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THE INFLUENCE OF SOCIAL ATTACHMENTS AND LIFE SATISFACTION ON
BULLYING INVOLVEMENT ACROSS GERMANY AND POLAND

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Abstract

Bullying offending and victimization have become a recent subject of interest in research with the expansion of technology and social media. The analyses in this paper focus on the effects of family, peer, and teacher relationships, as well as life satisfaction, on any bullying offending, chronic offending, any bullying victimization, and chronic victimization across Germany and Poland. The results showed that there were significant negative relationships between social attachments and bullying involvement across both countries. Life satisfaction was shown to partially mediate some of the effects of the dependent variables, but only significantly in victimization across the countries. These results support social bond theory and social learning theory and suggest policies that aim to strengthen social attachments in order to decrease the likelihood of bullying involvement among adolescents.

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Chapter 1

Introduction

With the emergence and continued spread of social media, the pressure for adolescents to conform to certain standards has heightened, creating even more space for bullying. Experiences with bullying can have significant impacts on adolescent behavior that span into adulthood. For example, poor relationships and exposure to violence at home can lead to the exhibition of aggressive behaviors later in life (Juan, Washington, and Kurlychek 2020). It is important to investigate the potential influences behind bullying offending and victimization among adolescents in order to implement better policy to help future generations.

This paper will focus on the relationships of family members, peers, and teachers in relation to life satisfaction, and how life satisfaction subsequently affects bullying offending and victimization. These relationships will be defined by their quality. Many studies have found that family ties, particularly communication amongst members of the group, have a substantial impact on life satisfaction (Jiménez-Iglesias et al. 2017). In terms of peer relationships, peer-relatedness and the extent of involvement are crucial to improving adolescent quality of life (Gempp and González-Carrasco 2021). Finally, the extent of teacher relationships with peers is also a predictor of life satisfaction. Studies show that teachers make a huge impact on adolescents in helping discover self-concept and identity, and supportive teacher behavior is a significant factor in determining the life satisfaction of juveniles (Povedano-Diaz et al. 2020; Telef et al. 2015).

In order to get a better look through a multinational lens, this paper will analyze secondary survey data from the Health Behavior in School-aged Children (2013-14), or HBSC, which is open access data available for secondary analysis through the University of Bergen.

This data was collected from adolescents aged 11-15 in over 40 countries and regions; however, I will draw a subsample of German (5961) and Polish (4545) adolescents. The HBSC attempts to establish key elements and patterns of adolescent behavior in order to make critical connections between topics such as relationships, bullying and fighting, school environment, and life satisfaction. In order to establish connections between relationships, life satisfaction, and bully involvement, this paper will create quantitative measures using specific questions in the HBSC.

Chapter 2

Theory

There are three theories that can be used to help explain the interactions between social attachments, life satisfaction, and bullying involvement: social learning theory, social bonds theory, and general strain theory.

Social Learning Theory

Social learning theory describes the process of acquiring aggressive behaviors during development through observational or vicarious learning. Exposure to violence leads to emotional desensitization, as well as indifference towards human aggression. According to Bandura (1978), a complete theory on aggressive behaviors needs to cover the following: how aggressive patterns develop, what provokes individuals, and how this aggressive behavior is maintained over time. Social learning theory provides an outline of the determinants of these three aspects of aggression. Firstly, the formation and emergence of aggressive tendencies are propelled by observational learning, reinforced performance, and structural or institutional determinants. Once established, an individual can be provoked by instigators such as aversive treatment, which includes physical assaults, verbal threats or insults, or a harmful reduction in reinforcement. Finally, aggressive behaviors are maintained through external reinforcement, vicarious reinforcement, self-reinforcement, and punishment (Bandura 1978). Social learning theory explains how adolescent exposure to aggression may influence their involvement in bullying. In contrast, the theory implies that strong relationships with parents and teachers who reinforce pro-social behaviors are likely associated with low involvement in aggression, including bullying.

Social Bond Theory

Social Bond Theory suggests that individuals are “blank slates” until social relationships begin to create a path for that individual. This theory sets itself apart from other theories in that it focuses on external factors influencing an individual’s path towards criminality rather than internal factors such as self-control. Hirschi (1969) determined that the strength of the bond an individual has with society will ultimately determine whether they deviate to break the law. There are four elements that determine the strength of social bonds: attachment, commitment, involvement, and belief. Attachment refers to the relationships an individual has to parents and peers. Commitment is an individual’s willingness to conform to acceptable societal activities or deviate from them. Involvement is the participation in conventional activities, and beliefs is holding true to values deemed as aligning with societal norms (Hirschi, 1969). Social bond theory can help explain how the strength of familial, peer, and teacher bonds with adolescents will influence their likelihood to engage in bullying. In addition, strong ties should not only control bullying behavior, but can offer protection which also decreases bullying victimization.

General Strain Theory

Finally, General Strain Theory (GST) argues that life strains increase the likelihood of crime. According to Agnew (1992), individuals may respond to these strains by resorting to negative behaviors and committing criminal acts. General strain theory focuses specifically on negative relationships that cause barriers for individuals to achieve positive goals. This theory also posits that adolescents turn towards delinquency in order to cope with emotionality that results from negative relationships. There are three different major types of strain that contribute to delinquency that each refer to varying types of negative relationships with other individuals: prevention of achieving positive goals, removal of positive stimuli, and the presentation of

negative stimuli (Agnew, 1992). Poor relationships with parents, teachers, and peers can be viewed as strains that can lead to negative emotions and, in turn, bullying. Furthermore, negative life satisfaction is a negative state that overlaps substantially with strain theory's concept of "negative emotionality."

