

A COMPARATIVE ANALYSIS OF BULLYING ASSESSMENT INSTRUMENTS

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El aumento en la incidencia del acoso escolar justifica la creciente necesidad de contar con instrumentos fiables para su evaluación. Este estudio presenta un análisis comparativo de 9 cuestionarios de detección del acoso escolar destinados a alumnos del último ciclo de Educación Primaria y adolescentes. Se realizaron tres análisis diferenciados para detectar tanto las fortalezas y debilidades de los cuestionarios que componían la muestra, como las tipologías y manifestaciones de acoso evaluadas con mayor frecuencia. Los resultados muestran que el acoso físico y el verbal son los evaluados con mayor frecuencia, y que las manifestaciones más evaluadas se relacionan con agresiones físicas o verbales, humillación pública, invasión de intimidad y coacción. Asimismo, el análisis de fortalezas y debilidades revela la necesidad de considerar a los distintos agentes pertenecientes al contexto de acoso evaluado. Este estudio ofrece una perspectiva global a orientadores y psicólogos educativos, útil para detectar el acoso escolar.

Palabras clave: Acoso escolar, Cuestionario, Evaluación, Tipos de acoso, Manifestaciones de acoso.

The increase in the incidence of bullying justifies the growing need for reliable instruments for its assessment. This study presents a comparative analysis of 9 questionnaires for the detection of school bullying aimed at pupils in the last stage of primary education and adolescents. Three different analyses were carried out to detect both the strengths and weaknesses of the questionnaires that made up the sample, as well as the typologies and manifestations of bullying most frequently assessed. The results show that physical and verbal harassment are the most frequently evaluated, and that the most evaluated manifestations are related to physical or verbal aggression, public humiliation, invasion of intimacy, and coercion. Likewise, the analysis of strengths and weaknesses reveals the need to consider the different agents pertaining to the context of harassment assessed. This study offers a global perspective to counselors and educational psychologists, useful for the detection of bullying.

Key words: Bullying, Questionnaire, Assessment, Types of harassment, Harassment manifestations.

Bullying is defined as a situation in which an individual is repeatedly subjected to intentional negative actions, without prior provocation and with an imbalance of power between those involved (Olweus, 1999). Despite being a phenomenon that has always been present in society, reports such as *Behind the numbers: ending school violence and bullying* (UNESCO, 2019) or *Yo a eso no juego* (Save the Children, 2016), indicate that its incidence has increased in recent years. Worldwide, one in three students has been bullied at school—although in Spain the figure is one in five—and it is especially frequent in the last stage of primary education and in adolescence (Save the Children, 2016; UNESCO, 2019). This increase in incidence may be due to the emergence of cyberbullying or bullying through new technologies (Álvarez-García et al., 2014; Del Rey et al., 2015; Ortega et al., 2008; Garaigordobil & Martínez-Valderrey, 2018). In any case, as a consequence, bullying has become one of the most recognized topics by the scientific community, and it is the object of study of disciplines such as sociology (Gil, 2020), pedagogy (Augusto, 2020), and psychology (García et al., 2020).

In response to this situation, there are numerous programs aimed at eradicating bullying, such as the *KiVa Method* (Salmivalli et al.,

2013), applied internationally, or the *Cyberprogram 2.0* (Garaigordobil & Martínez-Valderrey, 2016), implemented in Spanish schools. However, the success of these programs requires effective detection of the bullying situation, which, in turn, requires the design and validation of detection instruments that meet these requirements: a) taking the environment into account, since bullying does not occur in isolation, but is influenced by the school, family, personal, and social environment of those involved (Cortés-Pascual et al., 2020; Sampén-Díaz et al., 2017); b) covering the different types of bullying in order to detect both direct and indirect actions, as the latter tend to go unnoticed (Arrabarrena et al., 2018; Gutiérrez, 2019); c) presenting objective criteria to measure the power imbalance between the victim and the aggressor(s) (Alckim-Carvalho et al., 2014); d) measuring the frequency of bullying situations (Alckim-Carvalho et al., 2014); and e) possessing a sufficient number of items to represent the bullying adequately (Thomas et al., 2019).

