

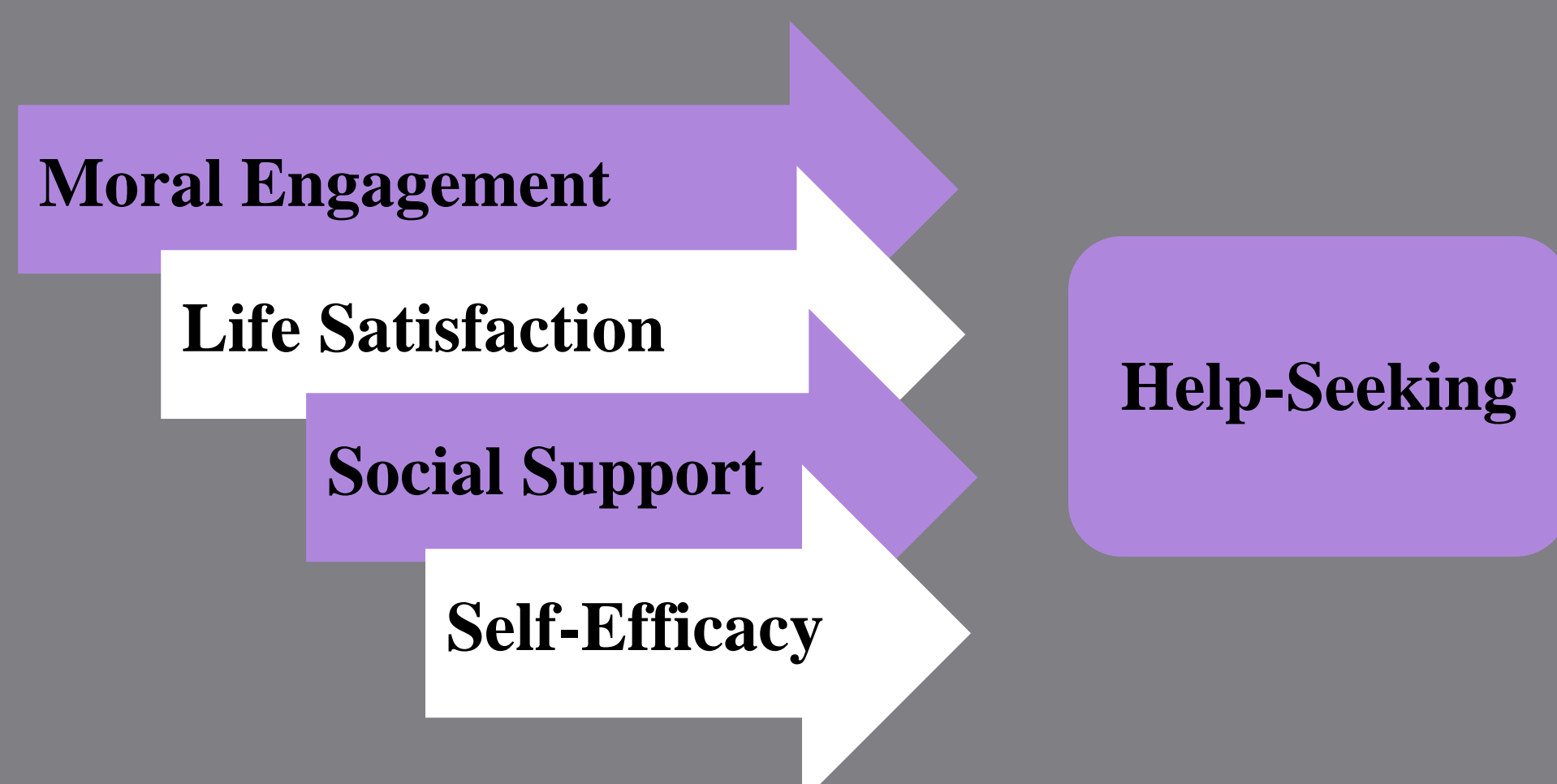
BACKGROUND

Youth who experience bullying remain at a heightened risk of developing mental health related issues, have a lower quality of life and in extreme cases, engage in suicidal behaviour (Mishna, Pepler, Cook, Craig & Wiener, 2010; Kim & Leventhal, 2008). Encouraging youth to seek help from an ally upon witnessing or experiencing bullying can reduce the impact it has on social and emotional wellbeing (Vreeman & Aaron, 2007). Several factors are known to predict adolescent help-seeking upon exposure to bullying, including perceived social support, moral engagement, life satisfaction and gender (Hymel, Rocke-Henderson & Bonanno, 2005; Hertz, Donato & Wright, 2013). Understanding these factors that facilitate help-seeking can assist practitioners in bullying education initiatives.

RESEARCH QUESTION

The purpose of the proposed research is to explore factors that influence help-seeking behaviour in adolescence. Specifically, this research will examine if moral engagement, life satisfaction, social support and self-efficacy predict help-seeking behaviour of youth exposed to bullying.

PREDICTING YOUTH RESPONSES TO BULLYING



METHOD

School districts were invited to participate in a bullying victimization, perpetration and bystander survey as part of a larger study exploring healthy teen behaviours (see; Crooks, Scott, Broll, Zwarych, Hughes, & Wolfe, 2015). Students from fifty-seven schools across rural and urban Saskatchewan participated in this study.

PARTICIPANTS

One thousand and fifty seven Canadian students, averaging the age of 13, participated in a self-report survey measuring a range of attitudes and characteristics that might be associated with help-seeking behaviour. Approximately 80% of the participants were grade 8 students. The remainder of the data was collected from Grade 6, Grade 7 and Grade 9 students. The majority of participants were Caucasian (67.6%), followed by First Nations, Inuit, Metis (15.9%) and Asian (7.7%). The remainder of participants self-identified as Arab, African and Hispanic. 618 students resided in urban neighbourhoods while 439 resided in rural neighbourhoods. 51.7% of students identified as Male, 47.4% identified as Female, while the remainder of the sample chose not to disclose their gender.