Chapter 3

Literature Review

Life Satisfaction is defined as the rating given by juveniles on how satisfied they are by life based on their relationships. It has been operationalized in varying ways such as the measure of overall well-being perceived by the individual. Adolescent life satisfaction is an important predictor for life outcomes (Jiménez-Iglesias et al. 2017).

Life Satisfaction Affecting Bullying Involvement

Adolescent life satisfaction has proved to be an important mediator on the extent to which juveniles are involved in bullying. According to Aldridge et al. (2019), two elements – support and structure – within an individual’s school environment are significant in the reduction of bullying involvement while also improving life satisfaction. Therefore, a lack of structure and support in an adolescent’s life will result in poorer quality of life and a higher likelihood that they are involved in bullying.

One critical element that impacts adolescent life satisfaction, and, subsequently, bullying involvement, is that of social bonds. The strength of social bonds is important in determining the overall wellbeing and life satisfaction that an adolescent will experience. These social bonds can be family, peers, and/or teachers, and various studies have highlighted the impact that these relationships play on the potential prevention of bullying involvement (Chai et al. 2020).

Family Bonds and the Relationship with Life Satisfaction

Life satisfaction differs based on the extent of family relationship. Family relationships play a key role in adolescent life satisfaction. For one, they are crucial for adolescent psychological adjustment (Povedano-Diaz, Muñoz-Rivas, and Vera-Perea 2020) Parent-child communication also affects levels of life satisfaction (Jiménez-Iglesias et al. 2017). The extent to

which communication plays a role differs across genders. Girls were shown to be more than twice as likely to report difficulty in communication with their father as with their mother (Levin and Currie 2010). The extent to which communication plays a role also differs across age. Age was significant for both boys and girls in determining the outcome of life satisfaction (Ho, Cheung, and Cheung 2008; Levin and Currie 2010).

Peer Bonds and the Relationship with Life Satisfaction

Life satisfaction also differs based on the extent and quality of peer relationships. Nurturing peer-relatedness, as well as intervening in negative interactions, is crucial to improving adolescent quality of life; conversely, fragmented relationships with peers at school can be harmful to school satisfaction and, subsequently, overall life satisfaction (Gempp and González-Carrasco 2021). Additionally, the quality of non-romantic peer relationships among adolescents were significant predictors of romantic life satisfaction as adults (Allen et al. 2020).

Teacher Bonds and the Relationship with Life Satisfaction

Additionally, life satisfaction differs based on the extent and quality of teacher relationships. Supportive teacher behavior can significantly predict the life satisfaction of adolescents. Numerous studies have asserted that support from the teacher is an important factor in the adolescent's life satisfaction (Telef et al. 2015). Strong teacher-student relationships are important for adolescent emotional well-being as it serves as a positive attachment to fill the healthy distance between parent and child (Povedano-Diaz et al. 2020). Additionally, there is a positive correlation between teacher-student relationships and student willingness to intervene in situations involving bullying (Wachs et al. 2020). Conversely, low commitment towards school is not only associated with decreased educational outcomes, but also with overall lower levels of

commitment, attachment, and belief, the three necessary elements for social bonds (DeCamp and Newby 2014).

National Context

Bullying involvement is not solely a micro-level concept; in fact, it has been found that improving overall quality of life on a national scale can also play an important role in the prevention of adolescent bullying involvement. This varied due to a variety of factors, which included indicators such as national-level quality of life (Deryol et al. 2021). This overall level of adolescent quality of life and life satisfaction can be affected by national factors such as unemployment (Johansson et al. 2019).

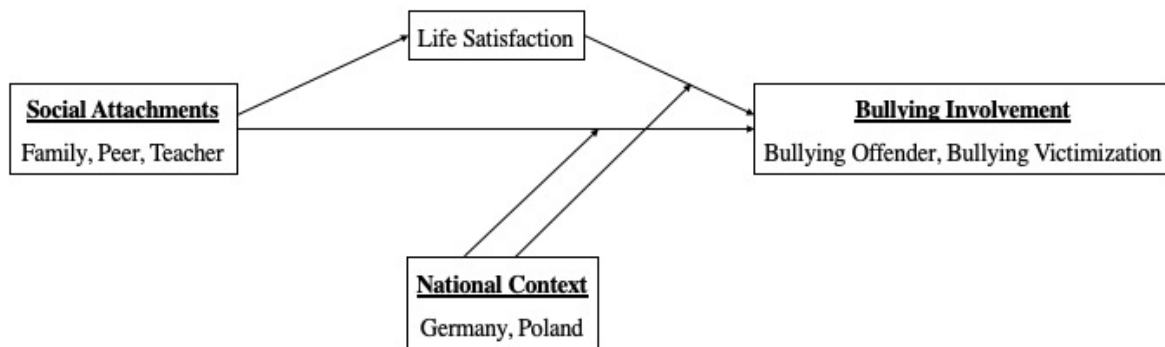
Chapter 4

Methods

Present Study

The present study will provide a quantitative analysis of the conceptual model shown below in Figure 1.

