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Coping with Teasing and Name-Calling Scale for Children

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Abstract The aim of this study was to develop a Coping with Teasing and Name-Calling Scale for Children (C-TANCS-C). A sample of 317 students (156 girls, 161 boys) completed C-TANCS-C. Principal components factor analysis and direct oblique rotation were used for exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) was used to confirm the obtained factors. The results of EFA revealed that C-TANCS-C had three factors (aggression, ignoring, and convincing) with 12 items. 12 Items explained 62.94 % of the total variance. The results of CFA demonstrated that the 12 items loaded on three factors and the model had an acceptable fit (x^2= 120.15, df= 51, RMSEA=.069, NNFI=.94, CFI=.97, IFI=.97, and SRMR=.061). The internal consistency coefficients were .82 for the overall scale, .81 for aggression, and .78 for convincing factor. The corrected item-total correlations ranged from .26 to .62. In terms of convergent validity, C-TANCS-C scores were found to be positively and significantly correlated with Rosenberg self-esteem scale (r= .19, = 31.63, sd= 5.23, α= .01), and hope scale scores (r= .30, = 28.78, sd= 5.57, α= .01). The study also revealed that coping levels of students C-TANCS-C scores changed according to gender and grade, were girls' coping levels were higher than boys, coping levels of students were highest at 4th grade, lowest at 7th grade. Overall findings demonstrated that this scale is a valid and reliable.

Key words: Coping with teasing; name-calling; bullying; confirmatory factor analysis.

Introduction

Teasing and name-calling are common occurrences among elementary and secondary school children in Turkey. It is also a problem in many countries such as United States, Japan, Australia, Ireland, Canada, Great Britain, Malta, and Finland (Aho, 1998; Borg, 1999; Bosacki, Harwood and Sumaway, 2012; Dennis, 1999; Slater and Tiggemann, 2011). Elementary and secondary school teachers complain about teasing and name-calling behaviors of their students to school counselors.

Characteristics and definition of teasing

An ordinary tease contains a negative expression about the target person but is shaped as play or humor (Alberts and Kellar-Guenther, 1996). Some authors suggested that there are many types of teasing. As afore mentioned, name-calling as a tease, is the "act of teasing or referring to a peer with a label that may create unpleasant or hurtful feelings" (Dennis, 1999); or occurs when one child refers to another with an unkind label (Embry and Luzzo, 1996). Name-calling has been categorized as mild, moderate, and severe. Mild name-calling includes mocking and taunting. Moderate verbal abuse includes teasing about clothing, possessions, or appearance. At the severe level, verbal threats of violence or threats to inflict bodily harm (Horner, Asher, Fireman, 2015; Dennis, 1999) can be easily named as bullying. Because bullying covers threats and the intention of physical harm (Borg, 1999; Olweus, 1993).

However, not all kinds of teasing is harmful. According to Ross (1996) playful teasing can be amusing and constructive. Teasing itself and being teased can support children to gain social skills that they will need in their later life. Playful teasing serves as a developmental function. For instance, teasing may contribute to the development of gendered relational identity, identity display, and social control (Pichler, 2006). Yet some children seem not to have necessary social skills that are required to be developed for further adolescence and adulthood interactions, even for a constructive or playful teasing manner and more importantly, social skills to cope with non-playful teasing.

Though developmental in function Ross (1996) explained that teasing; sometimes playful teasing can be non-playful. Teasing is a permeative, potentially troubled communication behavior (Alberts and Kellar-Guenther, 1996). In such cases, teasing is somehow a kind of problematic communicative interaction between people that has negative consequences including problems related to abandonment by peers, course attendance, academic achievement, self-esteem, anxiety, loneliness (Embry and Luzzo, 1996). Recent research revealed that body dissatisfactions (Konstanski and Gullone, 2007; Slater and Tiggemann, 2011) and eating problems (Neumark-Sztainer et al., 2002) are also related to teasing. According to Mills and Carwile (2009), teasing varies from indirect and direct forms of aggression including mocking, hurtful teasing, assigning hurtful nicknames and other forms of name calling to humor and some kind of psycho-socially challenging play. In other words, the nature of teasing may include both negative and positive sides. This paradoxical characteristic of teasing makes an explanation of the concept of teasing difficult in terms of operational definition and clarity.