According to these criteria, there are numerous bullying assessment instruments based on techniques such as observation (Hamodi-Galán & Benito-Brunet, 2019), peer nomination (Rivera, 2018), or the use of questionnaires (Campuzano et al., 2020; Ruiz et al., 2015). Research suggests that questionnaires constitute the most effective technique, because they enable us to obtain information on the frequency of the actions evaluated and to measure cognitive and emotional factors that might be difficult to observe at first glance (Higuera-Gutiérrez & Cardona-Arias, 2017; Ramos-Jiménez et al., 2018; Vera et al., 2017).

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Although there are numerous studies focused on the validation of bullying assessment questionnaires (Caballo et al., 2012; Gascón-Cánovas et al., 2017; González-Cabrera et al., 2019; Lambe & Craig, 2020; López & Orpinas, 2012; Magaz et al., 2016), most of them focus exclusively on calculating statistical values that determine the psychometric properties of the questionnaire, without offering an in-depth qualitative analysis on the importance the questionnaire gives to factors such as the types of bullying or the family environment. The absence of this information, derived from a purely psychometric analysis, may jeopardize the efficacy of these instruments in detecting bullying. On the other hand, most studies focus on the analysis of a single instrument, and there are few meta-analyses and systematic reviews that offer a comparison of several of them and, therefore, a global vision of the possibilities for assessing bullying.

The information derived from systematic reviews related to existing bullying assessment instruments, going beyond the analysis of their psychometric properties, is essential for educational psychologists. They are responsible for performing functions related to prevention, intervention, and guidance within the educational context (De la Fuente, 2017). From the preventive approach, they have the task of evaluating and analyzing the educational reality based on the knowledge of psychological scientific evidence, in order to detect potential educational problems such as cases of bullying. Likewise, highlighted among their preventive functions are collaboration and advice, to families and teachers, in the development of programs to prevent school problems that may affect psychological well-being (Campos, 1995; De la Fuente, 2017). On the other hand, the work of the educational psychologist is also carried out from an intervention approach, offering support and guidance to both teachers and families to jointly tackle the problems detected in the school climate (De la Fuente, 2017; Tenorio-Maldonado, 2017). Therefore, the educational psychologist is responsible for detecting situations of bullying, in order to offer guidance to both teachers and families of victims/offenders and to develop specific programs to eradicate these situations. Having comparative information on various bullying detection tools broadens educational psychologists' action possibilities, contributing to the efficacious performance of their functions.

To our knowledge, only five studies have systematically reviewed different bullying assessment instruments and analyzed them comparatively. All of them point out that most of the instruments analyzed are intended for students in the last years of primary education and adolescents (Alckim-Carvalho et al., 2014; Berne et al., 2013; Gutiérrez, 2019; Lucas-Molina et al., 2016; Vera et al., 2017). Furthermore, the instruments reviewed are often translations or adaptations of others previously validated, with very few being made *ad hoc* (Alckim-Carvalho et al., 2014; Gutiérrez, 2019; Vera et al., 2017). Linked to this, Alckim-Carvalho et al. (2014) and Berne et al. (2013), point out that the instruments most commonly used for detecting bullying are Likert-scale questionnaires. Berne et al. (2013), Lucas-Molina et al. (2016), and Vera et al. (2017) highlight the lack of a definition of the aspects to be assessed in the questionnaires, upholding that this should be included at the beginning of the instruments. However, none of these studies analyzes the most

frequently assessed manifestations of bullying or the percentage of items assigned to each bullying typology, although two of them include a general reflection on the actions included in the questionnaires analyzed (Gutiérrez, 2019; Lucas-Molina et al., 2016).