MEASURES

Variable	Measure	Item Example	Reliability	Mean	SD	Score Range
Moral Disengagement	Moral Engagement and Moral Disengagement Scale (Vallincourt, Personal Communication)	"It is okay to call some students nasty names"	α .79	10.01	2.94	6 - 22
Self Efficacy	Adolescent Health Survey IV Scale (McCreary Centre Society, 2008)	"There is usually a way I can solve the problems I have"	α .78	27.43	3.46	14 - 36
Social Support	Healthy Youth Survey (Centre for Youth and Society, 2003)	"My friends/peers give me the moral support I need"	α .75	22.49	3.31	10 - 27
Life Satisfaction	Life Satisfaction Inventory (Gaderman, Schonert-Reichl & Zumbo, 2010)	"If I could live my life over, I would have it the same way"	α .87	15.32	2.86	5 - 20
Lack of Help-Seeking	Bullying Scenario's (project specific development)	"Do nothing; It is none of my business"	/	8.75	2.13	4 - 12

HYPOTHESIS

It was predicted that youth who scored high in self-reported moral disengagement, and low in social support, self-efficacy and life satisfaction, would not seek-help when witnessing a peer being victimized by bullies.

RESULTS

A generalized linear model was produced to explore if moral disengagement, life satisfaction, self-efficacy and social support were associated with help-seeking. Results indicated that low self-efficacy and high moral disengagement predicted lack of help-seeking. Males were least likely to seek help when exposed to peer bullying victimization. Life satisfaction and social support were removed from the model due to multicollinearity. No interactions were significant

Variable	Wald Chi-Square	df	Significance
Moral Disengagement	47.41	1	$p < .000^*$
Self Efficacy	17.49	1	$p < .000^*$
Gender	4.17	1	$p < .05^*$

DISCUSSION

Consistent with these results, it is recommended that educators explore social emotional programming that targets moral disengagement in youth as a way to increase help-seeking behaviour upon exposure to bullying. There are several limitations restricting the usability of this research. Future research with longitudinal methodologies can provide further evidence to support the observed relation between help-seeking and moral engagement.

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