This article treats the terms of teasing and name calling as variations of bullying consistent with the definitions of Dennis (1999), Embry and Luzzo (1996), and Olweus (1993). Even though it is sometimes difficult to distinguish the concepts of bullying, teasing and name-calling, it should be remembered bullying behavior involves overt hostile intention and overt intimidation; but teasing does not (Mills and Carwile, 2009). In this respect, a clear operational definition of teasing and name-calling is required. After adding some elements on previous

definition of teasing and name-calling made by the Sahranç (2014) the definition becomes "Teasing is any kind of teaser's (or teasers') recurrent verbal behavior(s) by which the person being teased is referred as an undesired label, an unkind manner, only because of one or more of attributed real or unreal characteristic(s) of person being teased, resulted in distress on targeted (teased) person via a form of explicit or implicit humor even though it is not humor". The definition has five components beyond person being teased. They are: (1) recurrent verbal behavior of perpetrator(s) or teaser(s), (2) negative manner, (3) attributed characteristics of targeted person (the person being teased), (4) stressful emotional consequences on the behalf of targeted person, and (5) humor-persona. Name-calling is a kind of teasing by which the person(s) being called as an undesired label. Name-calling is covered by this definition, and physical injury or bullying behaviors are extracted.

Results of teasing and name calling

Understanding the reason for why some children are affected negatively by teasing even though some are not is difficult to categorize. At first glance, it is easily observed that some of children do not seem to be negatively affected; some are heavily disturbed and feel injured even though the very same teasing behavior or manner they both face with teasing and name-calling.

Students who are the targets of offensive teasing and name-calling usually face painful social, emotional, and academic consequences (Nansel, Overpeck, Pilla, June Ruan, Simons-Morton, & Scheidt, 2001). These consequences may include chronic absenteeism, diminished academic performance, deflated self-esteem, increased anxiety, loneliness, and abandonment by peers. Victims also experience embarrassment, rejection, and apprehension. (Embry and Luzzo, 1996; Bucchianeri, Eisenberg, Wall, Piran, & Neumark-Sztainer, 2014; Juvonen, Graham, & Schuster, 2003).

Current study

In the literature of bullying, teasing and name-calling, there are some scales related to teasing such as Physical Appearance Related Teasing Scale (Thompson, Fabian, Moulton, Dunn, Altabe, 1991) and its revision. But this scale is not aimed to determine coping levels of pupils. In this regard, it can be said that there is not any scale related to coping with teasing and name-calling. Appropriate coping behaviors of teased pupil sometimes prevent further teasing attacks. Thus, it is important to find out coping with teasing and name-calling levels and ways of students who are being teased. Such an instrument also helps school counselors to prepare convenient psycho-education programs to gain students functional and socially acceptable coping behaviors. For this reason, in this research, a coping with teasing and name calling scale was aimed to develop depending on the findings of Scambler et al. (1998). The study of Scambler et al. (1998) revealed that the most effective way was the humorous response, ignoring is the second effective way, least effective response was the hostility.

Method

Research design

Participants

In the process of C-TANCS-C's development, four groups of students were the participants. (1) Thirty five (19 girls, 16 boys) 4th and 5th grade studentscomprise the teasing and name-calling types of pupils. The age range was 9-10 ($\bar{X}$= 9,49, sd = 0,51). (2) A different group of 28 pupils (15 girls, 13 boys) from 4th grade, included to detect vague items. The age range was 9-10 ($\bar{X}$= 9.39; *SD* = 0.5). (3) A sample of 317 students (134 girls, 166 boys, 17 unknown) were included in the study as participants to administer selected items to 4th, 5th, 6th, 7th, and 8th grade students, the age range was 9-13 ($\bar{X}$=12.13; *SD* = 1,73). (4) For the concurrent validity, a different group of 289 students from 4th, 7th, and 8th grade were the participants from primary and secondary schools in Kocaeli in Turkey.

Instruments

Instruments used for concurrent validity in the study were Rosenberg Self-Esteem Scale (RSES), and Children's Hope Scale (CHS). Information about these scales were given below.

