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THE EXPERIENCE OF BEING BULLIED DURING

CHILDHOOD AND/OR ADOLESCENCE

BY

DEVEDA LYNN MAH

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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SPRING, 2000

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Deveda Lynn Mah
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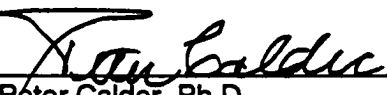Vancouver, British Columbia
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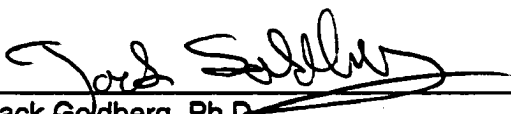
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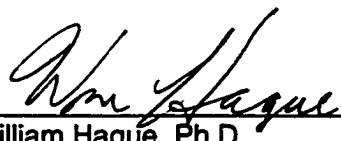
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled THE EXPERIENCE OF BEING BULLIED DURING CHILDHOOD AND OR ADOLESCENCE submitted by DEVEDA LYNN MAH in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY in COUNSELLING PSYCHOLOGY.

Leonard Stewin, Ph.D.
Dissertation Supervisor

Peter Calder, Ph.D.

Jack Goldberg, Ph.D.

William Hague, Ph.D.

Kenneth Ward, Ph.D.

Debra Pepler, Ph.D.   (External)

Dated: __April 6, 2000__

DEDICATION

To my wonderful father, Dong, my spectacular brother, David, and the loving memory of my mother, May, all of who fill my life with inspiration and joy.

ABSTRACT

This study examined the experience of being bullied in childhood and/or adolescence. Ninety-five junior high school students contributed 91 statements about being bullied. Twenty-two individuals sorted these statements into thematic groups. Ut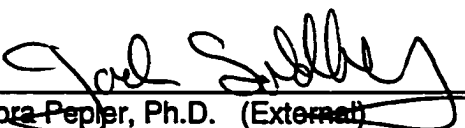ilizing multidimensional scaling and cluster analysis, a concept map of 91 statements was developed. Seven themes emerged from this process: Ways of Being Bullied, Social Isolation, Losses, Emotional Paralysis, Alienation, Desires to Cope, and Tactics for Dealing with Being Bullied.

Four hundred and forty (440) junior high school students at six schools located in western Canada were administered a survey that was developed, in part, out of the 91 statements. The objective, at that point, was to determine if other children had similar experiences of what it was like to be bullied. Survey data indicated that 86% of junior high school students indicated they had been bullied. The most common form of bullying was name-calling, the second, physical assaults. The reaction to being bullied was most frequently anger, followed by revenge. Statistically significant differences were also found between gender, grade level, birth order, and cultural background. Differences were also found for other variables.

The themes could serve as a basis for the development of counselling-based intervention programs for children who are bullied.

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CHAPTER 1: INTRODUCTION

Statement of the Problem

Bullying is not new; it is a centuries old phenomenon and has existed in schools for many years. Many people, however, believe that bullying does not cause serious harm, that it is a natural part of growing up, that it helps to *toughen up* children, and that it prepares them for adult life (Barone, 1997; Cartwright, 1995). A marked shift in attitude, however, took place in Norway in 1982, when three 10 to 14-year-old boys committed suicide, partly as a consequence of severe bullying by peers (Barone, 1997; Olweus, 1993). In Japan, a child's parents sued the Tokyo government for 22 million yen, claiming that bullying caused their 13-year-old son's suicide. The parents reported that the principal and teachers not only failed to intervene to stop the harassment, but that they assisted the bullies in their harassment. The boy had hung himself and left a note naming two classmates as the cause of his torment (Barone, 1997). There is also a recent Canadian example in which a 14-year-old boy in Surrey, British Columbia committed suicide by jumping off a bridge. He also left a note indicating he was no longer able to tolerate being bullied at school (Papple, Roberts, Keating, & Fraser, 2000).

Tragic incidents are not limited to those that involve suicide. On April 20, 1999, two students who had previously been victimized by bullies, walked into Columbine High School in Columbine, Colorado, and fired shots from a multi-gun arsenal, killing twelve students and one teacher. The two students, previously described as outcasts, then committed suicide by turning the guns on themselves (Adams & Russakoff, 1999). Many similar incidents have occurred in Atlanta and in other areas of the United States. Violent incidents are not new

phenomena.   In Detroit, for example, a young teenager who was victimized by an older teenager reacted to being shoved by shooting and killing the bully (Greenbaum, 1987). There are also recent Canadian examples: In Taber, Alberta, a 17-year-old student was shot and killed by a 14-year-old boy, a previous victim of bullying (Curren, 1999). In Victoria, British Columbia, a 14-year-old girl died when she was thrown into a lake and left to drown. Her peers had broken her arm, neck, and back before throwing her into the water. The police were not aware of the incident; yet many teenagers at her school knew of her death. It was also possible that certain students at her school knew there was going to be a confrontation well before it took place, but chose not to inform officials (Simpson, 1997).

Prior to the occurrence of high profile incidents, little research was done on the so-called "garden-variety harmless bullying". Much research, however, has been produced in the area of aggression and violence that occurs in other facets of life, such as at home, work, or with gangs at school.

It is interesting to note that, despite the amount of research that has been done in the above areas, there is disagreement as to how *bullying* is defined. Although people have clear ideas about the subject, there is considerable disparity. Generally, people believe that it is sufficient to define it by merely listing behaviours that are of concern. For example, bullying has been described in the following ways:

> "It's when the kids block my path and make me walk on the road".
> "At work, it's when the manager ridicules me in front of other people".
> "It's when I get stuffed in the garbage can".

None of the above descriptions actually states what bullying is, only how it is manifested. Researchers also define bullying in different ways:

> *"Bullying is a form of aggression in which one student, or a*
> *group of students, physically or psychologically abuses a victim*
> *over a period of time. The action is unprovoked and repeated;*
> *it is not a one-time act" (Olweus, 1978).*

> *"Bullying can be described as the systematic abuse of power"*
> *(Smith & Sharp, 1994).*

> *"Bullying is repeated aggression, verbal, psychological or*
> *physical, conducted by an individual or group against others"*
> *(Guidelines on Countering Bullying Behaviour in Primary and*
> *Post-Primary schools, 1993).*

Randall (1997), however, believes that an important ingredient is missing in the

above definitions -- the *intention to harm* factor. He offers an alternative

definition:

> *"Bullying is the aggressive behaviour arising from the deliberate*
> *intent to cause physical or psychological distress to others"*
> *(Randall, 1997, p. 4).*

Unlike the previous definitions, Randall's definition emphasizes the issues of

aggression and intent, rather than frequency or repetition. This is because

Randall believes that aggressive behaviour does not have to be regular or

repeated for it to be bullying behaviour. Besag (1989) combines the above

definitions:

> *"Bullying is repeated attacks, -- physical, psychological, social*
> *or verbal -- by those in a position of power, which is formally*
> *or situationally defined, on those who are powerless to resist,*
> *with the intention of causing distress for their own gain or*
> *gratification" (p. 4).*

Bullying, therefore, is highly complex; no current definition encompasses all of

the aspects of this behaviour.

It is also important, according to Olweus (1997), to decipher the

difference between bullying and playful teasing. Some types of social

interactions between individuals involve a playful and friendly form of teasing,

and for the most part, are not considered to be bullying. If the teasing is clearly

degrading and offensive and is causing distress to the recipient, it is considered to be bullying. The line between these two types of behaviour, is not always clear.

Regardless of which definition one chooses to utilize, researchers generally agree that children victimized by bullies experience greater levels of fear, anxiety, guilt, shame, helplessness, and depression than children who were not bullied (Barone, 1997; Bernstein & Watson, 1997; Boulton & Underwood, 1982; Hoover, Oliver, & Thomson, 1993; Randall, 1997, Whitney & Smith, 1993).

> "They would wait for him on the way home from school. They would emerge suddenly from the shadows, block any escape route, then take him down an alley where they would start hitting him. Although the students were allowed to sit anywhere at lunch time, no one would ever sit near him. When he went to the toilet, somebody would spread the word. His classmates would gather in the lavatory and stand on each other's shoulders to peek in on him. He would return to the classroom only to find his desk and chair had Been dragged out in the hall. Trying to keep back the tears, he would take the desk back to its place, not a soul offering to help" (Yoshio, 1985).

This incident occurred in Japan, where *ijime*, meaning "bullying", was also not taken seriously. Because of recent suicides of victims and murders of bullies, governments in Japan have now begun to address bullying by acknowledging that a problem exists.

Here is another powerful incident that took place in South Boston. Kiang and Kaplan (1994) chose to describe the incident as pertaining to racial conflict; the incident, therefore, was not labelled as *bullying*:

> "OK, I tell you this problem....I went to the bathroom and there was a lot of girls sitting there...in the lav...they call it "lavatory". And I went in and they were sitting all over the place. And I didn't have any room to walk over. So there's some of them saying, "You need to use the bathroom?" So I just say, "Yes." And then, others, they yell, "Oh my God! There's a Chinese in the lav!...Oh my gosh, there's a ....Chink girl in the bathroom! I can't believe it! I've never seen one before". And they were yelling, and my instincts told me that there was something wrong

about it, but I didn't walk out. I just walk in to use the bathroom. And I went in, and there was this girl, she was black. She said, "Excuse me". She had to get something in there. She got out a mop. And I just, I thought she just wanted to get a mop out.