Finally, there are two additional studies that provide an inventory of various bullying detection instruments, either by presenting them in isolation with a brief description of each instrument (Hamburger et al., 2011) or by listing them without including their description (Save the Children, 2016). However, no comparative analysis of these instruments has been established.

Based on the state of the art, this study aims to carry out a comparative analysis of various questionnaires for the detection of bullying in students in the last stage of primary education and adolescents. For this purpose, the general characteristics of the selected instruments, the types of bullying to which they refer, and the most frequent manifestations of bullying will be analyzed. This research differs significantly from previous studies of a similar nature in that it goes beyond the psychometric properties of the instruments compared, analyzing the weight of each type of bullying in these instruments and the most frequently evaluated manifestations.

METHOD

Documentary search procedure

The initial search was carried out through the databases Dialnet, ERIC, and Scopus, using *bullying*, *assessment*, *bullying assessment*, *education*, *questionnaire*, and *school* as keywords, in English and Spanish. The aim was to obtain documents that addressed the topic of bullying together with a specific questionnaire for its detection, using the Boolean 'AND' in the search syntax. Only documents that met the following criteria were selected: a) full text; b) including the complete questionnaire analyzed in the study; c) being intended for students in primary education or adolescents; d) being designed from the perspective of education, social sciences, or psychology. After this, given the limited number of bullying detection instruments found, a second search was carried out in other bibliographic sources with the *Google Scholar* search engine, using the same selection criteria. The final study sample consisted of 9 questionnaires, shown in Table 1.

Analysis procedure

After the search and selection of documents, three different analyses were carried out on the selected questionnaires. In the first analysis, the strengths and weaknesses of the questionnaires were detected on the basis of their general characteristics, which are summarized in Table 1.

A second analysis focused on determining the frequency with which the different types of bullying (physical, verbal, social, psychological, sexual, and cyberbullying) are evaluated. To this end, the items presented in the questionnaires were reviewed in order to obtain the percentage of items used to evaluate each typology. Table 2 summarizes the results of this analysis.

The third analysis consisted of identifying the most frequently assessed manifestations of bullying (coercion, fighting, etc.), again by reviewing the questionnaire items according to the different types of bullying. The