Figure 1 - Conceptual Model



From this model, four main hypotheses can be drawn. The first hypothesis (H1) is that social attachments will be negatively correlated with bullying offending and victimization. The second hypothesis (H2) is that adolescent life satisfaction will be negatively correlated with bullying offending and victimization. The third hypothesis (H3) is that social attachments should increase life satisfaction and therefore life satisfaction should mediate some of the effects of attachments on bullying offending and victimization. Finally, the fourth hypothesis (H4) states that results will differ cross nationally.

Data Set

The sample for this thesis is derived from the HBSC (2013-2014), which includes survey data from over 200,000 11-, 13-, and 15-year-olds across 41 countries. From this, a subsample of German (N=5961) and Polish (N=4545) adolescents will be analyzed. This survey data is open access data available for secondary analysis upon request from the University of Bergen. As seen

in Appendix A, the IRB worksheet was filed; however, there was no need to obtain additional permissions as the data is secondary.

Measures of Variables

The independent variables were measured using multiple items in the HBSC that were combined into scales/indexes. This includes scales for family relationships, peer relationships, and teacher relationships. There is also a measure for the mediating variable (life satisfaction), which will be comprised of only a single item. The study also controls for sex, socioeconomic status, and age. For the dependent variable, this paper will measure bullying involvement. This is further broken down into bullying offending and bullying victimization. This will be measured using single items for each “offending” and “victimization”. Table 1 below displays the survey items from the HBSC that were used to measure bullying offending and victimization.

Table 1 – Survey Items Used for Measurement of Dependent Variables

<i>Variable Name</i>	<i>Variable Description</i>	<i>Scale</i>	<i>Percentage Missing</i>
Bullying Offending			
- bulliedothers	How often have you taken part in bullying another student(s) at school in the past couple of months?	1 (never), 2 (once or twice)...5(several times/week)	1.3%
Bullying Victimization			
- beenbullied	How often have you been bullied at school in the past couple of months?	1 (never), 2 (once or twice)...5(several times/week)	1.2%

Each of these survey items was recoded in order to create four total dependent variables that allowed examination of whether an individual had ever experienced bullying involvement and whether the bullying involvement was chronic. For those who have bullied others ever and those who have been bullied ever, responses were recoded such that 0 = “no/never” and 1 =

“yes/once or more”. In creating measures for chronic bullying offending and victimization variables, the original survey items were recoded such that 0 = “never or just once or twice” and 1 = “two or three times a month or more”.

Table 2 – Survey Items Used for Measurement of Independent Variables

<i>Variable Name</i>	<i>Variable Description</i>	<i>Scale</i>	<i>Percentage Missing</i>
Family Relationships			
- talkfather	How easy is it for you to talk to the following persons about things that really bother you? A. Father	1 (very easy), 2 (easy)...5 (don't have or see)	3.6%
- talkmother	How easy is it for you to talk to the following persons about things that really bother you? C. Mother	1 (very easy), 2 (easy)...5 (don't have or see)	3%
- m78	In my family: I think the important things are talked about	1 (strongly agree), 2 (agree)...5 (strongly disagree)	2.1%
- m79	In my family: When I speak someone listens to what I say	1 (strongly agree), 2 (agree)...5 (strongly disagree)	2.1%
- m80	In my family: We ask questions when we don't understand each other	1 (strongly agree), 2 (agree)...5 (strongly disagree)	2.5%
- m81	In my family: When there is a misunderstanding we talk it over until it's clear	1 (strongly agree), 2 (agree)...5 (strongly disagree)	2.6%
- famhelp	My family really tries to help me	1 (very strongly disagree) ... 7 (very strongly agree)	1.9%
- famsup	I get the emotional help and support I need from my family	1 (very strongly disagree) ... 7 (very strongly agree)	2.2%
- famtalk	I can talk about my problems with my family	1 (very strongly disagree) ... 7 (very strongly agree)	2.2%
- famdec	My family is willing to help me make decisions	1 (very strongly disagree) ... 7	2.3%

		(very strongly agree)	
Peer Relationships			
- friendhelp	My friends really try to help me	1 (very strongly disagree) ... 7 (very strongly agree)	2.5%
- friendcounton	I can count on my friends when things go wrong	1 (very strongly disagree) ... 7 (very strongly agree)	2.4%
- friendshare	I have friends with whom I can share my joys and sorrows	1 (very strongly disagree) ... 7 (very strongly agree)	2.7%
- friendtalk	I can talk about my problems with my friends	1 (very strongly disagree) ... 7 (very strongly agree)	2.6%
Teacher Relationships			
- likeschool	How do you feel about school at present?	1 (like a lot) ... 4 (not at all)	1.2%
- teacheraccept	I feel that my teachers accept me as I am.	1 (strongly agree), 2 (agree)...5 (strongly disagree)	1.5%
- teachercare	I feel that my teachers care about me as a person.	1 (strongly agree), 2 (agree)...5 (strongly disagree)	3.4%
- teachertrust	I feel a lot of trust in my teachers.	1 (strongly agree), 2 (agree)...5 (strongly disagree)	2.2%
Life Satisfaction			
- lifesat	Here is a picture of a ladder. The top of the ladder '10' is the best possible life for you and the bottom '0' is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment? Tick the box next to the number that best describes where you stand.	0 (worst possible life) ... 10 (best possible life)	2.9%
Demographic Characteristics			