And then I went in. I close the door. And while I was inside, she throw a mop over my head. With all water...And then I said, "What are you doing!?" And I still use the bathroom, and they was just all laughing. And then I didn't even have a chance to pull up my pants, and they just open the door. And lucky that day, I wear a coat. So I like I was hurry pull up my pant, and then they were just laughing. And then, when I walk out, try to walk out the door, they lock me...one was pushing me, and the other was push me this way, and they try to make fun of me, and they were laughing. And they try to lock the door, even letting me out, I don't know, for a few minutes...they were pulling my hair and all this stuff. And then I was about to cry, and then I got so mad, so scratch some to the girls, one of the girl in there. And she was yelling out loud, she said, "Oh my God, she scratched me!" And then I try to push myself out of the door, and at last I was released and I went out t he door.

And I was just crying, and all my head was wet. And then I was standing there, and then Ky was there too. And he went to call one of the people that discipline...And she told me, try to point out some girls. I didn't, I mean, I can't remember all of them" (Kiang & Kaplan, 1994, p. 106-107).

This student never used the bathroom at the school again, nor did she tell her teachers or any friends about the incident. This incident is a powerful description of one teenager's experience of what it was like to be bullied at school.

The effects of bullying are far reaching. Apart from being physically injured, many victims lose their self-esteem and experience emotional and social difficulties (Craig, 1998; Olweus, 1978, Slee & Rigby, 1993a; Tritt & Duncan, 1997).

In the short-term, victims typically suffer from physical as well as psychological distress, have difficulties concentrating, and fear going to school (Besag, 1989; Kumpulainen, Rasanen, Henttonen, Almquist, Kresanov, Linna, Muilanen, Piha, Puura, & Tamminen, 1998; Olweus, 1993, Rigby, 1998a).

Olweus (1993) discovered that boys who were victimized between Grades 6 to 9 had higher levels of depression and low self-esteem when they were 23 years of age. This occurred even though these young men were no longer victims of direct or indirect forms of bullying. These results may suggest that these victims may have internalized the bullies' negative evaluations of themselves from their childhood.

The relationship, however, between these traits and behaviours is still unclear. Did these victims exhibit low self-esteem before they became victims, meaning that it was not a consequence of being victimized? Although this may be possible, it is still not clear why victims tended to exhibit higher levels of depression. No studies have been done that demonstrate whether children who become victims were initially more depressed than their non-victim peers.

Very little academic research has been done to determine long-term effects of being bullied, other than a study conducted by Farrington in 1991, who found that men who had been victims as young teenagers were more likely to have children who were also victims, as compared to men who were not victimized as children.

Purpose of the Study

It is important to know more about the experience of being bullied in childhood. Such knowledge will give counsellors, school officials, and parents better insight on victimization. The purpose of this study, therefore, is to gain a deeper and richer understanding of the experience of being bullied in one's childhood or adolescence. A Concept Mapping approach was used to collect as well as to analyze the data. The intent of this study was to obtain, as much as

possible, unconstrained descriptions of peoples' experiences about being bullied, without the intrusion of the researcher's own preconceived ideas. Knowledge about these experiences will help researchers, counsellors, and teachers to develop and assess prevention and/or intervention programs.

Another objective was to determine to what extent other children had similar experiences of being bullied. In order to do this, the above data was incorporated into a survey and administered to a larger sample of children.

Overview of the Concept Mapping Approach

In order to gain a deeper and richer understanding of the experience of being bullied during one's childhood or adolescence, a qualitative study utilizing structured conceptualization procedures (also known as concept mapping) was used in this study.

Concept mapping is a research method that combines qualitative and quantitative approaches. Phenomenological methods can be utilized to obtain data; quantitative strategies are then utilized to analyze and evaluate the data. Concept mapping, also referred to as *structured conceptualization* was originally developed for groups in planning and evaluation (Trochim, 1989). Concept mapping is basically a set of statistical methods that is utilized to cluster variables into their underlying themes. Various researchers such as Daughtry and Kunkel (1993) as well as Trochim, Cook, and Setze (1994) have utilized concept mapping methods to achieve a greater understanding of psychological disorders.

Daughtry and Kunkel (1993) also contend that the concept mapping approach provides objectivity to qualitative data. Concept mapping provides for

the understanding of psychological issues and constructs as they are *seen through the eyes of the participants,* rather than as defined by the researcher. For example, the researcher typically begins a qualitative study by asking an open question or by asking the participant to write statements about the particular phenomenon. Once this is done, quantitative approaches come into play -- multi-dimensional analyses of the data. The combination of qualitative and quantitative analyses allows greater confidence in the obtained results.

Concept mapping involves three steps: i) individuals to generate ideas, thoughts, or experiences about a specific question or topic, ii) sorters to group together relationships between ideas or experiences by utilizing an unstructured sort procedure, and iii) a statistical analysis of results of the card sort to determine underlying categories or themes and to depict the results in the form of a pictorial map (Trochim, 1989, Miller, 1996).

No research to date has utilized concept mapping to explore the experience of being bullied during one's childhood or adolescence. This study, therefore, utilized concept mapping to explore what it was like to be bullied. Results from this research approach provided rich qualitative information that was missing from current existing research.

A frequency study was then carried out to determine to what extent other children perceived similar experiences of what it is like to be bullied. To accomplish this, data obtained from Phase One was incorporated into a survey and administered to a larger sample of children.

Assumptions and Limitations

One limitation concerns the validity of the written reports as data. In this study, participants were asked to reflect on their experiences of being bullied. There were many issues which contribute to questioning the validity of this approach, including recall ability, and the degree to which participants censored or altered their recall. Also, the study was based exclusively on self-reports, which may have been affected by a person's level of awareness and their willingness to write about their personal experiences.

Conclusion

This study was designed to seek a better understanding of the experience of being bullied in childhood and/or adolescence. The results from this study can be used to highlight the importance of the issue and bring it out into the open. In addition, knowledge about the experience might help researchers, counsellors, teachers and parents to better understand the issue and provide guidance to children who have been bullied.

To accomplish these objectives, the study is organized as follows: Chapter 2 is a review of the literature and provides information on theories of aggression, prevalence rates of bullying , effects of victimization, personality characteristics of victims and bullies, family variables of victims and bullies, and descriptions of intervention programs. It further describes an overview of the concept mapping methodology that was utilized. Chapter 3 describes the methodology in more detail. Results of the study are then presented in Chapter 4. Chapter 5 summarizes and discusses the major aspects of the study. Implications for practice and future research directions are also outlined.

CHAPTER 2:   LITERATURE REVIEW

"For two years, Johnny, a quiet 13-year old, was a human
plaything for some of his classmates. The teenagers badgered
Johnny for money, forced him to swallow weeds and drink milk
mixed with detergent, beat him up in the rest room and tied a
string around his neck, leading him around as a "pet". When
Johnny's torturers were interrogated about the bullying, they said
they pursued their victim because it was 'fun'" (Olweus, 1993, p.7)

Such an incident reminds us of our experiences as children, either

through our own experience or those of others. Despite the fact that school

bullying is a very old phenomenon, until fairly recently bullying has received little

professional attention, particularly in North America. In fact, much of the

research that has been completed on bullying tended to be opinion pieces rather

than empirical research (Hoover & Hazler, 1991; Tritt and Duncan, 1997). As

stated in Chapter One, a resurgence of interest in this area came about partly as

a result of high profile incidents.

The following literature review endeavours to cover what is known to the

present time. It begins with a general discussion about the theories of

aggression, and is followed by a review of the literature as it relates to bullying.

Information as to the prevalence and/or frequency of bullying is provided. A

discussion about how bullies and victims differ in terms of personality

characteristics and family backgrounds is then outlined. A review of what is

known about the effects of victimization follows.   Intervention programs will then

be discussed. The final section introduces the concept mapping methodology

utilized in this study.

Theories of Aggression

As mentioned in Chapter One, disagreement exists in terms of how

bullying is defined. Most researchers, however, would probably agree that

bullying constitutes a form of aggression. In fact, in much of the existing

literature, the terms *bullying* and *aggression* are often used synonymously. It

would be important, therefore, to explore what is meant by the term *aggression*.

Aggression has been defined as "any form of behaviour directed toward the goal

of harming or injuring another living being who is motivated to avoid such

treatment" (Baron and Richardson, 1994, p.5). Four social psychological

theories that explore the nature of aggression include the following: a)

frustration-aggression hypothesis, b) social-learning theory, c) social

information processing theory, and d) coercive family interaction model.

a) Frustration-Aggression Hypothesis

The frustration-aggression hypothesis as described by Dollard (1939),

depicts aggression as the result of frustration that results whenever the

attainment of a wanted goal is blocked. The purpose of the aggressive

behaviour, therefore, is to remove the frustrating block. If it cannot be disposed

of, aggression might then be displaced on to another object.

A simple causal relationship between frustration and aggression,

however, does not always exist. As more research emerged, it became evident

that the frustration-aggression theory, unmodified, was not adequate to explain

all aspects of aggression. Because of this, a modification to the original

frustration-aggression hypothesis was proposed by Berkowitz in 1971, who

claimed that frustration created a state of readiness for aggression (i.e. anger

arousal), but that whether actual aggression occurred or not was dependent on the presence or absence of external cues in the person's environment at that time.