TABLE 1
GENERAL ANALYSIS OF THE SELECTED BULLYING
ASSESSMENT QUESTIONNAIRES

Instrument	Target population	Types of bullying evaluated	Other variables evaluated	Evaluation	Minimum and maximum score	Reliability
<i>Cuestionario de acoso entre iguales</i> [Peer bullying questionnaire] (CAI) (Magaz et al., 2016).	Adolescents between 9 and 16 years old	Physical, verbal, social, psychological, and cyberbullying	Context, power imbalance among those involved, coping, confidants, relationship between harassment behaviors and gender, frequency, and post-traumatic stress	In the <i>Escala de Conductas de Acoso</i> [Bullying Behavior Scale] (CAI-CA) and the <i>Escala de Conductas de Acoso según el Género</i> [Gender-based Bullying Behavior Scale] (CAI-CAG), Likert scales are given numerical values (1=never, 2=rarely and 3=many times), the scores are totaled, and the mean is found. The assessment norms are not shown.	43-129	Cronbach's alpha 0.91
<i>Cuestionario de Cibervictimización</i> [Cybervictimization Questionnaire] (CBV) (Álvarez-García et al., 2015).	Students from 11 to 19 years old	Cyberbullying	Frequency of harassment	The Likert scales are given numerical values (1=never, 2=rarely, 3=many times, 4=always), the scores are totaled and averaged. The assessment norms are not shown.	26-104	Cronbach's alpha 0.85
<i>Cuestionario para la Exploración del Bullying</i> [Questionnaire for the Exploration of Bullying] (CEBU) (Estrada & Jaik, 2011).	Adolescents	Physical, verbal, social, and psychological	Victim, aggressor, witnesses, and frequency of harassment	Likert scales are given numerical values (1=never, 2=almost never, 3=frequently, 4=almost always, 5=always), and the overall average and the average per scale are found. The frequency of bullying is interpreted by the following scale: 1-1.6 low, 1.7-3.3 medium, and 3.4-5 high.	70-350	Cronbach's alpha 0.93
<i>Cuestionario sobre Intimidación y Maltrato entre Iguales</i> [Bullying and Peer Abuse Questionnaire] (CIMEI) (Ortega et al., 2006)	Students from 12 to 16 years old	Physical, verbal, and social	Family environment, school climate, relationship with teachers, context, academic situation, frequency of bullying, confidants, those involved, opinion of bullying	Multiple-choice, single-choice, and one open-ended question. Neither the assessment guidelines nor the norms are shown.	Not specified	Cronbach's alpha 0.82
<i>Cuestionario Multimodal de Interacción Escolar</i> [Multimodal School Interaction Questionnaire] (CMIE-IV) (Caballo et al., 2012)	Students from 10 to 15 years old	Cyberbullying, physical, verbal, social, and psychological	Bully, victim, passive observer, defending observer, context, and frequency of harassment	Likert scales are given numerical values (1=never, 2=rarely, 3=quite often, 4=a lot). Neither further assessment guidelines nor are the norms shown. It also does not show how to evaluate the multiple-choice question.	36-144	Cronbach's alpha 0.86
<i>Cuestionario de Cyberbullying</i> [Cyberbullying Questionnaire] (Ortega et al., 2007)	Students from 12 to 18 years old	Cyberbullying	Internet access, cell phone and internet use, aggression, victimization, coping, opinion on cyberbullying, power imbalance between the involved parties, school situation, and frequency of bullying	Multiple-choice, one single-choice, and one open-ended question. Neither the assessment guidelines nor the norms are shown.	Not specified	Cronbach's alpha 0.94
European Bullying Intervention Project Questionnaire (EBIP-Q) (Ortega-Ruiz et al., 2012)	Students from 12 to 19 years old	Physical, verbal, and social	Aggression, victimization, and frequency of harassment	Likert scales are given numerical values (0=never, 1=sometimes, 2=quite often, 3=very often, 4=always), and the points for each scale are totaled. No more information about the assessment is shown. The assessment norms are not shown.	In both scales 0-28	Cronbach's alpha 0.84 and 0.83
European Cyberbullying Intervention Project Questionnaire (ECIP-Q) (Del Rey et al., 2015)	Students from 12 to 19 years old	Cyberbullying	Cyberaggression, cybervictimization, and frequency of harassment	Likert scales are given numerical values (0=never, 1=sometimes, 2=quite often, 3=very often, 4=always) and the points for each scale are totaled. No further information about the evaluation is shown. The assessment norms are not shown.	In both scales 0-28	Cronbach's alpha 0.84 and 0.83
<i>Escalas de Agresión y Victimización</i> [Aggression and Victimization Scales] (López & Orpinas, 2012)	Students from 12 to 17 years old	Physical, verbal, and psychological	Aggression, victimization, and frequency of harassment	Likert scales with seven options (0-6 times). It does not specify how it is evaluated and the assessment norms are not specified either.	0-66	Cronbach's alpha 0.86



results of this analysis are shown in Table 3. Figure 1 shows the procedure for searching, selecting, and analyzing the documents.

RESULTS

The specific results derived from each of the analyses performed are presented below.

Strengths and weaknesses

After performing a general analysis of the questionnaires, which is shown in Table 1, a comparison of the questionnaires was carried out, determining their main strengths and weaknesses.

Of all the questionnaires analyzed, the CAI (Magaz et al., 2016) is the most complete, assessing bullying behaviors and their frequency according to gender. This is useful to corroborate whether there are gender differences, as suggested by Saneleuteiro and López (2017).

