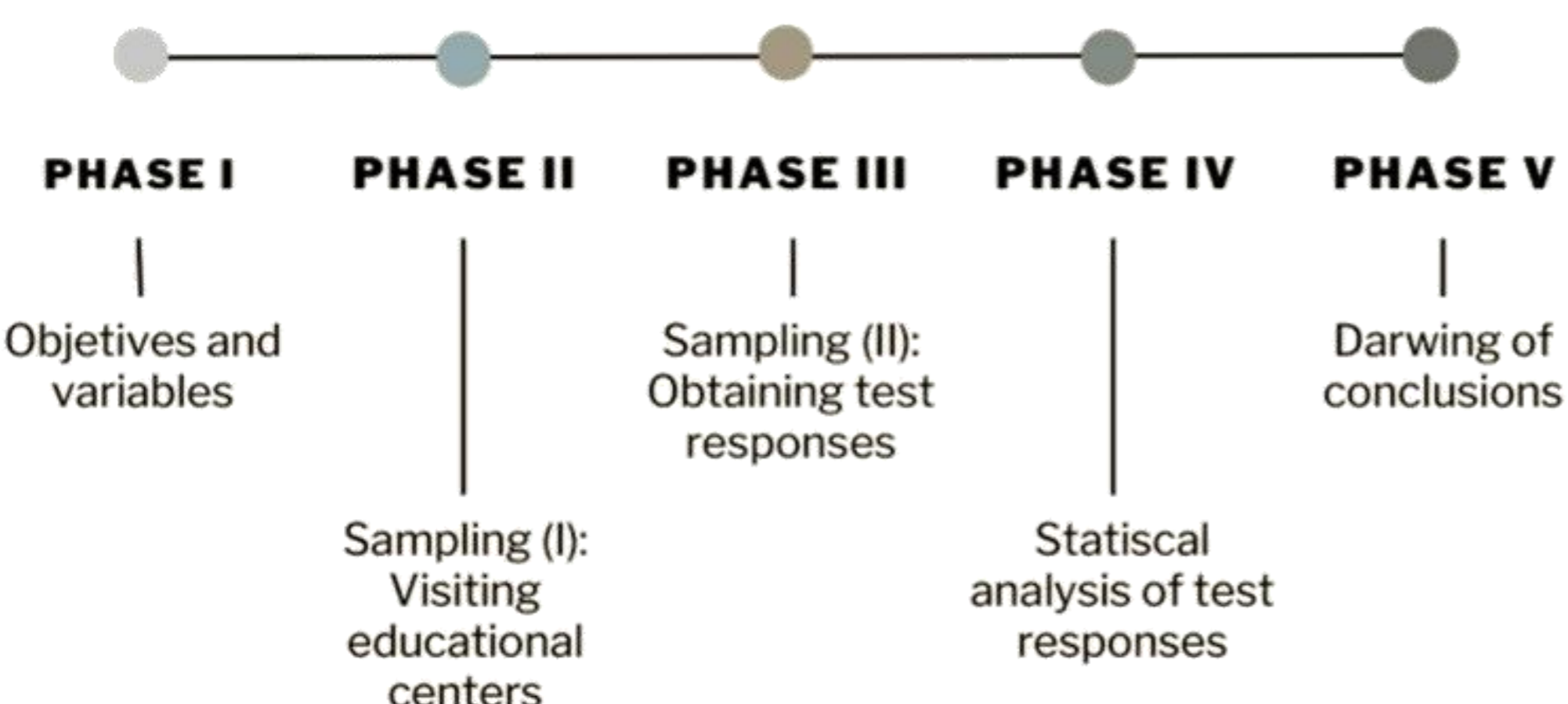


The research was conducted with a sample of **129 adolescent students aged between 9 and 15**, selected using **non-probabilistic convenience sampling**.

