



ORIGINAL ARTICLE

Cultural adaptation to Spanish and assessment of an Adolescent Peer Relationships Tool for detecting school bullying: Preliminary study of the psychometric properties[☆]



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Received 16 August 2015; accepted 11 December 2015

Available online 31 May 2017

KEYWORDS

Peer victimisation;
Bullying;
Cross-cultural
adaptation;
Validation studies;
Child and adolescent;
Psychometrics;
Adolescent Peer
Relations Instrument
(APRI)

Abstract

Background and objectives: School bullying is a growing problem. The current study is aimed at culturally adapting and assessing the psychometric properties of a brief scale to measure bullying.

Material and methods: A cross-cultural adaptation of the brief scale—Adolescent Peer Relations Instrument-Bullying (APRI)—was performed using the translation and back-translation technique. The Spanish version of APRI questionnaire was administered to a sample of 1428 schoolchildren aged 12–14 years in the region of Mar Menor in Murcia (Spain). Exploratory factor analysis, with oblique rotation, was used to assess the validity of the internal structure, the Cronbach's alpha to analyse their consistency, and the Kruskal–Wallis test to check their ability to discriminate between subjects with varying degrees of bullying according to Kidscreen-52 scale of social acceptability.

Results: Two factors were identified in the adapted version of APRI (physical victimisation and verbal/social victimisation), similar to those in the original scale. The questionnaire has high internal consistency (Cronbach's alpha = 0.94) and discrimination capacity ($P < .01$), with significant effect sizes between degrees of bullying.

[☆] Please cite this article as: Gascón-Cánovas JJ, Russo de Leon JR, Cózar Fernandez A, Heredia Calzado JM. Adaptación cultural al español y baremación del *Adolescent Peer Relations Instrument* (APRI) para la detección de la victimización por acoso escolar: Estudio preliminar de las propiedades psicométricas. An Pediatr (Barc). 2017;87:9–17.

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PALABRAS CLAVE

Victimización por acoso escolar; Acoso escolar; Adaptación transcultural; Estudios de validación; Niños y adolescentes; Análisis factorial exploratorio; *Adolescent Peer Relations Instrument* (APRI)

Conclusions: The internal structure of the APRI Spanish version is similar to the original, and its scores confirm high reliability and construct validity. Further studies need to be performed with broader age ranges and confirmatory analysis techniques, to ratify the equivalence of the adapted version with the original version.

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Adaptación cultural al español y baremación del *Adolescent Peer Relations Instrument* (APRI) para la detección de la victimización por acoso escolar: Estudio preliminar de las propiedades psicométricas

Resumen

Fundamentos y objetivos: El acoso escolar es un problema de magnitud creciente para el que existen escasos instrumentos breves validados al español. El objetivo de este estudio es adaptar y validar una escala breve de medición del *bullying*.

Material y métodos: Se realizó una adaptación transcultural, mediante la técnica de traducción-retrotraducción, de la escala *Adolescent Peer Relations Instrument-Bullying* (APRI). La versión adaptada al español del cuestionario APRI se administró a una muestra de 1.428 escolares de entre 12-14 años de la comarca del Mar Menor de Murcia (España). Se utilizó el análisis factorial exploratorio, con rotación oblicua, para evaluar la validez de la estructura interna, el alfa de Cronbach para analizar su consistencia y el test de Kruskal-Wallis para comprobar su capacidad de discriminación entre sujetos con distintos grados de *bullying* según la escala Kidscreen-52 de aceptabilidad social.

Resultados: En la versión adaptada del APRI se identificaron 2 factores (victimización física y victimización verbal/social) similares a los de la escala original. El cuestionario tiene una elevada consistencia interna (alfa de Cronbach = 0,94) y capacidad de discriminación ($p < 0,01$), con tamaños de efecto considerables entre los distintos grupos de grado de *bullying*.

Conclusiones: La estructura interna de versión en español del APRI es análoga a la original, y sus puntuaciones confirman una elevada fiabilidad y validez de constructo. Serán necesarios estudios posteriores, con rangos de edad más amplios y técnicas de análisis confirmatorio, para ratificar la equivalencia de la versión adaptada con la original.

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Introduction

School bullying is defined as violent behaviour sustained by a single school-aged child or a group thereof with the purpose of hurting, humiliating or isolating another child in the absence of prior provocation and in the knowledge that the victim is unable to defend him or herself.¹ It can manifest in different forms: as physical abuse (hitting, stealing, pushing), verbal abuse (insults and name-calling), or social exclusion (ignoring, marginalising). A new form has started to be considered recently, known as *cyberbullying*, that unfolds through the use of emerging technologies (email, mobile applications).²

The literature has demonstrated the association between bullying and health problems: depression, anxiety, suicidal ideation, eating disorders or psychotic symptoms.^{3,4} Evidence shows that school bullying is far from sporadic; a survey of the United States youth found that 53% of males and 23% of females were experienced bullying during the current school term,⁵ while another study conducted in eleven European countries found an overall percentage of children that were being bullied of 20.6%.⁶

School-based anti-bullying interventions usually start from the awareness and appraisal of the situation,⁷ which require tools for the quick detection of bullying.

While the literature on the prevalence and consequences of school bullying has grown considerably, research on the development and validation of measuring tools has not grown in equal measure. For example, multidimensional measurement instruments capable of assessing the different forms in which bullying can manifest have been developed only recently.⁸ A challenge of bullying assessment methods is distinguishing it from everyday non-victimising behaviours. It is well known that schoolmates can engage in behaviours that look like bullying to an outside observer.⁹

The *Adolescent Peer Relations Instrument* (APRI)¹⁰⁻¹² is a multidimensional and psychometrically validated measurement tool, but at present it is only available in English. The use of questionnaires in languages other than the one in which they were developed requires a cross-cultural adaptation to preserve their clinical and psychometric characteristics.^{13,14}

The objective of our study was to adapt, assess and determine, in a preliminary approach, the psychometric

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