Since then, Berkowitz has further refined his theory, now known as *cognitive neo-associationism*. He has proposed that frustration is only one of a number of conditions that could produce negative effects, which in turn, could then lead to either an aggressive act or an escape/avoidance response. Furthermore, which response a person chooses to undertake depends on his or her genetic make-up, prior learning, and recognition of the elements or triggers in the situation that facilitate or inhibit aggression (Berkowitz, 1993; Eron, 1994; Association for Advanced Training, 1999).

b) Social Learning Theory

According to social learning theory, aggressive behaviour is the result of observational learning (Bandura, 1983). Bandura had children observe a confederate (unbeknownst to the children) acting aggressively toward an inflatable "Bobo" doll. When the children were later left alone with the doll, they displayed aggressive behaviours that were similarly exhibited by the confederate. Bandura had argued that observing the confederate was sufficient for social learning to occur. It was discovered, however, that imitation of the model was more likely to generate aggressive behaviour when certain conditions were present: imitation was more likely to occur when the model was seen as powerful, successful, liked and/or familiar to the child; when the model was of the same gender as the child; and when the model was rewarded for acting aggressively. For example, in one of Bandura's studies, the model received

either punishment, a reward, or no-consequence after acting aggressively. It was discovered that children in the reward and no-consequence groups were more likely to imitate the model's behaviour than children in the punishment group. However, when children were subsequently offered an incentive for acting aggressively, group differences did not exist and it was found that all children had learned the aggressive behaviour by observing the model (Bandura, 1983).

Studies on observational learning have also added controversy to the effects of television violence and how it relates to the expression of aggression. Although much of the research has not been consistent, it has most often supported the view that viewing violence increases aggressiveness. Huesmann and Eron (1986), for example, suggest that the amount of aggression viewed by children at age ten predicts aggression level at age thirty. Singer and Singer (1981), however, disagree, suggesting that the relationship between media violence and aggression could be bi-directional, that violent shows could increase aggressiveness, but that highly aggressive children might also prefer to watch violent shows.

The relationship, therefore, between these two factors, is complex. Horton and Santogrossi (1978) for example, discovered that imitative aggression was less likely to occur if children viewed violence in the presence of an adult who condemned it. Furthermore, earlier studies have shown that children who were initially high in aggressiveness were more likely to exhibit increased aggressiveness after viewing media violence than children who exhibited low levels of aggressiveness (Friedrich and Stein, 1973).

Despite the complexity of this issue, researchers at Brown University conducted a more recent study, confirming earlier findings, that young people who reported bullying other children on a frequent basis also reported that they viewed high levels of television violence (Brown University Child & Adolescent Behavior Letter, 1996).

c) Social-Information Processing Theory

According to social-information processing theory proposed by Crick and Dodge (1994), aggression results when processing of information as it relates to social cues goes awry. Maladaptive processing could occur at any of the following stages: encoding, interpretation, clarification of the goals of the interaction, identifying alternative responses, selecting a response, and enacting a chosen response. An example of this might be that highly aggressive children could interpret a person's intentions as hostile even when they were actually benign and, as a result, might generate aggressive solutions to a problem. This provides support for what has been described as the well-known *hostile attribution bias* (Slaby and Guerra, 1988). Subsequent research that has been done in the area of bullying has provided support for this finding (Bernstein & Watson, 1997; Dodge, 1986; Dodge and Somberg, 1987).

d) Coercive Family Interaction Model

According to Patterson, DeBarysche, and Ramsey (1989), aggressiveness in children could be attributed to certain coercive parent-child interactions. These researchers postulated that children learn aggressive behaviours from their parents or caregivers who model aggression through their

use of harsh parenting and/or who ignore or reinforce their children's aggressiveness in some way. Recent research that has been done in the area of family backgrounds of bullies has provided support for this view and will be described later in this review (Duncan, 1999; Schwartz, Dodge, Pettit, & Bates, 1997; Bowers, Smith, & Binney, 1992; Oliver, Oaks, & Hoover, 1994).

Conclusion

There appears to be evidence that learning has an important role in the development of aggressive and violent behaviour in children and adults. This does not mean, however, that learning by itself can account for the incidence of such behaviour in the world. Aggressive behaviour is determined by many factors: genetics, neuroanatomy, endocrinology, drug use, community influences, etc. No one of these factors by itself can explain violent behaviour as it exists today, much less predict who might engage in such behaviour. It is only when a number of variables converge that they provide the possibility that aggression may occur. Even such a convergence does not always predict occurrences of aggression. This is because so much remains to be known about how a person will respond with his given genetic endowments and previous learning experiences (Eron, 1994). Much more research is needed in this area.

Prevalence Studies

Much of the research published in the area of bullying has been in the form of opinion pieces, commentaries, and/or summaries (Batsche and Knoff, 1994; Hoover and Juul, 1993; McClure and Shirataki, 1989; O'Moore, 1990; Prewitt, 1988; Slee and Rigby, 1994; Wetherall, 1985; Yoshio, 1985). Very little

actual empirical research has been accomplished. Of this, much has been in the form of survey research.

Olweus (1978), a pioneer in the area of bullying, conducted the first extensive empirical study and developed a questionnaire that addressed the effects of bullying. He distributed the questionnaire, on a national basis, to schools in Norway. Between 25,000 to 50,000 students were eventually surveyed. He found that 15% of students reported either being a bully or being a victim "now and then", or more frequently. Of the 15% that were involved, 9% were victims and 7% were bullies. Using a stricter criterion of "once a week" or more, these numbers dropped to 3% reporting they were victims and 2% reporting they were bullies. Olweus' questionnaire (or its modified versions) continues to be widely used today.

Boulton and Underwood (1992), for example, administered Olweus' self-report "bullying inventory" to 296 children from 3 urban middle schools in the United Kingdom. About 21% of the children reported being bullied, and about 17% reported bullying others "sometimes", or more often. Reports of both bullying and being bullied were more prevalent among boys than among girls, and more prevalent among the younger group than the older group. The two most common forms of bullying were reported to be teasing and hitting/kicking. Most boys were bullied by other boys only, whereas girls were more likely to be bullied by children of either gender. Children also reported being bullied on the way to and from school, as well as at school. The majority of children who reported that they were bullied had not spoken about it either to parents or school officials. Children who had been bullied were more likely to report feeling unhappy, lonely, and to have fewer good friends.

Whitney and Smith (1993) also conducted a survey about bullying in the United Kingdom. Questionnaires were given to 6,758 students at 24 schools. The questionnaire closely followed the design used by Olweus (1991), but some changes were made to suit the British context and language. Twenty-seven percent (27%) of students reported being bullied at least "sometimes" during the term and 10% said bullying was happening at least once a week. Reports of bullying others were also about twice as high in junior/middle as compared to secondary schools.

Branwhite (1994) administered a survey to 836 adolescent students in the UK, who were enrolled in their first year of senior high school. He wanted to discover whether prevalence rates of bullying differed during the stressful transitional period that existed between primary and secondary school levels. Results indicated that 61.9% of the students reported having experienced repeated verbal and/or physical abuse from their peers after their first year of secondary school. In addition, much more peer abuse was reported at the secondary level than what had occurred at the primary level.

Rigby and Slee (1991) conducted a survey to determine the extent of bullying among 685 Australian school children between the ages of 6 and 16 years. Results indicated that 1 child in 10 was subjected to peer group bullying. Boys reported being bullied more often than girls. Attitudes toward victims were also examined in detail by using a 20-item Likert scale. Factor analyses of the responses resulted in three factors: negative attitudes towards victims of bullies, admiration for school bullies; and sympathy/support towards victims.

The nature and extent of bullying among primary school children and their self-appraisals of peer relations were also investigated in a separate study

conducted by the same researchers. In 1993a, Slee and Rigby administered a survey to 412 primary school children between the ages of 7 and 13 years. It was found that 10% of boys and 6% of girls admitted to being bullied and that 8% of those who were bullied reported that the episodes lasted 6 months or longer.

Results also confirmed the hypothesis that victims perceived themselves to have fewer friends, to be less popular, and to feel less happy while at school. A positive correlation was also obtained between the tendency to bully and friendship and popularity with peers, while a significant negative correlation was obtained with popularity with teachers (Slee and Rigby, 1993a).

Oliver, Hoover, and Hazler (1994) administered a survey to middle and high school students in small-town midwestern schools in the U.S. regarding factors that motivate and sustain bullying. Results indicated that participants tended to believe that victims of bullies were partly to blame for their own victimization. About 61% also believed that bullying made victims tougher. Both boys and girls tended to agree that bullies enjoyed higher social status than did victims.

A national survey on student victimization was conducted in the U.S. in 1993 by Westat for the national Center of Education Statistics (Nolin and Davies, 1996). Researchers wanted to discover the extent of victimization in U.S. schools as perceived by students. A total of 6,504 students in grades 6 to 12 were interviewed by telephone. Results indicated that 71% of students reported that bullying, physical attack, or robbery had happened at their schools; about 25% of students said they worried about becoming victims of crime and/or threats at their school; and about one student in eight was victimized at school.

Exposure to dangerous or threatening behaviour at school was the most common fear for students attending middle or junior high schools, students attending public schools, and students at larger schools (Nolin and Davies, 1996).