- welloff	How well off do you think your family is?	1 (very well off), 2 (quite well off)...5 (not at all well off)	3.6%
- age	What month were you born? What year were you born?	Age in number of years	0.8%
- sex	Are you a girl or a boy?	0 (female), 1 (male)	0%

For family relationships, ten variables were combined (averaged) to create an index (Cronbach's alpha = .880). Four of these variables were on a scale of 1-7 while to other six were on a 1-5 scale. Survey items were reverse coded in order to make 1 strongly disagree across all variables and either 5 or 7 be strongly agree across all variables. An index was created for peer relationships by taking the average of four 7-item variables (Cronbach's alpha = .919). Before averaging, items were reverse coded in order to make 1 strongly disagree across all variables and 7 be strongly agree across all variables. An index was also created for teacher relationships from three variables using a 5-point response scale and one variable using a 4-point response scale (Cronbach's alpha = .775). Again, before averaging, some variables were reverse coded in order to make 1 strongly disagree across all variables and 4 or 5 be strongly agree across all variables. The variables for life satisfaction as well as age were kept in their original scale format. The variable well off was reverse coded.

Chapter 5

Results

In this section, I will first examine descriptive statistics related to the dependent and independent variables. Then, I will examine bivariate correlations between the dependent and independent variables. Finally, I will analyze the data by way of sixteen multivariate regressions.

Descriptive Statistics

Descriptive statistics were run on Poland and Germany's individual datasets. Results of these descriptive statistics for Germany, shown below in Table 3, indicate that 26.88% of students had answered yes to bullying at least once, while those who bullied chronically (two to three times a month or more) was 9.02%. For victimization, the prevalence of German adolescents who had been bullied at least once was 23.16%, while those who were victimized chronically was 9.30%. Table 3 shows that in Poland, on the other hand, 31.29% of individuals had bullied someone at least once. Additionally, 9.64% of adolescents said that they had engaged in chronic bullying. Those who answered yes to being bullied once was 30.28%, while those who were chronic victims of bullying was 12.01%.

Table 3 – Descriptive Statistics of German (top) and Polish (bottom) Datasets

	N	Min	Max	Mean	Std.
any bullying vs no bullying	5874	.00	1.00	.2688	.44338
chronicbullying	5874	.00	1.00	.0902	.28653
beenbulliedyn	5880	.00	1.00	.2316	.42191
chronicbeenbullied	5880	.00	1.00	.0930	.29050
famscale	5914	1.00	7.00	4.7612	.92363
peerscale	5806	1.00	7.00	5.5615	1.60173
teacherscale	5952	1.00	5.00	3.6388	.75410
life satisfaction	5863	0	10	7.38	1.980

	N	Min	Max	Mean	Std.
any bullying vs no bullying	4500	.00	1.00	.3129	.46372
chronicbullying	4500	.00	1.00	.0964	.29523
beenbulliedyn	4498	.00	1.00	.3028	.45952
chronicbeenbullied	4498	.00	1.00	.1201	.32506
famscale	4524	1.00	6.33	4.5917	.94925
peerscale	4488	1.00	7.00	5.1549	1.53196
teacherscale	4468	1.00	5.00	3.5029	.83050
life satisfaction	4341	0	10	7.38	2.134

Bivariate Correlations

As seen in Table 4, the bivariate correlations revealed statistically significant negative correlations between family bonds, peer bonds, teacher bonds, and life satisfaction with all four bullying involvement variables across both German and Polish datasets. In Germany, good family relationships showed a significant decrease in the likelihood of being bullied ($r = -.115, p < .001$), being chronically bullied ($r = -.120, p < .001$), bullying others ($r = -.117, p < .001$), and chronically bullying others ($r = -.117, p < .001$). Similarly, good peer relationships showed a significant decrease in the likelihood of being bullied ($r = -.141, p < .001$), being chronically bullied ($r = -.128, p < .001$), bullying others ($r = -.057, p < .001$), and chronically bullying others ($r = -.082, p < .001$). The same pattern can be seen with good teacher relationships, which showed a significant likelihood in the decrease of being bullied ($r = -.097, p < .001$), being chronically bullied ($r = -.109, p < .001$), bullying others ($r = -.188, p < .001$), and chronically bullying others ($r = -.177, p < .001$). Finally, higher life satisfaction was also significantly correlated with lower likelihood of being bullied ($r = -.195, p < .001$), being chronically bullied ($r = -.192, p < .001$), bullying others ($r = -.078, p < .001$), and chronically bullying others ($r = -.074, p < .001$).

A similar trend can be seen in Poland. Good family relationships showed a significant decrease in the likelihood of being bullied ($r = -.128, p < .001$), being chronically bullied ($r = -.131, p < .001$), bullying others ($r = -.158, p < .001$), and chronically bullying others ($r = -.128, p < .001$). Similarly, good peer relationships showed a significant decrease in the likelihood of being bullied ($r = -.172, p < .001$), being chronically bullied ($r = -.177, p < .001$), bullying others ($r = -.071, p < .001$), and chronically bullying others ($r = -.093, p < .001$). The same pattern can be seen with good teacher relationships, which showed a significant decrease in the likelihood of being bullied ($r = -.083, p < .001$), being chronically bullied ($r = -.083, p < .001$), bullying others

($r = -.182, p < .001$), and chronically bullying others ($r = -.139, p < .001$). Finally, higher life satisfaction was also significantly correlated with lower likelihood of being bullied ($r = -.156, p < .001$), being chronically bullied ($r = -.142, p < .001$), bullying others ($r = -.097, p < .001$), and chronically bullying others ($r = -.042, p = .006$).

