

The mission of the Bullying Research Network (BRNET) is to **connect** international and national researchers, **serve** as knowledge translators, and **share** evidence-based knowledge in bullying prevention and intervention.

RESEARCHER SPOTLIGHT

Dr. Jingu Kim



Dr. Jingu Kim is an Assistant Professor at the College of Primary Education, Pusan National University, and a Guest Researcher at the Behavioural Science Institute at Radboud University and the Department of Psychology at the University of Vienna.

His research aims to understand how peer communities emerge, develop, and shape social and academic adjustment during childhood and adolescence. Drawing on developmental, educational, and social network perspectives, he examines peer community as a form of relational cohesion characterized by shared trust, belonging, and mutual support among classmates. A central goal of his work is to establish peer community as a group-level construct and to understand how it interacts with broader features of the peer ecology, including status hierarchies, aggression norms, friendship networks, and classroom climate.

His research focuses on four fundamental questions: What is peer community? How can it be measured at the group level? Why does peer community matter for children's development? And how can teachers intentionally foster peer community in everyday classroom practice?

Dr. Kim's work has demonstrated that peer community can serve as a protective classroom context. His research shows that peer community mitigates the association between peer status and aggression and can buffer against negative peer dynamic. Using longitudinal social network analysis, he found that aggressive behavior was socialized in classrooms with weak peer community, whereas such socialization effects were absent in classrooms characterized by strong peer community. His research further shows that peer influence processes extend beyond aggression to domains such as moral disengagement, social goals, math anxiety, and career decision-making self-efficacy. To investigate complex and multi-faceted peer processes, he draws on advanced quantitative methods, including Longitudinal Social Network Analysis (SIENA), multilevel modeling, and structural equation modeling.

August | 2026

DEAR BRNET MEMBERS AND AFFILIATES:

Thank you for being a
part of the Bullying
Research Network!



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A hallmark of Dr. Kim's academic work is his commitment to translating peer relationship research into educational practice. Building on more than a decade of experience as a primary school teacher, he develops teacher education programs that help educators better understand classroom social dynamics and foster peer community. This commitment to putting research into practice is reflected in his international research grant from the Society for the Study of School Psychology and the International School Psychology Association, which supported the cross-cultural validation of Stoeltjesdans, a classroom seating intervention designed to promote positive socio-emotional climates. Through his research group, the GUTS Lab, he also develops teacher education programs focused on classroom peer dynamics and social development.

Dr. Kim has published in leading international journals, including *Journal of Youth and Adolescence*, *International Journal of Behavioral Development*, *Journal of Experimental Child Psychology*, and *Journal of Interpersonal Violence*. He has received competitive research funding, including the Radboud Excellence Fellowship, the International School Psychology Research Grant, and multiple grants from the National Research Foundation of Korea.

More broadly, his work seeks to understand how classroom peer ecology shapes children's developmental experiences. Ultimately, his work aims to advance peer relationship research by establishing peer community as a key feature of classroom peer ecology. By understanding how positive peer contexts develop and influence children's adjustment, he hopes to advance scientific understanding of bullying prevention and positive youth development.

He actively collaborates with researchers across the Netherlands, Finland, Sweden, Austria, and other international contexts on topics related to peer relationships, peer community, bullying, and classroom social dynamics. He has organized symposia at the World Anti-Bullying Forum and the International Society for the Study of Behavioural Development and currently serves on the editorial board of the *Journal of Youth and Adolescence*.

SELECTED PUBLICATIONS

- Kim, J., & Cillessen, A. H. N. (2023).** Peer community and teacher closeness as moderators of the association between peer status and aggression. *The Journal of Early Adolescence*, 43(8), 1043–1070. <https://doi.org/10.1177/02724316221142254>
- Kim, J., & Cillessen, A. H. N. (2023).** Prospective associations of prosocial behavior and aggression with social preference: Moderation by classroom levels of peer-perceived liking and disliking by the teacher. *International Journal of Behavioral Development*, 47(5), 423–432. <https://doi.org/10.1177/01650254231186327>
- Kim, J., Sijtsema, J. J., Thornberg, R., Caravita, S. C. S., & Hong, J. S. (2024).** Shaping citizenship in the classroom: Peer influences on moral disengagement, social goals, and a sense of peer community. *Journal of Youth and Adolescence*, 53(3), 732–743. <https://doi.org/10.1007/s10964-023-01916-1>
- Kim, J. (2017).** Socialization of aggression in early-adolescence: The moderating effect of sense of peer community. *The Korean Journal of School Psychology*, 14(3), 331–347. <https://doi.org/10.16983/kjsp.2017.14.3.331>

Kim, J., Shin, Y.-J., & Park, D. (2023). Peer network in math anxiety: A longitudinal social network approach. *Journal of Experimental Child Psychology*, 232, Article 105672. <https://doi.org/10.1016/j.jecp.2023.105672>

Kim, J., Park, D., & Shin, Y.-J. (2023). Friendship dynamics of career decision-making self-efficacy: A longitudinal social network approach. *Current Psychology*, 42(32), 28771–28782. <https://doi.org/10.1007/s12144-022-03887-1>

Hong, J. S., **Kim, J.**, Lee, J. J., Yoshihama, M., Espelage, D. L., & Voisin, D. R. (2022). Sex differences in the pathways from exposure to parental fighting to risky sexual activities among adolescents in urban neighborhoods. *Maternal and Child Health Journal*, 26(2), 424–433. <https://doi.org/10.1007/s10995-021-03262-9>

Kim, J., & Kim, E. (2019). Bullied by siblings and peers: The role of rejecting/neglecting parenting and friendship quality among Korean children. *Journal of Interpersonal Violence*, 34(11), 2203–2226. <https://doi.org/10.1177/0886260516659659>



BRNET MEMBERS

BRNET has a current total of 308 members
from 35 countries.

Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians conducting research on bullying or related topics) to Drs. Wendy Craig, Susan Swearer, or to the BRNET Coordinator, at bullyresearchnet@gmail.com. You may also direct potential BRNET members toward [our website](#) for further information.

If you have not yet provided your information, please send the following to bullyresearchnet@gmail.com:

1. contact information that can be posted on the website;
2. a brief biography of you and your work that can be posted on the website;
3. current/ongoing projects in this area;
4. an annotated bibliography of your work or curriculum vitae that can be posted on the website.

AFFILIATES OF BRNET

BRNET has a current total of 145 affiliates
from 21 countries.

Affiliates of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Taylyn Petsche, the BRNET Coordinator, at bullyresearchnet@gmail.com with the following information: name, title, address, and email address.

AUTHOR EXCHANGE

We would love to share your research articles or other publications in our newsletters. If you'd like your work featured, please email Taylyn Petsche at bullyresearchnet@gmail.com with the following information:

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

Bakth, F. N., Johnson, J. A., Hoffman, A. J., & Schacter, H. L. (2025). Daily peer victimization and adolescent mood: Indirect links through sleep quality and daytime dysfunction. *Merrill-Palmer Quarterly*, 71(3), 301–326.
<https://doi.org/10.1353/mpq.2025.a995185>

The current study used daily diary data to test sleep as a mechanism explaining cross-day associations from peer victimization to mood. Participants were 195 adolescents in the Midwestern United States ($M_{\text{age}} = 16.48$, $SD = 0.53$; 66% female) who completed brief assessments of peer victimization, sleep, and negative and positive mood for 14 consecutive days. Although previous-day peer victimization was not directly associated with next-day mood, victimization was indirectly associated with next-day negative and positive mood via two sleep indicators. Specifically, previous-day peer victimization predicted poorer same-night sleep quality and, in turn, increased negative mood and decreased positive mood the next day. Previous-day peer victimization also predicted greater next-day sleep-related dysfunction (i.e., daytime sleepiness and lethargy). Indirect effects via sleep duration and latency were not significant. The findings implicate sleep quality and daytime dysfunction as specific mechanisms in the link from adolescents' daily peer victimization to mood fluctuations, highlighting potential intervention targets to disrupt the acute emotional toll of peer stress.

Nassem, E. M. (2026). Pupils' perceptions of their agency in sexual bullying. *Pastoral Care in Education*, 1–22.
<https://doi.org/10.1080/02643944.2026.2698023c>

This article investigates how pupils perceive their agency (ability to exercise power and resistance) when they observe and/or experience sexual bullying. Data is from four in-depth focus groups with pupils in years 9 and 10. Pupils felt 'judged' and adjusted their manner/appearance for the audience/performers. Girls particularly experienced surveillance on their appearance/body. Boys experienced surveillance of their masculinity through expressing/performing their feelings and sexual behaviour can be misinterpreted. Pupils suggested teachers usually don't have the knowledge or position to improve performance and target pupils most visible. Findings clarify how sexual bullying occurs through observation and repression of pupils' voice and sexuality and is resisted. Sexual bullying was usually masked/concealed and subsequently difficult to overtly challenge. Resistance was mainly through pupils' knowledge which challenged sexual norms and behaviour (manner). Girls appeared most

dominated and active in resistance through their voice and manner. Foucault (1978, 1979, 1992) and Goffman (1969) are limited in understanding individual behaviour and morality but provide a lens. Further research could involve a larger sample and/or combine Foucault (1978, 1979, 1992) with Goffman (1969). Teachers could analyse pupils' perceptions of power relations in sexual bullying to co-create strategies to address it.

ANNOUNCEMENTS

1

Consider submitting a paper for a **special issue of Psychology of Violence**: "Risk and resilience of bullying across the globe: A tribute to James Garbarino" ([link](#)). The co-editors are Jun Sung Hong, Dorothy Espelage, and Timothy Lawrence. The deadline for submissions is September 1, 2026.

2

The **World Anti-Bullying Forum (WABF)** is proud to announce that its next global gathering will be held in Lisbon, Portugal, September 9-11, 2027, hosted by the Faculty of Psychology at the University of Lisbon. A call for abstracts will be September 1st, 2026, with the submission deadline on November 15th, 2026. For more information, please visit the [WABF website](#).

Thank you for your involvement in the Bullying Research Network! If you have any news, research, new member recommendations, or materials that our members would find useful, please email us at bullyresearchnet@gmail.com. We will include it in our newsletter, on our website, and/or social media.

Most sincerely,

A handwritten signature in black ink, appearing to read 'Susan Swearer'.

Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director

A handwritten signature in black ink, appearing to read 'Wendy Craig'.

Dr. Wendy Craig
Queen's University
BRNET Co-Director