Rosenberg Self-Esteem Scale

RSES was developed by Rosenberg (1965) and adopted to Turkish by Çuhadaroğlu (1985). It is a uni-dimensional scale with 10 items. It is utilized a four-point likert-type scale ranging from strongly agree to strongly disagree. The RSES composed of five positively scored (1, 2, 4, 6, 7) and five negatively scored items (3, 5, 8, 9, 10). The Cronbach's Alpha internal consistency coefficients of the RSES was .81 (Özmen, 2006). In the current study, the Cronbach's Alpha internal consistency coefficients of the scale was calculated as .79 (n=294). All correlations were significant at the 0.01 level (2-tailed).

Children's Hope Scale (CHS)

CHS was developed by Snyder and his colleagues (1997), and adopted to Turkish by Atik & Kemer (2009). It has two-factor structure (pathways & agency) with six items. It consists of a six-point likert-type scale ranging from strongly disagree to strongly agree. The Cronbach's Alpha internal consistency coefficient of the CHS was .74 and test-retest reliability score was .57 within one-month interval (Atik & Kemer, 2009). In current study, the Cronbach's Alpha internal consistency coefficients of the scale was calculated as .83 (n=298). All correlations were significant at the 0.01 level (2-tailed).

Procedure

Preparatory stage

In this study, in order to develop C-TANCS-C an item pool was needed. For item pool, a group of 4th and 5th grade students (N=35, 19 girls, 16 boys) were interviewed by the researcher. They were asked about teasing subjects, styles, and how they react when they were being teased, and the answers were noted. The interview revealed that there was an other way for coping with teasing and name- calling, that was convincing the teaser. Some students told the researcher that "*I directly go to teaser and convince him verbally not to tease*". Scambler et al. (1998) categorized the coping behaviour with teasing as responding with humor,

with hostility, or by ignoring. Thus, convincing factor also planned to add the instrument.

Item generation stage

First step

With regard Scambler's et al. (1998) findings and children's answers, items were generated. For the number of the items, or a scale construction study, Şeker & Gençdoğan (2006) suggested that an item pool should have three times more items than the intended scale. Thus, 37 items were generated for C-TANCS-C. Thereafter, an expert group was established for assessed the content validity of the instrument.

Second step

The group consisted of 5 teachers and 3. Three out of five teachers graduated from Turkish education departments, and 2 teachers graduated from primary education departments of various universities. All three academicians were from Psychological Counseling and Guidance program at Sakarya University, and teachers were from primary and secondary state schools. The expert group appraised the generated items according to Turkish grammar, and comprehension level of primary school children. The teachers were invited to the Sakarya University in order to discuss the rough form of C-TANCS-C. In accordance to the suggestions and comments of the experts, some contextual and linguistic corrections were made.

Third step

A 5-point Likert type scale ranging from 1 (It is totally wrong for me) to 5 (it is totally true for me) with 31 items were read to a different group of pupils (N = 28, 15 girls, 13 boys) in order to find out vague items. 12 items were difficult to comprehend especially by 4th graders, or meaning of some items were repeated, so these items were excluded. At the end 19 items were selected for C-TANCS-C. At the end the trial form consisted of 19 items.

Fourth step

In the fourth step, the trial form of C-TANCS-C was administered to a sample of 317 students (134 girls, 166 boys, 17 unknown genders). The validity of C-TANCS-C consisted of content validity analysis via expert opinions, and structure validity analysis via exploratory and confirmatory factor analyses. For reliability analyses, Cronbach's alpha, and for the item discrimination, corrected item total correlation, and t-test scores were calculated. The reliability and validity analyses were conducted via SPSS 11.5 and LISREL 8.51.

Concurrent Validity Procedure

Rosenberg self-esteem scale, children hope scale, and the last version of C-TANCS-C were administered to a different sample of 303 students (136 girls, 167 boys) from primary and secondary schools, and also in this step, coping with teasing levels were examined depending on gender, and grade level.