Table 4 – Bivariate Correlations of German (top) and Polish (bottom) Datasets

	beenbulliedyn	chronicbeenbullied	any bullying vs no bullying	chronicbullying
famscale				
Pearson Correlation	-.115**	-.120**	-.117**	-.117**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	5846	5846	5839	5839
peerscale				
Pearson Correlation	-.141**	-.128**	-.057**	-.082**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	5741	5741	5736	5736
teacherscale				
Pearson Correlation	-.097**	-.109**	-.188**	-.177**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	5873	5873	5867	5867
life satisfaction				
Pearson Correlation	-.195**	-.192**	-.078**	-.074**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	5793	5793	5788	5788

	beenbulliedyn	chronicbeenbullied	any bullying vs no bullying	chronicbullying
famscale				
Pearson Correlation	-.128**	-.131**	-.158**	-.128**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	4490	4490	4491	4491
peerscale				
Pearson Correlation	-.172**	-.177**	-.071**	-.093**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	4456	4456	4457	4457
teacherscale				
Pearson Correlation	-.083**	-.083**	-.182**	-.139**
Sig. (2-tailed)	<.001	<.001	<.001	<.001
N	4430	4430	4432	4432
life satisfaction				
Pearson Correlation	-.156**	-.142**	-.097**	-.042**
Sig. (2-tailed)	<.001	<.001	<.001	.006
N	4313	4313	4317	4317

Multivariate Analysis of Any Bullying Versus No Bullying

Each of the four dependent variables was run twice: once with life satisfaction included and once without. This was done for both datasets for a total of 16 regressions. For each of the multivariate analyses, I will report the odds ratio or exponentiated coefficients. First, in the analyses of odds ratios among attachments, there were two that were significantly significant: family and teacher. As seen in Table 5, the odds ratio indicates that there was a 16.5% decrease in likelihood of any bullying for each increase in family attachment in Germany. There were no significant findings for peer attachments. There was a 37.5% decrease in likelihood of bullying for each increase in teacher attachment. There was not much evidence of life satisfaction mediating social attachments because the effects of the social attachments did not change, and the variable was nonsignificant.

Table 5 – Multivariate Regression of Any Bullying versus No Bullying in Germany and Poland, with and without Life Satisfaction

	Germany				Poland			
	Model 1		Model 2		Model 1		Model 2	
	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE
Family Relationship	.835*	.039	.848*	.041	.755*	.040	.784*	.043
Peer Relationship	1.034	.021	1.032	.022	1.050*	.024	1.051*	.025
Teacher Relationship	.625*	.045	.631*	.047	.689*	.044	.703*	.046
Life Satisfaction			.984	.019			.957*	.019
Well Off	1.054	.038	1.053	.039	1.109*	.052	1.152*	.053
Sex (gender male)	2.187*	.066	2.185*	.067	2.058*	.071	2.114*	.073
Age	1.054*	.021	1.052*	.021	1.033	.022	1.025	.022

As seen in Table 5, there was a 24.5% decrease in likelihood of any bullying for each increase in family attachment in Poland. There was a 5% increase in the likelihood of any bullying for each increase in peer attachment. There was a 31.1% decrease in the likelihood of any bullying for each increase in teacher attachment. Life satisfaction was significantly negatively related to any bullying in Poland, though the effect was small. It did not appear to

substantially mediate the effects of social attachments on any bullying, with those effects changing only slightly including the life satisfaction model.

Considering the analyses for any bullying, the analyses across Germany and Poland showed some interesting differences. In Germany, the effects of peer attachments were nonsignificant, whereas they were significant in Poland. Additionally, life satisfaction was significant in Poland, whereas it had no significant effect on bullying in Germany.

Multivariate Analysis of Chronic Bullying

As seen in Table 6, there was a 21.7% decrease in likelihood of chronic bullying for each increase in family attachment in Germany. There were no significant findings for peer attachments. There was a 43.9% decrease in likelihood of chronic bullying for each increase in teacher attachment. Life satisfaction was not significantly related to chronic bullying, and there was not much evidence of life satisfaction mediating social attachments.

Table 6 – Multivariate Regression of Chronic Bullying in Germany and Poland, with and Life Satisfaction

	Germany				Poland			
	Model 1		Model 2		Model 1		Model 2	
	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE
Family Relationship	.783*	.057	.798*	.059	.740*	.059	.749*	.064
Peer Relationship	.957	.031	.957	.031	.977	.036	.968	.038
Teacher Relationship	.561*	.063	.570*	.065	.689*	.065	.685*	.068
Life Satisfaction			.982	.027			1.013	.029
Well Off	1.148*	.138	1.145*	.060	1.128*	.078	1.140	.081
Sex (gender male)	2.560*	.108	2.580*	.110	2.460*	.116	2.464*	.120
Age	1.090*	.033	1.086*	.033	1.027	.034	1.028	.035

As seen in Table 6, there was a 26.0% decrease in likelihood of chronic bullying for each increase in family attachment in Poland. There were no significant findings for peer attachments. There was a 31.1% decrease in the likelihood of chronic bullying for each increase in teacher attachment. Similar to the findings for Germany, life satisfaction was not significantly related to

chronic bullying in Poland, and there was not much evidence of life satisfaction mediating the effects of social attachments.