In relation to the strengths detected at a general level, all the questionnaires target students in the last stage of primary education and adolescents, in accordance with the ages at which bullying develops to a greater extent (Save the Children, 2016; UNESCO, 2019). In addition, they all take into account the frequency of the actions assessed, which is one of the fundamental requirements for designing questionnaires aimed at detecting bullying (Widiharto et al., 2019). Another strength, is that the CEBU questionnaire (Estrada & Jaik, 2011), CIMEI (Ortega et al., 2006), CMIE-IV (Caballo et al., 2012), EBIP-Q (Ortega-Ruiz et al., 2012), ECIP-Q (Del Rey et al., 2015), and the *Escala de Agresión y Victimización* [Aggression and Victimization Scales] (López & Orpinas, 2012) take into account the individuals involved, fulfilling the first requirement for the development of questionnaires for the detection of bullying, i.e., attending to the environment in which it takes place. Finally, at the psychometric level, all the instruments show good internal consistency (Cronbach’s Alpha above .80).

However, the questionnaires analyzed have certain shortcomings.

Firstly, only one of them includes the assessment norms and interpretation of the results (CEBU, Estada & Jaik, 2011). The absence of this information may hinder the detection of bullying, since the assessment would be incomplete. On the other hand, despite the fact that the selected questionnaires include items related to the environment, references to the family environment were only found in the CAI (Magaz et al., 2016) and the CIMEI (Ortega et al., 2006). Moreover, this is only analyzed in depth in the CIMEI (Ortega et al., 2006), while in the CAI it is only referred to as a confidant, that is, to determine whether students talk about bullying with their family. Another striking fact is that, although the questionnaires address the