Findings

Structure Validity

In scale construction process, exploratory and confirmatory factor analyses assessed whether the instrument is valid or not. Exploratory factor analysis (EFA) is combined related variables to explore conceptually meaningful new variables or tested the models that indicate the relationships among factors and their indicators as a multivariate statistic procedure (Sipahi, Yurtkoru, & Çinko, 2008). Moreover, before conducting structure validity methods, the data set should was checked for convenience for factor analysis via correlations among variables and sampling adequacy values. KMO value should be higher than .60 and Barlett test should be significant to carry out a factor analysis with a given data set (Büyüköztürk, 2010). Besides, Tabachnick and Fidell (2001) and Çokluk, Şekercioğlu and Büyüköztürk, (2010) stated that oblique rotations are convenient in situations when factors may not be orthogonal. Yet, other contention proposes that an oblique rotation may produce a slightly better structure than a varimax rotation (Fabrigar, Wegener, MacCallum, and Strahan, 1999). However the patterns of loadings have usually been the same (Barbuto, Wheeler, 2006). Depending on all these cautions and deliberations about test construction, KMO sampling adequacy, Barlett Sphericity Test were checked, and varimax and oblique rotation were applied. In Table 1, the first exploratory factor analysis and related factor loadings were demonstrated.

Table 1: The First Exploratory Factor Analysis

Items	**Components**			
	1	2	3	4
1	.50	.29	.11	-.13
2	.12	.79	.04	-.05
3	.09	.84	-.06	.00
4	.74	.16	-.01	-.11
5	.78	.03	.07	-.07
6	-.01	.04	-.09	.85
7	-.19	.16	-.04	.78
8	-.08	.79	.02	.16
9	.11	.77	.07	-.01
10	-.25	-.17	-.22	.53
11	.33	.11	.50	-.13
12	.43	.21	.62	-.14
13	.20	.10	.75	-.06
14	-.07	-.17	.63	-.06
15	.36	.06	.65	-.09
16	.50	-.05	.33	-.18
17	.66	.01	.29	-.10
18	.68	.10	.14	-.03
19	.53	-.18	.30	-.07

The results demonstrated that KMO sampling adequacy test coefficient was .85, and Barlett Sphericity Test was significant ($\chi 2$= 1857.806 $p < .001$), which imply that factorable. For C-TANCS-C, variance scores for each item were quite similar even though oblique rotation produced a slightly better value as stated by Fabrigar, Wegener, MacCallum, and Strahan (1999). The first EFA revealed that

the preliminary C-TANCS-C has four factors with eigenvalues higher than 1.0, from 1st to 4th factor, explained 27.22%, 14.55%, 7.17%, and 6.48% all 55.4% of total variance respectively.

Though no consensus on item omission criteria, items with loadings lower than .30, (Büyüköztürk, 2010) or .50, .70 (Sipahi et al., 2008) could be the subjects of item omission. For C-TANCS-C, items with lower than .50 factor loadings were omitted. From the results of EFA and expert's discernments, the final version of C-TANCS-C consisted 12 items with categorization in three factors. The factors were Aggression (A), Ignoring (I), and Convincing (C) as similar to Scambler et al. (1998) findings in some way (i.e. aggression and ignoring), in which three ways of coping were suggested. Convincing factor was emerged as a result of student interview as mentioned before.

At the end, the results of the analysis revealed that A factor was accounted for 34.96 % of variance, I factor was accounted for 19.29 % of the variance, and C factor was accounted 8.70 of the variance. As in table 1, factor loads of A varied between .76 to .85, factor loads of I varied between .67 to .74, and factor loads of C varied between .69 to .78. These three factors together explained 62.94 % of the total variance of C-TANCS-C. Factor loads were presented in Table 2.

Table 2. Factor Loadings and Explained Variance Values of C-TANCS-C Scores

	Item no	Factor Loadings	Explained variance (%)
F1 Aggression	2	.76	
	3	.85	
	8	.78	
	9	.76	34.96
F2 Ignoring	4	.74	
	5	.68	
	17	.74	
	19	.67	19.29
F3 Convincing	11	.69	
	12	.77	
	13	.78	
	15	.75	8.70

In order to find out relationships among the factors, bivariate correlation coefficients were calculated. The results have shown in Table 3.