Charach, Pepler, and Ziegler (1995) surveyed schools in Toronto, utilizing similar questionnaires to those used in other countries, and discovered that 20% of children reported being bullied once or twice per term, and 8% reported being bullied regularly. These rates were similar to the rates of bullying in Great Britain, and twice those reported in Norway.

Other similar studies have also been completed in Norway, Sweden, and other parts of the United Kingdom to measure the rate of bully-victim problems. Great Britain had the highest rates of bully/victim problems, Sweden came in second, with Norway being third. Larger samples, however, are needed to draw any firm conclusions. What is clear is that bullying in schools is too high, and further information on causes, correlates of bullying and ways of reducing it is urgently needed (Whitney & Smith, 1993).

Characteristics of Victims

Researchers have suggested that certain victims display a particular pattern of characteristics and behaviours that differ from non-victims (Batsche and Knoff, 1994; Besag, 1989; Bernstein and Watson, 1997; Craig, 1998; Egan and Perry, 1998; Hoover and Hazler 1991; Horne and Socherman, 1996; Mynard and Joseph, 1997; Olweus, 1991; Perry, Willard, and Perry, 1990). Two different types of victims exist. The first type is extremely passive and never behaves aggressively. They tend to be seen by others as insecure, do not defend

themselves, and are rejected by peers. The label that is typically applied to

these children is that of *passive victims* or *low aggression victims* (Bernstein &

Watson, 1997; Perry, Kusel, & Perry, 1988). The second type describes a child

who is highly aggressive and tends to provoke the attack that is perpetrated by

peers. The label that is typically applied to this group is *provocative victims* or

high-aggressive victims (Olweus, 1991; Perry et al., 1988).

Physical Characteristics of Victims

One would expect that victims and non-victims might differ in terms of

their physical characteristics. This, however, has not been found to be the case;

victims were surprisingly similar to non-victims (Bernstein & Watson, 1997).

Besag (1989) discovered that victims had a tendency to be more clumsy and

exhibited poor motor coordination; differences in terms of physical appearance

or dress were not found. The only characteristics that were found to be

associated with victimization was that victims tended to be smaller and weaker

than their counterparts.

Personality, Intellectual, and Social-Cognitive Characteristics of Victims

Both passive and aggressive victims have been described as being

anxious and insecure and having low self-esteem. They also tend to withdraw

more easily, as well as be socially isolated (Olweus, 1991). Aggressive victims

are described as hyperactive and hot-tempered, whereas passive victims tend to

be sensitive, cautious, and unassertive (Bernstein & Watson, 1997; Olweus,

1991). In addition, both kinds of victims tend to be less able to control their

feelings and are more attention-seeking than non-victims (Lowenstein, 1978).

personality characteristics may be associated with temperamental and/or biological differences. Olweus (1993) also discovered that victims who were bullied over a long period of time tended to have high levels of the stress hormone adrenaline. This difference, according to Bernstein and Watson (1997) may be the result of being traumatized over a long period of time, rather than being a contributing factor.

It is not clear whether victims differ from other children in terms of intelligence. Roland (1989) has suggested that victims were less intelligent than non-victims. Although not all researchers agree with Roland's citation, some studies have shown that victims did tend to have lower grades in school (Olweus, 1991). Poor performance in school, however, may be due to the effects of being bullied. According to Farrington (1991) and Bernstein and Watson (1997), it is not uncommon for victims to be afraid of going to school, and that even if they do attend, concentration and subsequent performance could be affected.

Children who display victim characteristics also, according to Bernstein and Watson (1997), display various patterns of behaviours. When observed at play, they were seen to be passive and rarely initiated prosocial behaviour. Troy and Sroufe (1987) found that victims appeared to long for approval even when they were rejected, and would often continue to make ineffective attempts to interact with the victimizer. When they were hurt, passive victims would rarely fight back. Instead, they sought to continue the relationship. Thus, victims appeared to return again and again for continued abuse.

Characteristics such as low self-esteem, insecurity, and anxiousness may be the result of being bullied, rather than causing one to become bullied. Olweus (1978), however, disagreed: contending that these characteristics exist

in children before they become victims. In interviews with parents he found that boys who were victims were often described as cautious and sensitive during infancy.

Rigby and Slee (1993a) also investigated if self-esteem, level of happiness, and liking for school were related to victimization or bullying behaviour. Results were as predicted, that low levels of self-esteem were found among children who reported being victimized. The tendency to bully others was correlated negatively with happiness and liking school, but no relationship was found between bullying others and low self-esteem.

Egan and Perry (1998) conducted a short-term longitudinal study to test two hypotheses concerning this issue: i) whether low self-regard contributed to being victimized by peers, and ii) whether behavioural vulnerabilities (i.e. physical weakness, manifest anxiety, poor social skills) were more likely to lead to being bullied at times when children had low self-regard than when they did not. Two sets of questionnaires were administered to 189 boys and girls enrolled in Grades 3 to 7 in the fall of the school year (November), and again in the spring (April - May). The first set of measures was self-concept measures; the second set were reports of victimization and behavioural risk factors. Both hypotheses were supported, especially when self-regard was assessed in relation to self-perceived social competence. Furthermore, according to Egan and Perry (1998), the experience of being victimized over a period of time also led to diminished self-regard. Poor self-concept, then, may play an important role that displays itself in a vicious cycle serving to perpetuate and/or solidify a child's status as a victim of peer abuse.

Other factors, however, might also affect one's self-perceived peer social competence. First, according to attachment theory and self-verification theory, certain children with low self-esteem seek out social interactions with their attackers to confirm their low sense of self-worth (Bowlby, 1973; Egan & Perry, 1998; Swann, 1990). Troy and Sroufe (1987), for example, reported that some victimized children even invited a bully to aggress (i.e. "Aren't you going to tease me today? I promise I won't get mad"). The bulk of the research, however, does not support this finding. Although it may be true that certain individuals with low self-esteem may be prone to expect to be abused, they rarely actively seek out derogation (Egan & Perry, 1998).

Second, according to much of the research, children with low self-esteem may contribute to their own victimization by failing to assert themselves during conflict, or by exhibiting self-deprecating behaviour that bullies might interpret as an invitation to aggress. In other words, signs of sadness, fear, and social withdrawal might invite bullying (Bernstein & Watson, 1997; Egan and Perry, 1998; Perry et al., 1988).

Third, low self-perceived peer social competence may predict victimization, not because it encourages bullying behaviour on the part of the child, but because it is associated with an absence of friends or low popularity in one's own peer group; social status factors, then, may contribute to being victimized. Bullies, therefore, may target children who lack friends or who are seen to be unpopular (and who have low levels of self-perceived social competence), because such children might lack friends who might protect them from harm (Egan & Perry, 1998).

Perry et al. (1988) also conducted research in the area of peer rejection and peer victimization. To assess children's victimization and aggression, a modified version of the Peer Nomination Inventory was administered to 165 boys and girls in the third through to sixth grades. Results indicated that about 10% of the children were classified as extremely victimized. Age and gender differences were not found to be significant. Children's victimization scores, however, were found to be negatively correlated with peer acceptance and positively correlated with peer rejection. Victimization scores were found to be uncorrelated with aggression scores.

An interesting finding from this study was that some of the victims who were categorized as having been severely bullied also received numerous peer nominations as being the most aggressive. These children often got other people into trouble; they picked fights, assaulted and pushed others around, were easily angered, etc. Other extreme victims, however, were depicted as being the opposite; passive, anxious, and insecure. This finding provided support for Olweus' (1978) contention that two distinct types of victims exist: passive victims and provocative victims (also known as bully-victims).

What was also interesting was that Perry et al. (1988) discovered that provocative victims were found to be the most disliked and rejected of the entire peer group. Such children, according to Perry et. al (1998), exhibited a greater risk of developing later behavioural problems than that of passive victims.

Further support for this distinctive category was provided by a study that was completed by Mynard and Joseph (1997) who investigated personality traits of victims, bullies, and provocative victims (also described as bully-victims). One hundred and seventy-nine children (179) ranging in age from 8 to 13 years

of age who were attending schools in the UK completed the *Bullying-Behaviour Scale* and *Peer-Victimization Scale, Self-Perception Profile for Children,* and the *Junior Eysenck Personality Questionnaire.* Results indicated that 11% were classified as bullies, 20% as victims, and 18% as bully-victims. Bullies scored lower on the lie scale, victims scored lower on the extraversion scale, and bully-victims scored higher on the neuroticism and psychotism scales than children who were not involved in bullying. These data further provide support that bully-victims are a distinct group, separate from that of bullies and/or victims, and that they also differ in terms of their personality characteristics.

In terms of victimization, there is also a group of children that appears to be consistently bullied over long periods of time, and that this occurs even when they switch classes and/or schools, and are thus interacting with a different group of peers (Bernstein & Watson, 1997). In Perry et al.'s (1988) longitudinal study, for example, it was found that children who were victimized in Grade 3 were also victimized in Grade 6. Olweus also found similar results in an earlier study, that boys who were victims in Grade 6 still remained victims 3 years later in Grade 9.