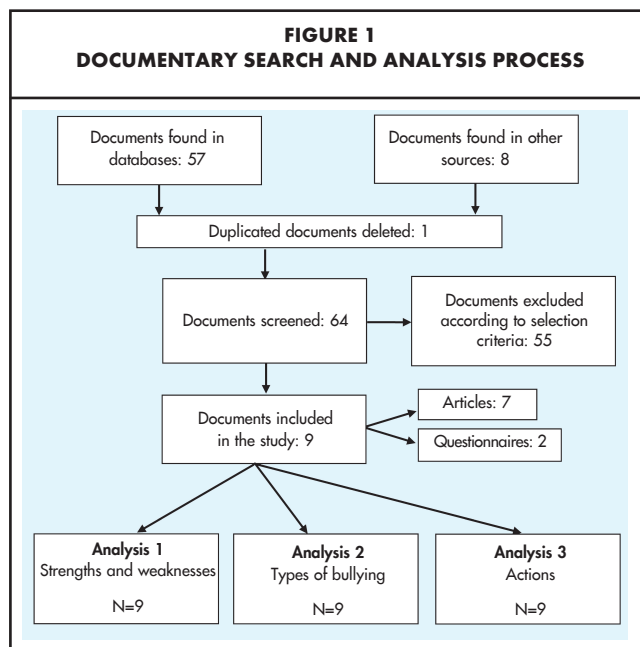


TABLE 2
TYPES OF BULLYING ASSESSED IN THE QUESTIONNAIRES

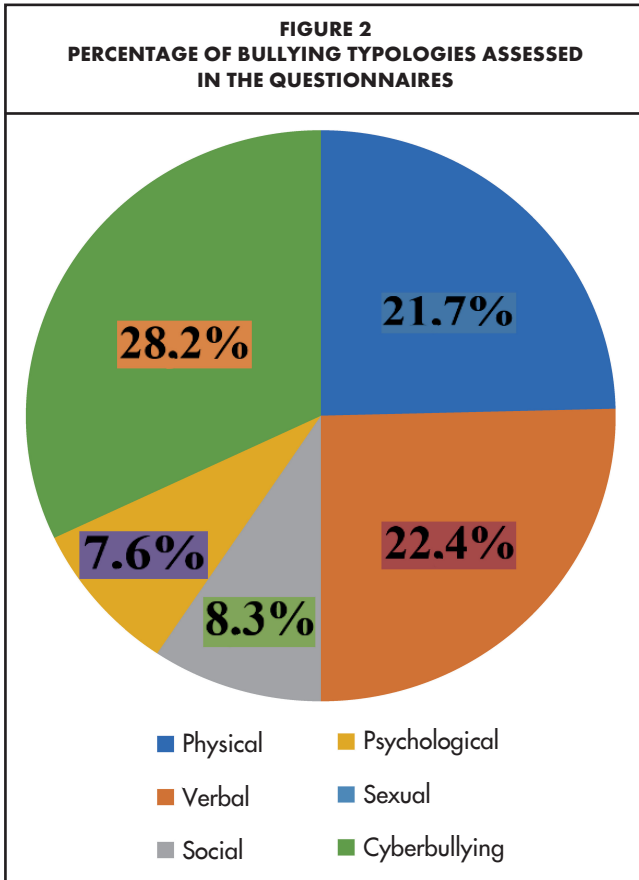
Questionnaire	Number of items analyzed							Items analyzed
	Physical bullying	bullying	Verbal bullying	Social bullying	Psychological bullying	Sexual Cyberbullying	Other aspects	
CAI	14	10	10	6	0	4	0	44
CBV	0	0	0	0	0	26	0	26
CEBU	27	26	9	8	0	0	0	70
CIMEI	1	1	1	0	0	0	27	30
CMIE-IV	7	12	2	7	0	3	5	36
Cuestionario de Cyberbullying [Cyberbullying Questionnaire]	0	0	0	0	0	27	0	27
EBIP-Q	4	8	2	0	0	0	0	14
ECIP-Q	0	0	0	0	0	22	0	22
Escala de Agresión y Victimización [Aggression and Victimization Scales]	10	8	0	1	0	0	2	21
TOTAL	63	65	24	22	0	82	34	290



different parties involved, there are fewer references to witnesses, which appear only in the CEBU (Estrada & Jaik, 2011), CIMIE-IV (Caballo et al., 2012), and CIMEI (Ortega et al., 2006). Another weakness is that cyberbullying is usually assessed in isolation, using

questionnaires focused exclusively on this typology, as it is only assessed together with the other typologies within the CAI (Magaz et al., 2016) and the CMIE-IV (Caballo et al., 2012). Finally, the CIMEI (Ortega et al., 2006) and the *Cuestionario de Cyberbullying* [Cyberbullying Questionnaire] (Ortega et al., 2007) may not represent the current situation of bullying due to their age.

FIGURE 2
PERCENTAGE OF BULLYING TYPOLOGIES ASSESSED IN THE QUESTIONNAIRES



Most frequently evaluated typologies

After the general comparison of the questionnaires, a more exhaustive analysis was carried out on them, observing which typologies of bullying were most frequently assessed. For this purpose, all the items of the questionnaires were analyzed, except in the case of the CAI questionnaire (Magaz et al., 2016), of which only the 44 items of the CAI-CA (Bullying behaviors) and CAI-CAG (Bullying behaviors according to gender) scales were analyzed, as they are the only ones that refer to the different types of bullying. This analysis focused on six typologies of bullying (physical, verbal, social, psychological, sexual, and cyberbullying), following the classification of Arruabarrena et al. (2018). The data obtained are shown in Table 2.

A total of 290 items were analyzed, 34 of which did not refer to any of the aforementioned typologies, but to other aspects such as, for example, the contexts in which the bullying usually takes place. Based on the data shown in Table 2, the frequency with which each typology of bullying is usually evaluated was calculated, as shown in Figure 2.