In sum, for chronic bullying, there were no significant findings for peer attachments or life satisfaction for either country, nor was there evidence that life satisfaction was mediating social attachments in either country.

Multivariate Analysis of Any Bullying Victimization

Turning now to the analysis of any bullying victimization, as seen in Table 7, there was a 12.8% decrease in likelihood of being bullied for each increase in family attachment in Germany. There was a 14.1% decrease in likelihood of being bullied for each increase in peer attachments. There was a 22.4% decrease in likelihood of being bullied for each increase in teacher attachment. Life satisfaction was shown to be significantly related to any bullying victimization, and presented significant partial mediation on social attachments.

Table 7 – Multivariate Regression of Ever Been Bullied (yes or no) in Germany and Poland, with and without Life Satisfaction

	Germany				Poland			
	Model 1		Model 2		Model 1		Model 2	
	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE
Family Relationship	.872*	.040	1.004	.043	.813*	.040	.888*	.043
Peer Relationship	.859*	.021	.860*	.021	.831*	.024	.835*	.024
Teacher Relationship	.776*	.047	.890*	.050	.880*	.045	.957	.047
Life Satisfaction			.813*	.019			.876*	.019
Well Off	.902*	.039	.965	.041	.965	.052	1.010	.054
Sex (gender male)	.888	.067	.952	.069	1.060	.070	1.099	.072
Age	.850*	.022	.849*	.022	.872*	.022	.852*	.023

As seen in Table 7, there was a 18.7% decrease in likelihood of being bullied for each increase in family attachment in Poland. There was a 16.9% decrease in likelihood of being bullied for each increase in peer attachments. There was a 12.0% decrease in likelihood of being bullied for each increase in teacher attachment. Similar to Germany, life satisfaction had a

significant effect on bullying victimization, and showed significant partial mediation on social attachments.

Both countries showed significance in all social attachments in relation to any bullying victimization. Additionally, life satisfaction was shown to be statistically significant, as well as partially mediate social attachments in both countries.

Multivariate Analysis of Chronic Bullying Victimization

As seen in Table 8, there was a 16.6% decrease in likelihood of being chronically bullied for each increase in family attachment in Germany. There was a 16.5% decrease in likelihood of being chronically bullied for each increase in peer attachments. There was a 30.4% decrease in likelihood of being chronic bullied for each increase in teacher attachment. Life satisfaction decreases chronic victimization and partially mediates the effects of social attachments.

Table 8 – Multivariate Regression of Chronic Bullying Victimization in Germany and Poland, with and without Life Satisfaction

	Germany				Poland			
	Model 1		Model 2		Model 1		Model 2	
	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE	Exp(b)	SE
Family Relationship	.834*	.055	1.007	.060	.761*	.054	.825*	.058
Peer Relationship	.835*	.028	.838*	.029	.793*	.031	.802*	.032
Teacher Relationship	.696*	.065	.844*	.069	.839*	.061	.922	.065
Life Satisfaction			.766*	.025			.871*	.025
Well Off	.884*	.056	.971	.058	.913	.072	.975	.075
Sex (gender male)	.834	.098	.929	.101	1.325*	.100	1.395*	.103
Age	.842*	.032	.842*	.032	.828*	.031	.809*	.032

As seen in Table 8, there was a 23.9% decrease in likelihood of being chronically bullied for each increase in family attachment in Poland. There was a 20.7% decrease in likelihood of being chronically bullied for each increase in peer attachments. There was a 16.1% decrease in likelihood of being chronic bullied for each increase in teacher attachment. Life satisfaction decreases chronic victimization and partially mediates the effects of social attachments.

Both countries showed significance in all social attachments in relation to chronic bullying victimization. However, there were noticeably stronger effects of teacher relationships in Germany (30.4%) compared to Poland (16.1%). The pattern of the odds ratio of social attachments was flipped in each country, with Germany having much stronger effects for teacher relationships and Poland having much stronger effects for family and peer relationships. Additionally, life satisfaction was shown to be statistically significant in decreasing chronic victimization, as well as partially mediating the effects social attachments on victimization in both countries.

Chapter 6

Discussion and Conclusion

The findings from the multivariate analyses support, at least in part, each of the four hypotheses looked at in this paper. The first hypothesis (H1) was that social attachments will be negatively correlated with bullying offending and victimization. As seen in Table 9, the results indicate strong, statistically significant support across both Germany and Poland. Family and teacher relationships especially tended to have stronger negative relationships across all dependent variables in both countries. The second hypothesis (H2) was that adolescent life satisfaction will be negatively correlated with bullying offending and victimization. The level of support for this hypothesis was moderately strong. As seen in Table 9, for the variables any and chronic victimization in both countries, as well as any bullying in Poland, life satisfaction was significantly negatively related to bullying involvement. This means that, especially for victimization, the lower the life satisfaction of an adolescent, the higher the likelihood they are involved in bullying. The third hypothesis (H3) was that social attachments should increase life satisfaction and therefore life satisfaction should mediate some of the effects of attachments on bullying offending and victimization. Similar to H2, there was only moderate support for this hypothesis, as the effect of life satisfaction mediation was not high. There was not strong support for life satisfaction mediating the effects of bullying offending; however, there was strong support for life satisfaction partially mediating the effects of social attachments with respect to victimization rather than offending. Finally, the fourth hypothesis (H4) states that results will differ cross nationally. There was a strong level of support for this hypothesis. Although there is evidence of mediation of the effects of bullying offending and victimization in both countries, the effects differ in which relationships were significant for which dependent variables.

