



**BULLYING, PEER GROUPS, AND MUSIC PARTICIPATION: THE SOCIALIZATION
OF BULLYING BEHAVIOR IN ADOLESCENCE**

**Jacob Young (Dr. Jared R. Rawlings)
School of Music**

School violence has emerged in the last ten years as a significant public health crisis that include behaviors ranging from bullying, hate-based language, sexual harassment, and physical assaults (Robers, Kemp, & Truman, 2013). A recent study found that almost one-third of students in grades 6-12 reported they had been victimized by peers, and 5% to 13% admitted to bullying others (Hymel & Swearer, 2015).

Researchers in music education acknowledge peer victimization and bullying is also a serious concern for music students (Elpus & Carter, 2016; Silveira & Hudson, 2015; Rawlings, 2015, 2016). Elpus and Carter (2016) examined data from the 2005, 2007, 2009, 2011, and 2013 datasets of the School Crime Supplement to the National Crime Victimization Survey (NCVS) to determine the prevalence of reported school victimization through physical, verbal, and relational aggression among US performing arts students. Elpus and Carter found that male music and theater students are at a 69% greater risk than non-arts students when experiencing face-to-face bully victimization and male music and theatre students were confronted with a 63% greater risk of being cyber bullied than non-arts participants. Therefore, if school music students may be more likely to be targets of victimization and feel unsafe at school when compared to their non-music peers, then research is needed to determine the prevalence of these behaviors and document detailed instances of this phenomenon. To date, there has been no published research examining the the prosocial and anti-social behavior development of school-based music ensemble performers.

For this study, we surveyed a class of high school students in Utah. The survey asked students to report their demographics and complete questions that were designed to determine the students' caring level, bullying behaviors, bystander reaction, etc.

The survey also asked each student to nominate eight friends in the music class. Using this data and the Ucinet program, we mapped the mutual nominations to determine friend groups, or cliques. Every student was assigned a clique or was put into a category of isolates/liasons.

Once we had determined the cliques, we used Hierarchical Linear Modeling techniques to analyze the data from the study. At this point in the research, we are still analyzing the data we have found. Some of our hypotheses have been confirmed, and some were disproved. We have enough information to analyze that we are going to publish the data in two papers in scientific journals.