The results showed that cyberbullying is the most evaluated typology with 28.2% of the items focusing on it. This can be associated with the statement that the increase in bullying is due to the emergence of cyberbullying (Garaigordobil & Martínez-Valderrey, 2018). However, three of the evaluated questionnaires focus exclusively on the analysis of cyberbullying (CBV, Álvarez-García et al., 2015; the *Cuestionario de Cyberbullying* [Cyberbullying Questionnaire], Ortega et al., 2007; ECIP-Q, Del Rey et al., 2015), without considering other typologies. This would explain the high percentage of items focused on its evaluation. Thus, if these instruments are not taken into account, the types of bullying

TABLE 3
MANIFESTATIONS OF BULLYING MOST FREQUENTLY ASSESSED IN THE QUESTIONNAIRES

Questionnaire	Negative actions assessed																				
	Physical bullying					Verbal bullying					Social bullying		Psychological bullying		Cyberbullying						
	Fighting	Punching	Kicking	Pushing	Theft/damage of goods	Insults	Threats	Criticism	Jokes	Nicknames	Rumors	Ignoring	Isolating/not participating	Humiliating	Coercion	Insulting and/or threatening via messages	Insulting and/or threatening via calling	Video and/or photo	Impersonating	Rumors/false information	Blocking on social networks
CAI		X	X	X	X	X	X			X		X	X	X	X	X	X				
CBV																X	X	X	X	X	X
CEBU	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
CIMEI		X	X	X			X					X									
CMIE-IV	X	X	X	X		X	X	X	X	X	X			X	X	X	X				
<i>Cuestionario de cyberbullying</i> [Cyberbullying Questionnaire]																X	X	X			
EBIP-Q	X	X	X	X	X	X	X	X		X		X									
ECIP-Q																X		X	X	X	X
<i>Escala de Agresión y Victimización</i> [Aggression and Victimization Scales]	X	X	X	X		X	X		X	X				X							



most evaluated in the questionnaires analyzed are verbal, with 22.4%, and physical, with 21.7%.

The next most frequently evaluated types of bullying are social (8.3%) and psychological (7.6%), although these have much lower percentages than those found for verbal and physical bullying. While these types of bullying usually manifest themselves through indirect actions, not observable at first glance, the questionnaires allow their measurement. Therefore, the low weight given to these typologies in the questionnaires analyzed is striking.

Finally, no references to sexual harassment were found in any of the instruments analyzed.

Most frequently evaluated actions

A third analysis made it possible to determine the manifestations of bullying most frequently evaluated in the questionnaires analyzed, as shown in Table 3.

Regarding physical harassment, it was observed that the most evaluated actions are fighting, punching, kicking, and pushing. Although physical harassment is carried out against both the individual's body and/or his/her property (Otopa, 2016), the questionnaires analyzed mostly assess direct actions against the body, with few items referring to actions against the individual's property.

Secondly, the results show that verbal bullying tends to be assessed by three direct negative behaviors: name-calling, threatening, and using offensive nicknames. However, the use of criticism and spreading/creating rumors also stand out as frequent manifestations of bullying.

On the other hand, the selected questionnaires show that social bullying is usually assessed by two actions: ignoring the individual and not letting them participate in activities, games, or tasks. It should be noted that, according to the study by Medina et al. (2017), ignoring someone is an indirect action and, therefore, more difficult to detect.

As for psychological harassment, the most frequently evaluated actions are public humiliation and coercion, either through threats or manipulation. Both actions are indirect and have serious consequences for the victim, as they damage his or her self-esteem and are difficult to detect.

Finally, the analysis showed that the most frequently evaluated cyberbullying actions are insulting and/or threatening through messages or calls and taking videos and/or photographs of a person for negative purposes. On the other hand, the least frequently evaluated manifestations are impersonating, creating information/spreading rumors, and blocking someone from a website.

CONCLUSIONS

This study presents a comparative analysis of 9 questionnaires for the detection of bullying in students in the last years of primary school and adolescents. This analysis is essential for the proper performance of the educational psychologist's tasks related to prevention, intervention, and guidance within the educational context.