Table 9 – Significance of Results of Multivariate Analyses on German and Polish Datasets with Life Satisfaction

	Germany				Poland			
	AB	CB	AV	CV	AB	CB	AV	CV
family	✓	✓			✓	✓	✓	✓
peer			✓	✓	✓		✓	✓
teacher	✓	✓	✓	✓	✓	✓		
life			✓	✓	✓		✓	✓

Note: AB = any bullying offending, CB = chronic bullying offending, AV = any bullying victimization, CV = chronic bullying victimization

Implications for Theory, Practice, and Policy

The findings of this research support the ideas laid out in social bond theory and social learning theory. These theories suggest that social attachments can influence an individual's behavior. Social bond theory suggests that strong social attachments will decrease the likelihood of deviation from societal norms. There is support for this theory seen in both Germany and Poland across bullying offending and victimization, as stronger social attachments showed a decreased likelihood of bullying involvement. Likewise, social learning theory suggests that the observed values and behaviors of social attachments can influence an individual to act in a non-deviant versus deviant manner. This was also supported, as stronger relationships with social attachments that reinforced pro-social behaviors led to a lower likelihood of bullying involvement. The support for these theories indicated by these results suggest placing a high level of importance on strengthening social attachments within social institutions. When looking towards policy, programs that emphasize reinforcing social bonds and positive pro-social behavior are going to be important in moving towards decreasing the likelihood of adolescent involvement in bullying offending and victimization.

Limitations and Suggestions for Future Research

One major limitation of the study is that it utilizes cross-sectional data. Therefore, we cannot be sure of the causal direction of the relationships. For instance, the models suggest that life satisfaction precedes bullying and victimization, and that life satisfaction should be inversely related to an individual's engagement in bullying offending and victimization. However, the relationship could be other way around, where life satisfaction is measured as a response to an individual's experience with bullying offending and victimization.

Additionally, this study is limited to two countries. Although this comparison is an important contribution to expanding the criminological field beyond the American lens, there is potential for expansion into other countries for future work. Despite these limitations, this paper contributes to the gap in cross-national criminological knowledge and emphasizes the need for further research into the effects of social attachments and life satisfaction among adolescent bullying involvement.

Appendix A



PennState

WORKSHEET: Human Research Determination

NUMBER

DATE

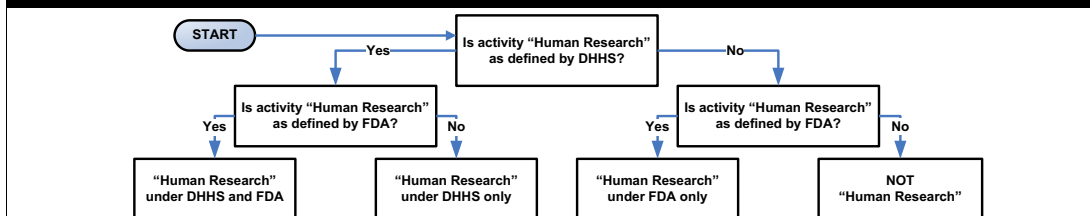
PAGE

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The purpose of this worksheet is to provide support for individuals in determining whether an activity is Human Research or how it is regulated. This worksheet is to be used. It does not need to be completed or retained.¹

**1 Research as Defined by DHHS Regulationsⁱ (Check if "Yes").**

- Is the activity an investigation? (Investigation: A searching inquiry for facts; detailed or careful examination.)
- Is the investigation systematic? (Systematic: Having or involving a system, method, or plan.)
- Is the systematic investigation designed to develop or contribute to knowledge? (Designed: observable behaviors used to develop or contribute to knowledge. Develop: to form the basis for a future contribution. Contribute: to result in. Knowledge: truths, facts, information.)
- Is the knowledge the systematic investigation is designed to develop or contribute generalizable? (Generalizable: Universally or widely applicable.)

2 Human Subject Under DHHS Regulations (Check if "Yes").

- Is the investigator conducting the Research gathering information or biospecimens about living individuals?

3 Human Subject Under DHHS Regulations (Check if "Yes").

- Will the investigator use, study, or analyze information or biospecimens obtained through either of the following mechanisms (Specify which mechanism(s) apply, if yes):
- Physical procedures or manipulations of those individuals or their environment for Research purposes ("Intervention").
 - Communication or interpersonal contact with the individuals. ("Interaction").

4 Human Subject Under DHHS Regulations (Check if "Yes")

- Will the investigator gather data that is either? Specify which category(s) apply if yes:
- The data are about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place (i.e. "Private information").
 - Individuals have provided the data for specific purposes in which the individuals can reasonably expect that it will **NOT** be made public, such as a medical record (i.e. "Private information").
- Can the individuals' identities be readily ascertained or associated with the information by the investigator (i.e. "Identifiable Private Information")?
- Can the individuals' identities be readily ascertained or associated with the biospecimens (i.e., "Identifiable Biospecimen")?

If all items are checked under 1, 2, and 3 or 1, 2, and 4, the activity is Human Research under DHHS regulations.