It has also been found that bullies seem to be able to distinguish between children who are potential victims and those who are not, and that they view these children differently (Bernstein & Watson, 1997). Perry et al. (1990) administered surveys to children enrolled in Grades 4 to 7. They were asked to imagine the consequences of various hypothetical aggressive situations. Results showed that aggressive children viewed victims as being more likely to provide rewards for aggression that were framed in signs of suffering and lack of retaliation. Taking lunch money from a victim was viewed as more rewarding

than taking the same item from a non-victim. This pattern of having a different view of victims and non-victims is not limited to children who bully others. Those who do not bully others also have similar attitudes about victims. Although they displayed low levels of overall aggression, the aggression they do display is targeted against victims (Perry et. al., 1990).

Summary

The research seems to indicate that victims of bullies display certain characteristics and behaviours. Children who are victims typically display personality characteristics of being anxious and insecure, which may provide a signal to others that they are targets. Other common features of victims include having an insecure attachment pattern, being withdrawn, and behaving passively and/or submissively. In terms of physical features, much of the research had suggested that victims do not reliably differentiate from non-victims. The only exception is the finding that victims appear to be smaller and weaker than that of non-victims. Victimization also appears to be a stable feature, as it is not uncommon for children who were victimized during childhood to be victimized during their adolescence. Finally, the existence of a victim pattern is also supported by the fact that victims are easily identifiable by others. Both bullies and non-bullies were accurate in recognizing which children were potential victims (Bernstein & Watson, 1997).

To conclude, an example of a typical victim might be described in the following manner:

> "He or she generally plays alone at recess and is tentative in
> approaching other children but desperately wants to please others
> and be included. The child cries easily and is reluctant to fight
> back when being harassed. Yet, this child may continue to

attempt to please a bully even after being victimized. Because
of his or her low self-esteem, the child may even believe that
being the target of harassment and social isolation is inevitable"
(Bernstein & Watson, 1997; p.490).

The research presented thus far has provided evidence that certain children who

are victims have certain personality characteristics that distinguish them from

other children. This is also true for those who have been described as bullies.

In order to explore these patterns further and to determine how bullies might

relate to others, it is important to explore the personality characteristics of such

individuals.

Characteristics of Bullies

Bullying has been viewed as a component of an antisocial and rule-

breaking (conduct-disordered) behaviour pattern (Olweus, 1997). Given this

perspective, predictions have been made that young people who bully others run

a greater risk of criminality and/or substance abuse (Batsche & Knoff, 1994;

Loeber & Dishion, 1983; Olweus, 1997). According to Olweus (1997), follow-up

studies with bullies provide support for this viewpoint. Approximately 60% of

boys who were classified as bullies during grades 6 - 9 had been convicted of at

least one crime by the age of 24. Even more telling, 35 - 40% of boys that had

bullied others had three or more convictions by this age, while this was true for

only 10% of boys who were neither bullies nor victims during the same stated

grades. Boys who were classified as bullies, therefore, had a fourfold increase

in the level of serious as well as repeat offenses (Olweus, 1997). Children who

were classified as victims, on the other hand, had an average or somewhat

below average level of criminality during their young adulthood years (Batsche &

Knoff, 1994; Olweus, 1997).

According to Olweus (1993) and Bernstein and Watson (1997), about 7% of children in elementary and junior high school regularly bully other children. Just as there are two types of victims, there are also two types of bullies: active bullies and passive bullies. Active bullies, for the most part, initiate aggression. Passive bullies are usually participators (sometimes described as the bully's henchmen) with active bullies, but for the most part do not initiate aggression. Passive bullies have also been referred to as *anxious bullies,* because they have been known to be more insecure and unpopular.

Personality Characteristics of Bullies

Active bullies typically display characteristics that are opposite of victims. They are generally older children. According to Bernstein and Watson (1997), bullies tend to display little empathy for peers. They have also been known to positively value violence and have histories of being aggressive towards teachers, parents, and siblings. Olweus (1993) also found that they exhibited high levels of impulsiveness and high needs for domination.

In contrast to victims, according to Olweus (1993) and Bernstein and Watson (1997), bullies exhibit very little anxiety and insecurity. This was a surprising finding for most researchers, since it goes against a commonly held belief that bullies have low self-esteem. This may be due to the fact that bullies often report that they enjoy being a bully and perceive their actions as justified (Batsche & Knoff, 1994; Greenbaum, 1987). They receive both reinforcement (goal attainment) and negative reinforcement (removal of threat). It may also be that bullies feel more secure because bullying others provides them with a sense of control (Batsche & Knoff, 1994).

Olweus (1978) conducted a number of studies in this area and concluded that bullies were similar to well-adjusted children in terms of levels of self-esteem. He did say, however, that it may still be possible that bullies were insecure, but that their "lack of security laid so deep that neither the bullies themselves, their mothers, nor their teachers seemed to notice it" (Olweus, 1978, p. 116). He further contended that even if the bullies did exhibit low self-esteem, that it may be of a different quality from that of victims. Researchers have studied this and have obtained inconsistent results.

Slee and Rigby (1993b) for example, examined Eysenck's factors of extraversion, psychoticism, and neuroticism, with reference to self-esteem in relation to bullying or victimization. The Junior Eysenck Personality Inventory and Coopersmith Self-Esteem Inventory were administered to 87 children (aged 10) enrolled in elementary school. Tendencies to bully and/or be victimized were assessed by questionnaire and nomination by teachers. Results indicated that the tendency to bully was associated with psychoticism while the tendency to be victimized was significantly associated with introversion and low self-esteem. The bully's self-esteem, on the other hand, was found to be similar to that of normal children and, according to the above researchers, is maintained by the sense of power they gain through dominating and humiliating those who were deemed to be *weaker* than themselves. The clinically significant results obtained in reference to the psychoticism scale confirms earlier findings that the personality make-up of the bully often reflects a sensation-seeking, insensitive and uncaring individual who holds a positive attitude towards violence and violent means (Olweus, 1997; Slee & Rigby, 1993b).

A different investigation was conducted three years later, resulting in slightly different findings. Rigby and Cox (1996) administered questionnaires to 763 students between the ages of 13 and 17 years of age attending high school in Australia. Anonymous answers were provided on the following measures: i) the extent to which they bullied others while at school, ii) their level of self-esteem, and iii) how often they engaged in delinquent activities. Results indicated that girls reported less delinquent behaviour than boys. In reference to self-esteem, it was found that among girls, but not boys, low levels of self-esteem were associated with reported bullying behaviour. This may be due to the fact that a higher level of approval for bullies exists among boys, but not girls. Other results showed that those who reported committing delinquent acts also reported low self-esteem.

A very recent study conducted in Finland by Salmivalli and Kaukiainen (1999) offered a different but interesting perspective on this issue. They hypothesized that there was more than one type of high self-esteem, the healthy type and the unhealthy type. A healthy self-esteem was described as "one's overall acceptance of oneself and feelings of worthiness and self-confidence" (p. 1268). Unhealthy or false (although seemingly high) self-esteem, on the other hand, was described as an "aggrandizing, narcissistic view of self" (p. 1268). This type of self-enhancement (operationalized as a tendency to evaluate oneself in an overly positive light) was related to maladjustment, poor social skills, and hostility (Colvin, Block & Funder, 1995).

Baumeister, Smart, and Boden (1996) described this as the "dark side of high self-esteem". According to these researchers, aggression and/or bullying could be a result of "threatened egotism" - that is, when a person's highly

favourable views of self were threatened or challenged by others. Inflated beliefs of one's superiority, then, rather than high self-esteem per se, might be prone to threats, and as a result, lead to aggression.

In order to explore this issue, Salmivalli and Kaukiainen (1999) administered questionnaires to 316 students enrolled in grade 8. Three dimensions of self-esteem were measured: self-evaluated self-esteem, peer-evaluated self-esteem, and defensive egotism. Results indicated that the three measures were, indeed, three separate entities. Results obtained for *active bullies* did not indicate they experienced either high or low self-esteem. It was defensive egotism, however, that differentiated them from *passive bullies* as well as other non-aggressive children. Both self and peer-evaluated self-esteem measures showed that active bullies tended to exhibit narcissistic as well as self-aggrandizing tendencies. Other results indicated that children who defended victims of bullying manifested the healthiest levels of self-esteem. Expected results were found for victims: that students with low self-esteem (those who scored lowest on all three dimensions) reported being victimized the most.

The relationship between self-esteem and bullying behaviour still remains unresolved. Much more research, therefore, needs to be conducted, in terms of how self-esteem is defined and how it may be related to bullying and/or other types of aggressive behaviour.

Social-Cognitive Skills and Behaviour Patterns of Bullies

As noted previously, bullies may also differ in terms of how they process information, particularly on a social level. Dodge (1986) conducted research in the area of children's processing styles and resulting behaviours as it pertained

to a group task and an ambiguous provocation scenario. Children who were previously rated by teachers and/or peers as being aggressive were compared to non-aggressive children in terms of how they responded to questions concerning situations depicted on a video. Each child also participated in a group task and situation that involved a contrived ambiguous provocation by a peer. Results showed that aggressive children exhibited a hostile attribution bias when they were involved in interactions with others, and also interpreted ambiguous events as being intentionally harmful (Dodge, 1986; Bernstein & Watson, 1997). This provided support for Deluty's (1981) study, where he discovered that aggressive children were just as able to generate alternative solutions to interpersonal dilemmas as other children, but that the majority of these solutions tended to be aggressive in nature.