Table 3. Correlation coefficients of inter factors of C-TANCS-C

	I	C	A
Ignoring	1		
Convincing	.58**	1	
Aggression	.18**	.22**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Aggression factor was related to convincing (.22), and to Ignoring (.18), Convincing factor was related to Ignoring (.56).

Confirmatory Factor Analysis

Accuracy of factor structure that is determined by exploratory factor analysis can be tested with confirmatory factor analysis (Şimşek, 2007). First-order and second-order confirmatory factor analyses were conducted with 12 items.

First Order Confirmatory Factor Analysis

The three factors of C-TANCS-C (Aggression, Ignoring and Convincing) were analyzed with the first order confirmatory factor analysis to detect the factor structure defined by exploratory factor analysis, to determine at which point theory and reality diverge from each other, and to analyze problematic areas using LISREL 8.51 (Jöreskog & Sörbom, 2001). The results revealed that the model provided a good fit to the data (X^2/DF = 2.09, P<.00), *RMSEA* = .069, *GFI* = .93, *AGFI* = .90, *CFI* = .97, *IFI* = .97, *NFI* = .94, *RFI* = .92, *SRMR* = .061). In addition, *AIC* (174.15) and *CAIC* (300.05) values were lower than the independence model's *AIC* and *CAIC* values (1958.47, 2014.42, respectively). Results were illustrated in Figure 1.

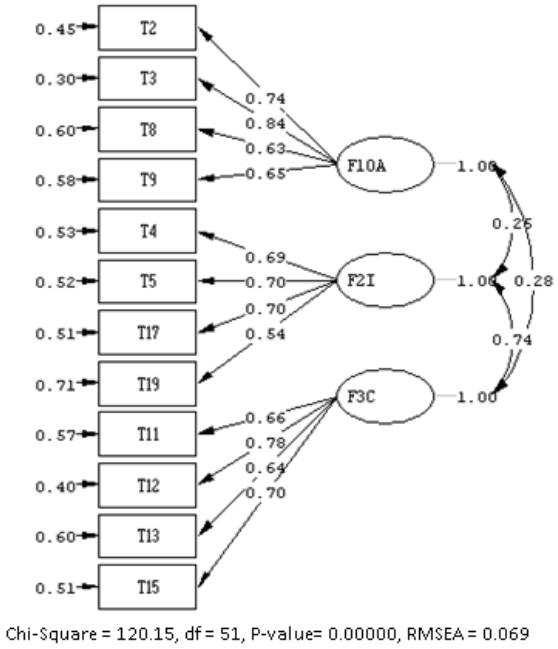

Figure 1. Factor Loadings and Path Diagram for the C-TANCS-C

Second Order Confirmatory Factor Analysis

As presented, exploratory factor analyses revealed three factors for C-TANCS-C. Second order confirmatory factor analysis was carried out in order to test whether these three factors were predicted by C-TANCS-C as a latent variable. In order to test the factor structure, the model examined with second order confirmatory factor analysis. Results were illustrated in Figure 2.