After the strengths of the questionnaires were identified, it was observed that they meet three of the requirements established for the

design of bullying detection instruments: attending to the environment in which bullying takes place, addressing the different types of bullying, and considering the frequency of the actions, this latter being one of the fundamental characteristics that allow us to determine the existence of bullying (Widiharto et al., 2019). In addition, the results are in line with those obtained in previous studies, showing that all the questionnaires have good internal consistency (Vera et al., 2017), with a Cronbach's Alpha above .80. Likewise, the questionnaires analyzed are aimed at students in primary education and adolescents, coinciding with the age range where bullying is most prevalent (UNESCO, 2019). It is suggested that the higher prevalence of bullying at these ages may be due to problems inherent to this stage of development, especially at the social level (Gairín et al., 2013). However, in line with previous reports (Save the Children, 2016), the work of detection and prevention of bullying should be carried out from earlier ages to avoid the establishment of relationships based on violence or power imbalance. Therefore, the importance of evaluating, in future research, the conditions that may promote bullying situations at early ages, such as the socio-psychological variables of the student body, is emphasized.

Regarding weaknesses, the results suggest the need to include items about the family environment, given its influence on bullying and its role as a primary socializing agent (Saneleuteiro & López, 2017). Likewise, the analysis shows that the assessment of bullying is mostly focused on the victim, with there being fewer items about the bully and witnesses. However, bullying intervention should be carried out attending to all three parties involved, in order to detect not only the victim but also possible aggressors. Moreover, observing violent behaviors can encourage witnesses to learn and develop them, which can aggravate the situation (Cortés-Pascual et al., 2020; León et al., 2011). Therefore, items should be included that address personal, family, and school variables of witnesses and bullies, in order to discover the reason for the aggressive behavior (Enriquez & Garzón, 2015).

This study suggests that the most evaluated bullying typology is cyberbullying, which may correspond to a growing interest in it, considering that the higher prevalence of bullying may be due to its emergence (Del Rey et al., 2015). However, its percentage may be related to its isolated assessment in three questionnaires. Likewise, the typologies assessed less frequently are social and psychological bullying. This may be due to the fact that, according to UNESCO (2019), bullying is usually manifested through physical actions, so the questionnaires tend to prioritize them, as shown by the results of this study. However, the capacity of questionnaires to detect indirect behaviors, which are characteristic of social and psychological bullying, must be taken into account. Therefore, it is suggested that future studies take advantage of this potential to include more items on social and psychological bullying, in order to detect psycho-social variables that influence bullying (Genain & Lenord, 2017). On the other hand, no references to sexual bullying were found in any of the instruments, which could be due to the fact that this typology is manifested, to a greater extent, in the university and work environment (Larrea, 2018). Finally, in relation to the actions of bullying itself, the results obtained are in line with those of Domínguez and Manzo



(2011), showing that the most frequent manifestations of social bullying are ignoring the individual and not allowing participation in activities. Furthermore, the scarce references to actions carried out against the person's property within the items assessing physical bullying are striking. Therefore, the need to include more items on this aspect is emphasized, since this typology not only involves attacks against the person's body, but also against his or her property (Otopa, 2016).

In conclusion, this comparative analysis of bullying assessment instruments allows us to delve deeper into both the most frequently assessed manifestations of bullying and the weight of each type of bullying, aspects that were lacking in previous studies. At the scientific level, the present study expands the research on the qualitative properties of bullying assessment instruments, going beyond their psychometric analysis. On the other hand, at the educational level, it offers a global perspective to counselors and educational psychologists that is useful for detecting bullying. However, the results obtained should be interpreted with caution due to limitations related to the analysis of instruments exclusively in Spanish and to the age range of the targeted interviewees. Therefore, we emphasize the need for future comparative studies to consider instruments valid for different socio-linguistic contexts and ones that cover a wider age range.

CONFLICT OF INTEREST

There is no conflict of interest.

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