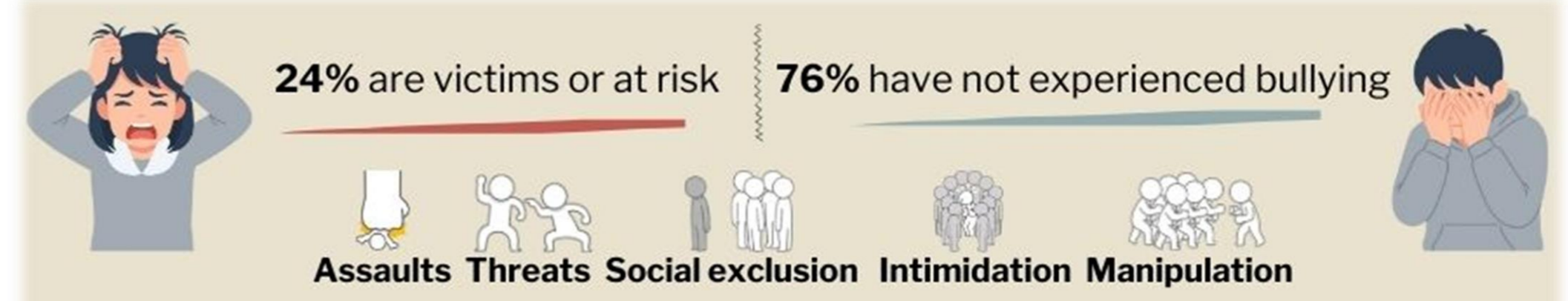
The data collection process was carried out in two phases: (i) **preliminary training for management teams and teachers on bullying, its types and detection**, together with an explanation of the **study's objectives**; (ii) obtaining **informed consent from families** and subsequently **administering the questionnaire** to the participating students.

The research process followed several phases: (i) **definition of objectives and variables**; (ii) **visits to schools and training** (first sampling stage); (iii) **collection of results** (second sampling stage); (iv) **statistical analysis of the data**; and (v) drawing of **conclusions**.

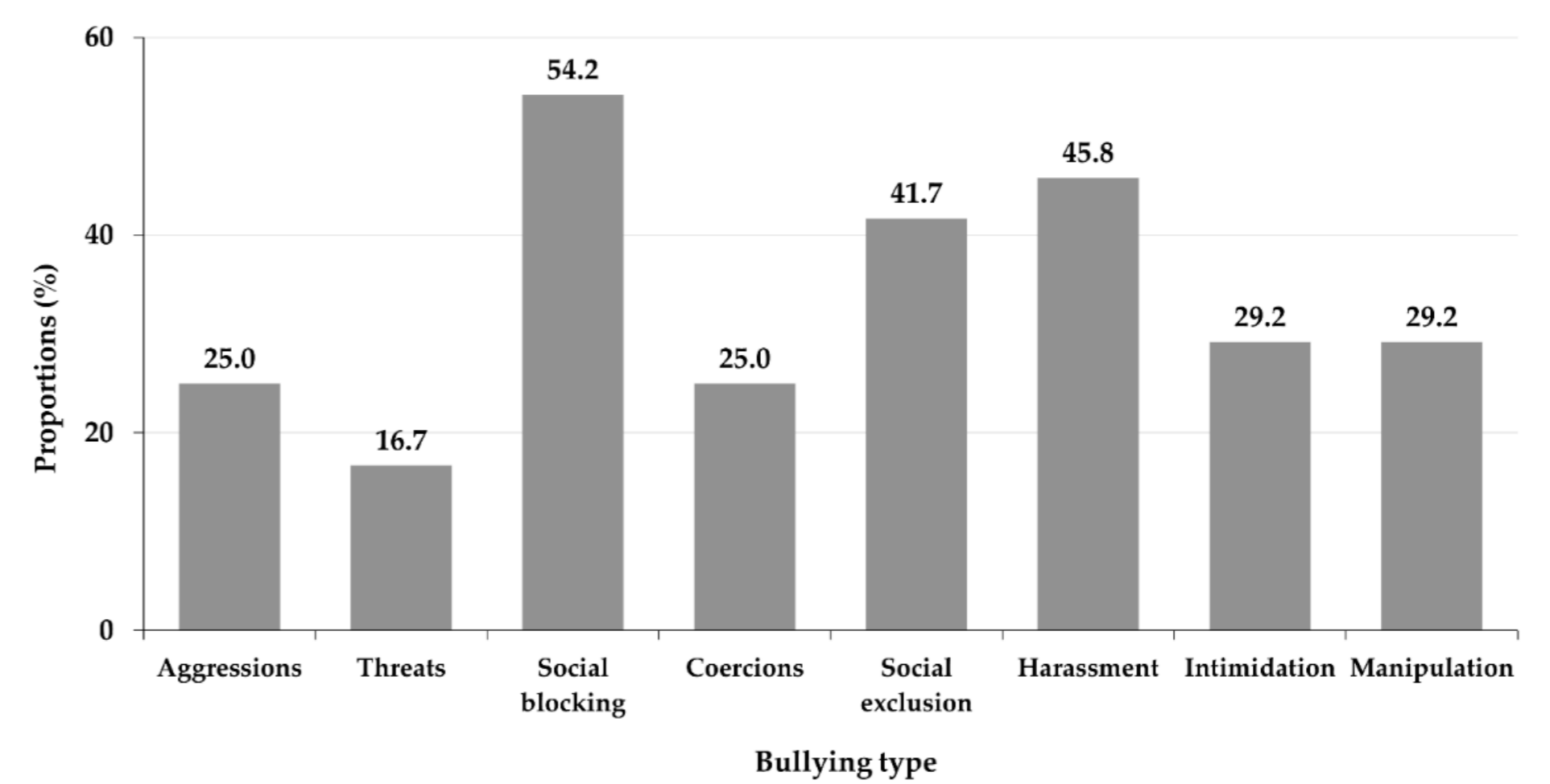
The assessment was carried out using the **AVE (School Bullying and Violence)** test, employed as a **diagnostic tool** for the **prevention, identification and analysis** of school bullying among adolescents.