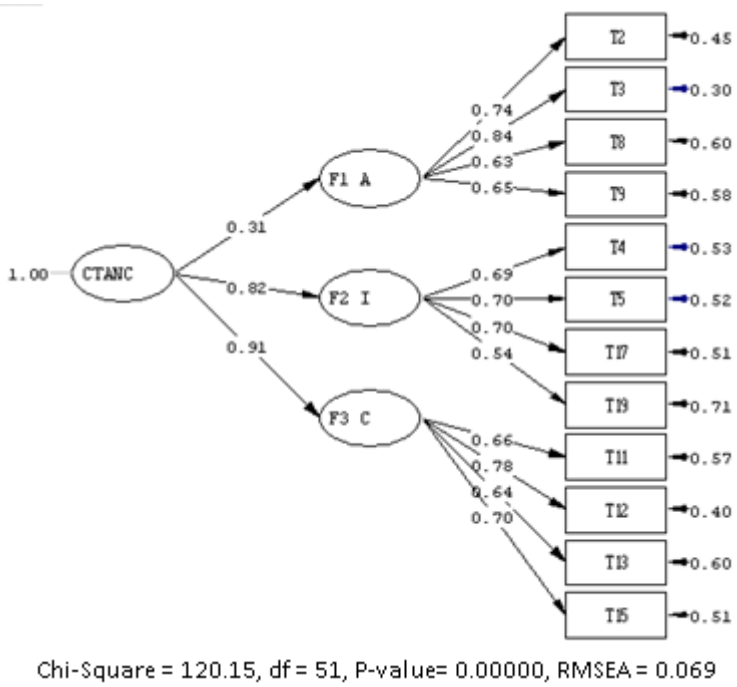

Figure 2. Factor Loadings and Path Diagram for the C-TANCS-C

According to the model, results provided a good fit to the data (X2 /DF = 2.09), RMSEA = .069, GFI = .93, AGFI = .90, CFI = .94, IFI = .94, NFI = .90, RFI = .90, SRMR = .061). In addition, AIC (174.15) and CAIC (300.05) values were lower than independence model's values (1203.00, 1258.95, respectively). Therefore, regarding admissible fit indices, the assumed C-TANCS-C model had an acceptable fit to the data.

Concurrent Validity

In order to determine the concurrent validity of the scale, the relationships among C-TANCS-C, Rosenberg Self-Esteem Scale (RSES), and Children Hope Scale (CHS) were calculated. The results of the concurrent validity analyses revealed that C-TANCS-C was significantly correlated with RSES (.19), CHS (.30), In addition, RSES was correlated with CHS (.61) with p< .01. Correlations C-TANCS-C with RSES and CHS and results of concurrent validity analyses are presented in Table 4.

Table 4: The Results of Concurrent Validity of C-TANCS-C

Scales	C-TANCS-C	RSES	CHS	$\bar{X}$	*sd*
C-TANCS-C	1			43.11	10.75
RSES	.19**	1		31.63	5.23
CHS	.30**	.61**	1	28.78	5.57

** *p*< .01

Reliability

Reliability analysis was conducted using Cronbach's alpha and test-retest reliability. The internal consistency reliability score was found .81 for the aggression subscale, .75 for the ignoring subscale, and .78 for the convincing subscale. The overall reliability of the scale was .82.

Item Analysis

The aim of the item analysis is to choose the most related item with the construct. This aim is done by evaluating how each item is related to its own unidimensional construct (Gorsuch, 1997). Positive and high item total correlations mean these items have capability of sampling similar behaviors If the item total correlations are higher than .30, the item can be included in the construct (Özdamar, 2004). One other way for item analysis is comparing means of lower 27% and higher %27 of the sample with independent sample t-test. The significant difference is accepted as the demonstration of internal consistency of the scale and the items can discriminate measured behaviors or attitudes of the individuals (Büyüköztürk, 2010).

In this regard, item analysis, corrected item-total correlations and t-test scores were calculated. The corrected item-total correlations scores of C-TANCS-C ranged from .26 to .62 that was almost all item total correlations were above .30. T-test results were found significant (p<.0001).

T values of lower-upper 27% groups were between -7.44 and -16.49 for whole scale. T-values of factors were for aggression between -7.44 and -13.74, for ignoring -9.75 and 16.49, for convincing -9.99 and -14.75. Corrected item total correlations, means, standard deviations, and t-test scores for upper and lower scores of 27% of the sample were presented in Table 5.

Table 5: Corrected item total correlations, means, standard deviations, and t-test scores for upper and lower scores of 27% of the sample

Factor	Item no	r_{jx} of C-TANCS-C	r_{jx} of factors	*t* values of factors
Aggression	2	0,46	.62	-11,561
	3	0,41	.71	-13,744
	8	0,26	.58	-7,441
	9	0,43	.58	-11,040
Ignoring	4	0,54	.56	-16,490
	5	0,52	.57	-11,508
	17	0,52	.59	-12,456
	19	0,35	.46	-9,752
Convincing	11	0,51	.57	-13,497
	12	0,62	.64	-14,747
	13	0,46	.58	-9,985
	15	0,52	.58	-12,154

p< .001

Other results

Differences in terms of Gender and Grade Level

Within this study, coping levels of students were investigated according to gender and grade level via t-test, and Welch's t-test with Tamhane T2, as presented in Table 6. The analysis unfolded that coping levels of students C-TANCS-C scores changed according to gender, and also it changed according to grade level (4th, 7th, 8th).