Based on the above findings, Dodge and Somberg (1987) conducted further studies to explore whether these hostile attribution biases and cue interpretation deficits would be exaggerated under conditions of social anxiety and threat. A number of standardized, video-recorded vignettes depicting various situations were administered to aggressive and non-aggressive boys to determine attributional tendencies and social cue interpretation skills. Results indicated that, compared to non-aggressive boys, aggressive boys exhibited a bias towards attributing hostile intentions to peers, a deficit in accurately interpreting other people's intentions, and a deficit in linking interpretations to behavioural responses.

Slee (1993) obtained similar results on social cognition and bullying. Results indicated that bullies, victims, and normals differed in their attribution for control for explanations of bullying behaviour. Both bullies and victims produced

fewer solutions to hypothetical aggressive acts against themselves than did the normal children, although the results were not statistically significant. Results, however, were still consistent with previous results done in this area, that both bullies and victims have fewer options in terms of responding to aggressive behaviour as compared to other children.

Differences were found when bullies, victims, and normal children were asked to select solutions about what they would do if they were bullied. Although all children chose a socially approved non-aggressive solution as their first choice of what to do, bullies were significantly more likely than victims or normal children to choose an aggressive response as their second choice. This finding was consistent with research that was previously conducted (Dodge, 1986; Dodge & Somberg, 1987; Deluty, 1981). It appears, therefore, that under ideal situations, all children will opt for a non-aggressive response to provocation, but if the circumstances are less than ideal, bullies are more likely to choose an aggressive response.

Results also indicated that bullies and victims differed in their beliefs about the consequences of responding to conflict with aggression. Bullies believed that doing so would "get them into trouble", whereas victims believed aggressive responses only encouraged retaliatory action, that it would escalate the conflict (Slee, 1993). This finding was consistent with findings by Perry et al. (1990), that victimized children provide their attackers with tangible rewards and signs of distress. If victims back down or submit in the face of aggression they will, according to Slee and Rigby (1993a), be rewarding their aggressors as well as encouraging further victimization.

A study investigating self-reported cooperativeness and its relationship to peer abuse at school was conducted by Rigby, Cox, and Black (1997). A questionnaire was administered to 763 high school students enrolled in two schools in Australia. As expected, correlations and multiple regression analyses supported the hypothesis that low levels of cooperativeness were characteristic of both boys and girls who indicated that they bullied others. Low levels of cooperativeness, though to a lesser extent, were also found among those who were frequently bullied.

Cooperativeness was defined in this study as being able to act in a coordinated way at work, leisure, or in social relationships (Rigby et al., 1997). According to these researchers, bullies and victims may share the tendency to be uncooperative, that bullies prefer to dominate rather than cooperate, and that victims lacked basic skills that were associated with being cooperative, such as being able to make friends. They also stated that children's unwillingness or incapacity to cooperate invited aggression from others, that they lacked the social support necessary to deter bullies. They also agree, however, that being bullied repeatedly contributes to loss of self-esteem and increased isolation and that it is more difficult, if not impossible, to cooperate with others when one is being attacked. Victims should not be blamed for their victimization; caution, therefore, needs to be exercised when drawing conclusions from the above findings (Rigby et al., 1997).

The research described so far has shown that certain children who have been described as either victims or bullies have certain personality characteristics that do, in essence, set them apart from other children. In order to further explain this phenomenon, it would be important to examine to what

extent family background might also contribute to the experience of being bullied.

Family Backgrounds of Victims and Bullies

Bowers, Smith, and Binney (1992) conducted a study to determine whether the dimensions of parental power and cohesion, as perceived by children, were related to their bully/victim status at school. A sample of 20 bullies, 20 victims, 20 bully-victims, and 20 control children completed a version of the *Family System Test* (FAST) to establish how they perceived their families on the dimensions of power and cohesion.

Materials used in this study consisted of a wooden board, eight larger wooden figures (4 representing adult men and 4 representing adult women), and 12 smaller wooden figures (six representing girls and six representing boys) and some cylindrical blocks, varying in height. Each child was interviewed individually, and asked to place wooden figures on the board to make a picture of their family. They were told to make a picture that showed how close everyone felt to each other. Family portrayals were then documented on recording sheets.

Results indicated that victims displayed plots that did not show separation of figures, indicating the possibility of enmeshment in terms of their family structure. Their mean cohesion scores, however, did not differ from those of control children, but their patterning showed some difference in that control children allowed for more separation for some family members. It was also found that victims showed their fathers to be in a more powerful position than

their mothers, but like controls, did not see siblings or others in particularly powerful positions.

Bullies, on the other hand, showed low cohesion scores, perceiving their families as spread out, with one or more members often in a corner of the plot. Children in these families tended to have biological fathers who did not live in the home (50% compared to 15% of control children). Such results, according to these researchers, suggest a disengaged family structure. Like victims, these children perceived their fathers (if they had contact with them) as more powerful than their mothers, but unlike victims, they saw their siblings and other people in their lives as more powerful than themselves.

The cohesion scores for bully-victims, on the other hand, were not as low as those found for bullies, but were similar to bullies in that these children relegated many family members to the sides or corners of the plot. When the father was present, he was seen as more powerful than the mother, but neither parent was seen as powerful in comparing either one of them to himself/herself. Bully-victims, therefore, showed the highest power scores for self, when compared to victims, bullies, and controls. Other family members (but not siblings) were seen as weak or powerful.

To summarize, results from the above study indicated that victims came from families that were perceived as over-inclusive (but not lacking in warmth), while bullies have families that were perceived as less warm with more structured hierarchical power relations. Bully-victims also showed similar results to those found in bullies. There was some evidence of perceived marginalization of some family members, but with less powerful parental and especially mother figures. Bully-victims showed more in common with bullies than with victims, and

displayed characteristics that clearly distinguished them from pure victims or pure bullies. More extensive research, however, is needed to be done with the FAST, in order to determine how family factors interact with child personality factors in terms of their contribution to bully/victim problems.

Oliver, Oaks, and Hoover (1994) discussed family themes and patterns in their study and agree with the above researchers that victims came from families that were overly involved or enmeshed. It is still not clear, however, whether closer relations with parents precedes, follows, or both precedes and follows victim status. Findings by Olweus (1993) showed that victimized boys tended to have closer relationships with their mothers than non-victimized boys. These mothers also tended to treat their sons as younger than their age. It is also interesting that the parenting styles for these children were also seen to be controlling and restrictive. Fathers of these boys were described as being hostile and/or indifferent.

Troy and Sroufe (1987) also found that victims tended to have insecure parent/child attachment patterns. In their relationships with their parents, victims experienced inconsistency that involved a pattern of responsiveness and rejection. The responsiveness kept them from giving up on relating to their parents; the rejection taught them to how to be victims.

As part of a longitudinal study of children's social development, Schwartz, Dodge, Pettit, and Bates (1997) conducted a prospective investigation of early family experiences of boys who later emerged as provocative victims (bully-victims) during their middle childhood years. The researchers hypothesized that a history of abuse imposed by parents and/or caregivers led to emotional dysregulation that then resulted in aggressive behaviour as well as victimization

by peers. Interviews were conducted with mothers of 198 five-year-old boys in the summer before the children began kindergarten. The interview consisted of open-ended questions regarding the child's developmental history, socialization, and family background. The mother was also asked to respond to questions regarding the type of discipline strategies that she used, how often she utilized a particular type of discipline, and the severity of punishment of the child. Next, the mother was asked to respond to items that assessed the child's exposure to conflict, violence, and/or stress in the home and/or neighbourhood. The interviewer also rated the degree of conflict between the mother and her husband/partner. The probability that the child had experienced any form of physical maltreatment was also rated.

During the home visit, the interviewer observed mother-child interactions. The interviewer, for example recorded whether a specific behaviour occurred, such as "shouts at child", "tells child to pay attention", "expresses overt hostility towards child", etc. Maternal warmth was also rated in a similar manner. Examples include: "Speaks to child in positive tone", "initiates positive contact with child", etc. In order to increase inter-rater reliability, a second interviewer accompanied the primary interviewer for 56 of the 198 interviews. The children were then followed for 5 years with a variety of measures obtained each year.

Four to five years after the initial interviews were conducted, aggressive behaviour and peer victimization were assessed in the school classroom by using sociometric interviews with the particular child's classmates. Each child in the class was given a copy of the class list and asked to nominate 3 peers who fit three particular victimization descriptors (i.e. "gets picked on", "gets teased", and "gets hit or pushed") and each of three aggressive behaviour descriptors

(i.e. "starts fights", "says mean things", and "gets mad easily"). The children also nominated "liked" and "disliked" peers.

A victimization score and aggression score was then calculated for each child, as well as the total numbers of received liked and disliked nominations. Based on these data, children were classified as aggressive victims (provocative victims), passive victims, bullies (aggressive non-victims), and normative contrasts. Early experiences of 16 provocative victims were then contrasted with those of 21 passive victims, 33 bullies, and 128 normative boys. Results indicated that the provocative victim group experienced more punitive, hostile, and abusive family treatment than the other groups. In other words, boys who emerged as provocative victims in Grades 3 and 4 were found to have had pre-school histories of harsh, disorganized, and potentially abusive environments. Mother/child interactions in these homes were described as hostile and restrictive or overly punitive. Conflict was also present in the interactions between the mothers and their spouses/partners.