5 Human Research Under DHHS Regulations (Check if "Yes")

- Has a department or agency head, covered by the Common Rule, retained final judgment (consistent with the ethical principles of the Belmont Report) that the activity is Human Research under DHHS regulations?

If checked, the activity is Human Research under DHHS regulations.

6 Human Research Under FDA Regulations (Check if "Yes")

- Does the activity involve any of the following? (Check all that apply)
- In the United States: The use of a drugⁱⁱⁱ in one or more persons other than use of an approved drug in the course of medical practice^{iv}.
 - In the United States: The use of a device^v in one or more persons that evaluates the safety or effectiveness of that device.
 - Data regarding subjects or control subjects submitted to or held for inspection by FDA^{vi}.
 - Data regarding the use of a device on human specimens (identified or unidentified) submitted to or held for inspection by FDA^{vi}.

If "Yes", the activity is Human Research under FDA regulations.

If the activity is Human Research under DHHS regulations or under FDA regulations, it is Human Research under organizational policy.

7 Engagement (Complete if the activity is Human Research. (Check if "Yes"))

¹ This document satisfies AAHRPP elements I.1.A, III.1.A



PennState

WORKSHEET: Human Research Determination

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The organization is engaged in Human Research. Use HRP-311 - WORKSHEET: Engagement Determination

ⁱ The following activities conducted or supported by the Department of Defense (DOD) are NOT research involving human subjects: Activities carried out solely for purposes of diagnosis, treatment, or prevention of injury and disease in Service members and other mission essential personnel under force health protection programs of the Department of Defense, including health surveillance pursuant to section 1074f of Reference (g) and the use of medical products consistent with DoD Instruction 6200.02. Authorized health and medical activities as part of the reasonable practice of medicine or other health professions undertaken for the sole purpose of patient treatment. Activities performed for the sole purpose of medical quality assurance consistent with 10 USC 1102 and DoDD 6025.13. Activities performed solely for an OT&E project where the activities and project meet the definition of OT&E as defined in 10 USC 139(a)(2)(A). Activities performed solely for assessing compliance of individuals and organizations with requirements applicable to military, civilian, or contractor personnel or to organizational units, including such activities as occupational drug testing, occupational health and safety reviews, network monitoring, and monitoring for compliance with requirements for protection of classified information. Activities, including program evaluation, customer satisfaction surveys, user surveys, outcome reviews, and other methods, designed solely to assess the performance of DoD programs where the results of the evaluation are only for the use of Government officials responsible for the operation or oversight of the program being evaluated and are not intended for generalized use beyond such program. Survey, interview, or surveillance activities and related analyses performed solely for authorized foreign intelligence collection purposes, as authorized by DoDD 5240.01.

ⁱⁱ The following activities are deemed not to be research under DHHS Regulations:

- (1) Scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research, and historical scholarship), including the collection and use of information, that focus directly on the specific individuals about whom the information is collected.
- (2) Public health surveillance activities, including the collection and testing of information or biospecimens, conducted, supported, requested, ordered, required, or authorized by a public health authority. Such activities are limited to those necessary to allow a public health authority to identify, monitor, assess, or investigate potential public health signals, onsets of disease outbreaks, or conditions of public health importance (including trends, signals, risk factors, patterns in diseases, or increases in injuries from using consumer products). Such activities include those associated with providing timely situational awareness and priority setting during the course of an event or crisis that threatens public health (including natural or man-made disasters).
- (3) Collection and analysis of information, biospecimens, or records by or for a criminal justice agency for activities authorized by law or court order solely for criminal justice or criminal investigative purposes.
- (4) Authorized operational activities (as determined by each agency) in support of intelligence, homeland security, defense, or other national security missions.

ⁱⁱⁱ The term “drug” means:

- (A) articles recognized in the official United States Pharmacopoeia, official Homoeopathic Pharmacopoeia of the United States, or official National Formulary, or any supplement to any of them; and
- (B) articles intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease in man or other animals; and
- (C) articles (other than food and dietary supplements) intended to affect the structure or any function of the body of man or other animals; and
- (D) articles intended for use as a component of any article specified in clause (A), (B), or (C).

^{iv} “Other than the use of an approved drug in the course of medical practice” refers to a practitioner providing an approved drug to a patient because the practitioner believes the drug to be in the best interests of the patient. If the protocol specifies the use of the drug, it is not in the course of medical practice unless use of the drug is completely up to the discretion of the practitioner.

^v The term “device” means an instrument, apparatus, implement, machine, contrivance, implant, in vitro reagent, or other similar or related article, including any component, part, or accessory, which is:

- (1) recognized in the official National Formulary, or the United States Pharmacopoeia, or any supplement to them,
- (2) intended for use in the diagnosis of disease or other conditions, or in the cure, mitigation, treatment, or prevention of disease, in man or other animals, or
- (3) intended to affect the structure or any function of the body of man or other animals, and which does not achieve its primary intended purposes through chemical action within or on the body of man or other animals and which is not dependent upon being metabolized for the achievement of its primary intended purposes.

^{vi} This is specific to submissions that are part of an application for a research or marketing permit. However, unless otherwise indicated, assume all submissions to FDA meet this requirement.

^{vii} This is specific to submissions that are part of an application for a research or marketing permit. However, unless otherwise indicated, assume all submissions to FDA meet this requirement.

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