Table 6. C-TANCS-C differences, means and t values in terms of Gender and Grade Level

		$\bar{x}$	*sd*	*t*
Gender	Female	44,38	9,92	2,326*
	Male	41,52	11,44	

*p<0,05, **p<0.001

Significant mean differences were found between the C-TANCS-C scores according to gender. Female students' C-TANCS-C scores were higher than male students'.

In order to test differences among grade levels of C-TANCS-C scores, data was examined via Levene test for the homogeneity of variance [F(2,300) = 4.104.864, p= .017]. The Levene test results forced analysis to non-parametric correspondence of one-way anova, that is Welshc test. The differences between groups were examined with Tamhane T2. The results were presented in table 7.

Table 7. Results of Welsch Test In Regard With Grade Levels

(I) Grade level	(J) Grade Level	Mean Differences (I-J)
4	7	8,05*
	8	8,69*
7	4	-8,05*
	8	0,64
8	4	-8,69*
	7	-0,64

*p<0,05

Significant mean differences were found between 4th grade and 7th grade, and 4th grade and 8th grade (p< .05). 4th grades C-TANCS-C scores were higher than 7th and 8th grade students' C-TANCS-C scores.

Discussion and Conclusion

In this study, a coping with teasing and name-calling scale for children was developed. In the literature of bullying, teasing and name-calling, there are some scales related to teasing such as Physical Appearance Related Teasing Scale (Thompson, Fabian, Moulton, Dunn, Altabe, 1991) and its revision. But this scale is not aimed to determine coping levels of pupils. Depending on the coping behaviors of students being teased, further teasing attacks may change, if the behavior of coping effective, it stops, if does not, the teasing behavior continues. If coping styles with teasing does not seem to be effective, it is time to prepare and implement functional and socially acceptable psycho-educational programs for improving coping behaviors of students being teased. Therefore, it becomes very substantial to ascertain and categorize the coping styles of students.

In the findings of Scambler et al. (1998) , when reaction to the teasing is humor, it is the most effective way to cope with teasing behavior. When it is ignorance, it is very similar to not giving reinforcement. In this case, coping effectiveness is

also successful, but not as successful as humor. In the case of fight or hostility, the least effective result is obtained by the person being teased. These findings were accounted for the development of this C-TANCS-C. During the C-TANCS-C development, primary and secondary school students were interviewed and coping alternatives of them were categorized. Hence, it was assumed that the scale had three factors. When the categorization examined, it was very similar to Scambler et al. (1998) except humor. Instead of humor, convincing factor conceived by the students. It may be because of social desirability effect or group dynamic in which the students affected each other during the item-generation period. It is very obvious that C-TANCS-C covers coping styles of ignorance and aggression as proposed by Scambler et al. (1998). Moreover, student interviews demonstrated that there is one other way of coping, convincing teasers, was confirmed by the analysis.

In this study, the first order confirmatory factor analysis (CFA) revealed that assumed model of C-TANCS-C had an acceptable fit (RMSEA = .069), and second order CFA had also an acceptable fit (RMSEA = .069) to the data due to all indicators had reasonable scores. According to Hu & Bentler (1999) Root-mean-square error of approximation (RMSEA) .08 or below indicates an acceptable fit. According to Ullman (2001), the criterion for acceptance of the relative or normed chi-square (chi-square index divided by the degrees of freedom) should be less than 2, but according to Schumacker & Lomax (2004) it could be less than 5. Root-mean-square error of approximation (RMSEA) is .05 or below indicates a good fit, while .08 or below indicates an acceptable fit (Hu & Bentler, 1999). In terms of the adjusted goodness of fit index (AGFI) and goodness of fit index (GFI), values of .90 and higher are considered as indicative of acceptable fit, in terms of CFI, values greater than .95 are considered as indicative of acceptable fit (Schermelleh-Engel, Moosbrugger, &Müller, 2003). During the C-TANCS-C test construction process, items with higher values as a result of exploratory factor analysis were extracted, it may be the reason for acceptable fit for the C-TANCS-C's all three factors were confirmed by first and second order CFA.