In contrast, the non-victimized aggressive group (bullies) experienced greater exposure to adult aggression role models and parental conflict, but did not experience victimization or abuse.

No differences were also found between the early family experiences of passive victims and normative boys. Results did indicate, however, that passive victims had limited exposure to aggressogenic socialization type experiences. Contrary to their hypotheses, the researchers did not find evidence that the parents of these boys were overly controlling or restrictive.

Due to limitations, this study provided only limited information on the socialization processes that could lead to submissive/passive or aggressive

tendencies. More work in this area is needed. For example, it would have been interesting if the researchers had been able to assess the presence of overprotective parenting and/or enmeshment as part of their original interviews since these aspects of family experience may predict later passive victim status (Bowers, Smith, & Binney, 1994; Olweus, 1993; Schwartz et al. 1997).

Duncan (1999) also conducted a study to determine whether there was a link between childhood abuse and bullying. In this retrospective study, 210-college freshman completed questionnaires that assessed childhood abuse and childhood peer victimization. Results indicated that approximately half of the college freshman questioned had been victims of bullying at some point in their childhood. Males and females were equally likely to report having been bullied, with participants reporting Grade 7 as the worst grade for bully victimization. Forty-seven percent (47%) of the victims also stated that they avoided places or activities where they believed they would encounter the bullies. Forty-six percent (46%) of those questioned also stated that, as young adults, they still continued to think about the bullying, despite being away from the persons involved (Duncan, 1999). It was also discovered that those who were bullied at school, in addition, experienced higher rates of emotional and physical abuse by parents (particularly by the mother) than those who were not bullied. These findings may provide some support to the research conducted by Olweus (1993) and Rigby (1993) in which poor family functioning, negative attitudes toward their mothers, and poor family communication were reported by victims of bullying.

Because this study was retrospective, it was important to consider limitations when interpreting the results. As a correlational study, it did not allow for the determination of a causal relationship between childhood abuse

experienced during childhood and later victimization or later emotional distress. It is possible that being abused makes a child more vulnerable to bully victimization or vice versa. Furthermore, there may be other variables to consider, such as temperament, which makes a child more vulnerable to both types of childhood victimization. Unknown third variables, therefore, may be at play in studies such as these (Duncan, 1999).

Rigby, Slee, and Cunningham (1999) also conducted a study to determine if parental characteristics were related to their children's peer relations. The *Parental Bonding Instrument* (PBI) and *Bully, Victim, and Pro-Social subscales* were administered to children and their parents. Results were as expected: that over-protection, on the part of parents, was associated with being bullied at school. Findings were consistent with an earlier study that was conducted by Bowers et al. (1992).

Much of the research that has been done suggests that children who become bullies have been raised in an environment in which parents or caregivers were either hostile or uninvolved (Bernstein & Watson, 1997). According to Olweus (1991), three parental qualities contribute to bullying behaviour in boys. The first is negativity imposed by parents during the first five years of life. Parents who were rated as hostile and rejecting, or cold and indifferent were found to have children who were more likely to exhibit bullying behaviour against peers and/or teachers. The second quality was found to be parental tolerance of aggression. Parents who were tolerant of their children's aggressive behaviour, or who did not set clear boundaries of what was appropriate, also had children who tended to exhibit aggressive behaviour. The third quality was that parents of aggressive children tended to utilize power-

assertive methods of discipline. Boys who were subjected to physical forms of punishment, threats, and/or violent outbursts were more likely to be aggressive. It may not be uncommon, therefore, for such children to either feel rejected or to model what they have learned by abusing others (Bernstein & Watson, 1997; Horne & Socherman, 1996; Olweus, 1996).

It is not surprising, therefore, to discover that bullies generally have an anxious-avoidant attachment pattern (Troy & Sroufe, 1987). As stated earlier in this chapter, certain victims also display an anxious-avoidant attachment pattern. As yet, it is not possible to determine in a precise manner who will display bully or victim behaviours. Some researchers believe that a child's physical and psychological traits are important determinants (Bernstein & Watson, 1997; Horne & Socherman, 1996; Troy & Sroufe, 1987). Family problems, conflicts between parents, divorce, psychiatric illness, substance abuse problems, etc., also contribute to children becoming bullies (Bernstein & Watson, 1997; Horne & Socherman, 1996; Olweus, 1993; Troy & Sroufe, 1987).

To summarize, there appears to be some evidence that bullying is "intergenerational", in that a bully at school is often a victim of bullying at home (Batsche & Knoff, 1994; Greenbaum, 1987; Olweus, 1997; Troy & Scroufe, 1987). Bullies come from homes where parents prefer physical means of discipline (authoritarian), are either hostile and rejecting, or hostile and permissive, have poor problem-solving skills, and often teach their children to fight back when they are provoked (Batsche & Knoff, 1994; Floyd, 1985; Greenbaum, 1987; Loeber & Dishion, 1984). Bullying behaviour at school, therefore, may be viewed as a potential warning that family problems may be in existence and action may need to be taken to address these issues.

Effects of Victimization

Effects on Psychological Health

In the short-term, victims typically suffer from physical as well as psychological distress, have difficulties concentrating, and typically fear going to school (Olweus, 1993, Besag, 1989). Olweus (1993) discovered that boys who were victimized between Grades 6 to 9 had higher levels of depression and low self-esteem when they were 23 years of age than those who had not been bullied. This occurred even though these young men were no longer victims of direct or indirect forms of bullying. These results may suggest that these victims may have internalized the bullies' negative evaluations of themselves from their childhood.

The relationship between these traits and behaviours, however, is still unclear. Did these victims exhibit low self-esteem before they became victims, meaning that it was not a consequence of being victimized? Although this may be possible, it is still not clear why victims tended to exhibit higher levels of depression, as indicated above. No studies have been done that demonstrate whether children who become victims were initially more depressed than their non-victim peers.

Neary and Joseph (1994), for example, assessed peer victimization and its relationship to self-concept and depression. A questionnaire was administered to 60 girls attending a convent school in Ireland. Results indicated that those who indicated they were frequently bullied also reported lower levels of self-esteem as well as higher levels of depression.

Slee (1995) also assessed various aspects of peer relations and depression by administering questionnaires to 353 children enrolled in

elementary school. As predicted, the tendency to be victimized was found to be significantly related to feelings of depression. This finding supports other studies that have been done (Boulton & Underwood, 1992; Hoover & Hazler, 1991; Olweus, 1993), suggesting that psychologically damaging effects may exist for those children that are being bullied over a long period of time. Results, however, also indicated a significant relationship between depression and the tendency to bully.

Rigby and Slee (1999) recently conducted a study to assess relationships between suicide ideation and involvement in bully-victim problems at school. Questionnaires were administered to Australian high school students between the ages of 12 and 16. Results indicated that those who were frequently bullied at school and felt unsupported by others when they had a problem were more likely to experience suicidal ideation than those who were not bullied. It was also discovered that those who bullied others were also at risk of more than average levels of suicidal ideation, but this applied to boys only.

The results of this study were consistent with earlier studies that low psychological well-being, of which suicidal ideation is an extreme manifestation, is commonly viewed, at least by students, as a consequence of being bullied. This study also indicated that low social support may be a significant contributor to suicidal ideation for both boys and girls. Longitudinal studies in this area are needed in order to determine which, if any, of the psychosocial factors associated with being bullied have a causal influence. Earlier studies, for example, have suggested that family dysfunction or strained relationships with parents were also implicated in the development of bully-victim problems and suicidal ideation (Olweus, 1993; Rigby, 1993; 1994). Furthermore, the

implications of the present research suggest that implementing or improving

social support systems may be useful in reducing suicidal ideation. Lewinsohn,

Rohde and Seeley (1993), however, have argued that suicide is a function of

multiple risk factors. Adverse peer relations, especially in situations where social

support is lacking, could be considered as such a risk factor.

Kaltiala-Heino, Rimpela, Marttunen, Rimpela, and Rantanen (1999) also

discovered an increased incidence of depression and severe suicidal ideation

among both those who were bullied and those who were bullies. A modified

version of the Beck Depression Inventory as well as two questions assessing

whether they bullied others or were bullied was distributed in the form of a survey

to 16,410 students in two regions in Finland. Results indicated that depression

and severe suicidal ideation were more common among those who indicated

they were being bullied and among those who indicated that they bullied others.

The highest risk for suicidal ideation, however, existed for those who indicated

they were both bullies and victims. These researchers also discovered that even

infrequent or occasional involvement in either being bullied or bullying others

increased the likelihood of suicidal ideation that was independent of depression.

Being chronically bullied, then, according to Kaltiala-Heino et al. (1999), is likely

to contribute to high levels of stress and/or depression, which in turn, could also

attract further negative attention and rejection. Depression, then, can be both a

result of, as well as a reason for being bullied. As stated previously, longitudinal

studies are needed to study causality.

Craig (1998) also conducted a study in this area and discovered that

victims not only reported higher levels of anxiety and depressive symptoms than

that of bullies, but that the level of anxiety of victims increased with each attack.

The anticipation of another attack by a peer, therefore, could contribute to continued feelings of anxiety, depression, and/or helplessness.