RESULTS & DISCUSSION



Analysis of the relationships between the different **types of bullying** indicated that some forms of violence appear **independently: assaults, threats, social exclusion, coercion and exclusion**. However, some specific **associations** were observed: **bullying** was related to **assaults and threats**; **intimidation** was linked to **assaults, social exclusion and bullying**; and **manipulation** was linked to **social exclusion**.



	Aggressions	Threats	Blocking	Coercions	Exclusion	Harassment	Intimidation	Manipulation
Aggressions	1	0.2059	0.4780	0.5862	0.1515	0.0021*	0.0196*	0.7954
Threats		1	0.1997	0.2059	0.0641	0.0439*	0.1598	0.1598
Blocking			1	0.8130	0.1883	0.3917	0.0466*	0.0466*
Coercions				1	0.6326	0.4780	0.4367	0.0695
Exclusion					1	0.2391	0.3237	0.3237
Harassment						1	0.0119*	0.1063
Intimidation							1	0.0530
Manipulation								1

* $p < 0.05$

Although **gender differences** were not significant, it was observed that the percentage of **girls** who reported being **victims of bullying** was higher than that of **boys** in all types of bullying, especially in **assaults, threats, intimidation, and manipulation**.

Bullying type	Total (%)	Females (%)	Males (%)	Chi-square	p-value
Aggressions	25.0	83.3	16.7	1.48	0.2235
Threats	16.7	75.0	25.0	0.32	0.5716
Social blocking	54.2	53.8	46.2	0.91	0.3411
Coercions	25.0	33.3	66.7	2.90	0.0883
Social exclusion	41.7	70.0	30.0	0.41	0.5212
Harassment	45.8	72.7	27.3	0.91	0.3411
Intimidation	29.2	71.4	28.6	0.34	0.5621
Manipulation	29.2	85.7	14.3	2.27	0.1317

CONCLUSION

The results reveal that **bullying in adolescence** is a phenomenon that can take **different forms** depending on **gender**. This highlights the need to design **awareness-raising** and **prevention interventions** against **bullying** during this **stage of education**.

FUTURE WORK

Future research should delve deeper into other **manifestations of peer violence**, such as **sexual harassment**, given its **relevance** in the **literature on adolescence**.