In order to ensure the originality of a scale, in other words, to approve the scale measures a different characteristic or structure than other scales concurrent validity should be performed (Büyüköztürk, 2010). In this regard, concurrent validity was carried out in order to approve C-TANCS-C's originality. Because hurtful teasing is related to lower self-esteem, anxiety, loneliness (Embry and Luzzo, 1996; Bucchianeri et al. 2014), Rosenberg self-esteem scale would be appropriate for concurrent validity. Also hopelessness is related to negative life events including teasing and humiliation (Gibb & Alloy, 2006), Children's Hope Scale (Snyder et al., 1997) would be convenient. Thus children hope scale and Rosenberg self-esteem scale were used for the concurrent validity. The scores revealed significant positive correlations between C-TANCS-C and RSES (r = .19), and between C-TANCS-C and CHS (.30) which means coping with behaviors of children rise, both hope and self-esteem levels also increase. Though correlation scores between scales were significant, the scores were relatively low. Because the correlation coefficients below .30 is accepted lower

relationships (Büyüköztürk, 2010). However this result demonstrates that C-TANCS-C is a different construct than RSES and CHS, and assumed hypothesis was revealed that when coping with teasing levels increase, hope and self-esteem levels also increase.

The current study also revealed that coping levels of students changed according to gender that was girls' coping levels were higher than boys. These differences can be explained by the different types of relationship behaviours between boys and girls. Boys are usually less oriented to study compare to girls, especially in general schools (Van Houtte, 2004). Boys show more disturbing plays and behaviors, distracted more (Warrington at al, 2000), and involved in sports activities more than girls (Martinović, et al., 2011). Boys also choose more intense and higher levels competitive ball games activities (Blatchford et al., 2003; Parrish et al. 2009), while girls' choices were more socializing games. Also, achievement differences between gender taking into account, boys' cumulative grade point average (CGPA) scores or achievement levels are lower than girls (Warrington et al, 2003). In the case of underachievement, boys can compensate this gap with undesired manners like teasing achievers. In the case of boys' ball games and sports activities, teasing behaviors can be seen more often, aggression is easily manifested instead of convincing the opponent or ignoring. In both cases boys also could be less likely to cope with teasing by ignoring and convincing. They may prefer aggression instead of convincing and ignoring. Thus, as in this study, male students' C-TANCS-C scores were lower than female students.

In the case of grade level, 4th grade students' coping levels were significantly higher than 7th and 8th. 7th graders had the lowest coping level and 8th graders had slightly higher even though the difference was not significant. 7th grade students are mostly at the age of 12-13, 8th grade students mostly at the age of 13-14, and 4th grades are at the age of 9-10. Adolescence period is accepted between the ages of 12-19 (Spear, 2000). In this manner, 7th and 8th graders are in adolescence period, while 4th graders are not. Adolescence is a period that includes abstract thinking and reasoning, viewing oneself with others' eyes as well as biological and physical changes that the adolescent is much more sensitive than other developmental stages. For this reason, coping with teasing levels of students may diminish in 7th and 8th grades.

Even though it was not significant, the reason for 8th grades coping behavior slightly higher than 7th grades may be because of the accustomed to this transition period compare to 7th grades. In Turkey, there are national high school entrance examinations called TEOG. All 6th , 7th, and 8th grades students should enter these examinations in order to enroll in a high school. It causes too much stress and anxiety especially for 8th graders, because 8th grade TEOG is very important in this process. Thus, as all 8 grades share it as a common problem, takes too much energy and time to study. For this reason students may not be interested in teasing and being teased, and also they may become closer to each other because of this common problem. Also for 4th grade, students are in childhood period, not as sensitive as adolescents to undesired behaviors

towards themselves, and very familiar to other classmates because of four years togetherness, meaning very familiar to their classmates teasing manners, and may develop how to cope.

Besides all possibilities related to differences of coping with teasing behavior, primary and secondary schools, it is a well-known case that some of children being teased are negatively affected by teasing. Hence, future research is required for a psycho-education program related to coping with teasing and name-calling to test its effectiveness and spread it to needed schools in order to improve students coping with teasing and name-calling.

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