Sharp (1995) also conducted a study to evaluate how stressful students found bullying to be and how children coped with being bullied. A questionnaire addressing this issue was administered to 723 high school students in the United Kingdom. Results indicated that 11% of adolescents who were bullied found the experience to be extremely stressful. Most students reported feeling irritable as a result of being bullied, but approximately one-third indicated they continued to feel panicky or nervous while at school, had difficulties with concentration and experienced recurring memories of the incident. Over half of those who were surveyed indicated they utilized coping strategies when they were being bullied, while the other half indicated they did not know what to do.

The effects of this stress on those who are bullied, therefore, are evident. Students who were anxious, who exhibited difficulties with concentration, or who were worried about when and where they might encounter their next attack, were less likely, according to Sharp (1995) to achieve their full potential academically or socially. Sharp (1995), however, also states that individuals who experienced high levels of stress when they were bullied might also have experienced high levels of stress generally. Whether or not this is true, the important issue is that intervention is clearly needed to deal with this vulnerable group.

Effects on Physical Health

Forero, McLellan, Rissel, & Bauman (1999) also conducted a recent study to determine if there was a relationship between bullying and psychological

and/or physical health. Surveys were administered to 3,918 students attending schools in Australia. Results indicated that 24% of students reported they bullied other students, 12.7% were bullied, 21.5% reported they were both bullied and bullied others, and 42.4% reported they were neither bullied or bullied others. More boys than girls reported bullying others as well as being bullied. As expected, being bullied was found to be associated with increased psychosomatic symptoms, such as headaches, stomach aches, backaches, dizziness, feelings of sadness or irritability, anxiety, and sleep difficulties. Results also showed a statistically significant relationship between bullying behaviour and psychosomatic symptoms and smoking, with those students who both bullied and were bullied reporting the highest frequency of symptoms. Overall, bullies reported they disliked school; victims, however, reported they liked school, but felt alone. Those who were both bullied and who bullied others (bully-victims) exhibited both characteristics, that they disliked school as well as felt alone. This group, as previously stated, when compared to the other two groups, exhibited the most psychological and psychosomatic symptoms.

Williams, Chambers, Logan, and Robinson (1996) also conducted a similar study to explore the relationship between common health symptoms and the experience of being bullied. School nurses conducted interviews with 2,962 primary school children as to their experience of being bullied as well as symptoms of ill-health. Questions from a structured questionnaire were read out to the children. Results indicated a strong relationship between being bullied and having physical symptoms. Those who reported being bullied, for example, reported having headaches, tummy aches, sleep problems, and incidents of bed-wetting.

Rigby (1998a) also explored the relationship between health and involvement in bully/victim problems. An anonymous questionnaire was administered to 819 Australian high school students. Results indicated that girls who were victimized reported having the highest levels of emotional distress and adverse health effects. Compared to those who were not bullied, victims of both genders indicated significantly worse mental and physical health. Among boys only, bullies reported experiencing poorer health. As in previous studies in this area (Forero et al., 1999; Kaltiala-Heino et al., 1999; Rigby, 1998b; Williams et. al, 1996) victimized boys who were bullied reported a higher incidence of headaches. In addition, both boys and girls who were bullied reported a higher incidence of mouth sores, possibly induced by stress.

Consistent with earlier studies, however, emotional reactions differ amongst girls and boys, with boys frequently reporting they were not bothered by being bullied and that they did not feel sad as a result. Girls, however, were more likely to report that their health had been affected by their experience of being bullied. One possible reason for this may be that boys may need to display a socially desirable "macho image" of themselves and may, as a result, deny the hurt they may actually be experiencing. Results from this study, however, did not support the generally found view that bully-victims suffered the highest level of ill health (Rigby, 1998a).

Since all of the above health-symptomology studies utilized cross-sectional research designs in their investigations, inferences regarding the direction of causality cannot be made. It is unclear, for example, from many of the above studies as to whether having poor health leads to being bullied, or whether being bullied leads to poor health. It is possible that either or both of

these factors are at work. Previous research, however, that has utilized longitudinal research designs has shown that victimization does, indeed, have adverse effects on the mental health of children. Olweus (1997), for example, found that being bullied during primary school had long-term negative consequences on adolescent self-esteem.

Kochenderfer and Ladd (1996) also conducted a short-term longitudinal study and concluded that being bullied led to maladjustment, and not the other way around. Of those who indicated they were bullied weekly, 62% of boys and 76% of girls reported they felt angry or sad as a result of being bullied, and 16% of boys and 31% of girls reported they stayed away from school because of being bullied.

To summarize, the view that being bullied could affect a child's mental and physical well being is consistent with what has been found in previous studies (Dawkins, 1995; Dawkins & Hill, 1995; Williams et al., 1996), as well as recent studies (Forero et al., 1999; Kaltiala-Heino et al., 1999; Rigby, 1998a). Very few would argue that being bullied is a stressful experience.

Very little academic research, however, has been conducted to determine long term outcomes of being bullied, other than earlier studies done by Olweus (1978) and Farrington (1991), who found that men who had been victims as young teenagers were more likely to have children who were also victims, as compared to other men who were not victimized as children. Further research in this area, therefore, is definitely needed.

Intervention Strategies

Traditional advice given to children who were bullied was that they should either walk away and ignore it, or that they should stand up to their attackers by fighting them. Much more, however, needs to done in this area. It is difficult, for example, for certain children to be assertive; for them, avoidance or running away from the bully is easier. Above all, children who are bullied need assistance to deal with the issue. Children who bully others need assistance as well, and the cost of not intervening may be greater than suspected. According to Saunders (1997), children who were bullies grew up to have more arrests for drunk driving, spousal abuse, and child abuse than did other children. Early intervention into the lives of bullies, therefore, is crucial to helping them deal with aggressive impulses.

Barone (1997) asked school personnel to name three ways that could help solve the bullying problem. Staff members named *tougher discipline* (41%), *better supervision* (34%), and *more counselling* (17%). Students, in contrast, mentioned *more counselling (43%), tougher discipline* (26%), and *better supervision* (22%). Tougher discipline is typically utilized by school personnel to help bullies take responsibility for their behaviour. Both children and school personnel, however, agree that supervision efforts need to be improved as well. Increased supervision, for example, is definitely needed at playgrounds, locker areas, classrooms, and hallways. Counselling programs also need to be implemented for children who are bullied as well as for those who bully others.

Some schools in Britain have established "bully courts" to deal with bullying. A school administrator and several students meet weekly to investigate incidents and to mete out discipline.

The first step in dealing with the problem, therefore, is for schools to

acknowledge that the problem does indeed exist, and that it hurts students.

Second, bullying needs to be unequivocally condemned, otherwise victims will

not come forward. Third, parents, teachers, and students, all need to be

involved in helping to formulate an anti-bullying policy in order to make it work

(Barone, 1997).

Comprehensive Whole School Intervention Programs

Olweus (1993) developed the first comprehensive intervention program to

deal with school bullying, outlined below:

i)   a school and home environment characterized by warmth, positive

        interest, and involvement by adults

ii)   firm limits to be placed on behaviour deemed to be unacceptable

iii)   non-hostile and non-physical sanctions to be applied if rules are violated

iv)   adults to act as authorities at both the school and home (Olweus, 1993;

        1997).

The above principles were subsequently woven into the following core program:

Overview of Olweus' Core Program (1997, p. 505)

General Pre-requisites
++ Awareness and involvement on the part of adults

Measures at the School Level
++ Questionnaire survey
++ School conference day
++ Better supervision during break and lunch times
+   Formation of coordinating group

Measures at the Class Level
++ Class rules against bullying
++ Regular class meetings with students
+   Class PTA meetings

Measures at the Individual Level
++ Serious talks with bullies and victims
++ Serious talks with parents of involved students
+ Teacher and parent use of imagination

Note: ++ core component
+ highly desirable component

School administrators, teachers, counsellors, parents, and students,

therefore, all need to be involved in order for the above program to work. This

anti-bullying program, according to Olweus (1997) has been implemented in a

number of schools in Europe and the United States. Few empirical studies,

however, have been done to evaluate the effects of this program.

Cartwright (1995) developed a comprehensive anti-bullying program for

her school in the United Kingdom. The program is described as follows:

- All students are required to sign the following anti-bullying contract.

> *"I will treat all my fellow pupils with respect.*
> *I will not humiliate or hurt any other pupil physically or verbally.*
> *I will do the best I can to help any pupil who is obviously upset or*
> *hurt by one or more other pupils" (Cartwright, 1995, p. 350).*

- Guidelines for student behaviour are posted throughout the school.

- Clear procedures are outlined as to what to do when bullying occurs.

- Support systems are available for victims of bullying, either through the school counsellor or peer counselling service

- Student peer helpers are trained in basic listening and counselling skills

- Sanctions and counselling are available to bullies as well

- Non-aggressive behaviour is rewarded

- Physical environment of the school is designed to minimize bullying episodes

- Entire team at school to be involved (non-teaching staff, teachers, counsellors, administrators) as well as parents and students themselves (Cartwright, 1995).

According to Cartwright (1995), bullying is now talked about openly and regularly, that everyone is informed about what constitutes bullying, and that it is not acceptable.

The Sheffield Project, developed by Sharp and Smith (1991), also suggested a whole-school approach. It is similar to the Olweus approach in that they also began their intervention program by the administration of a survey. Interventions, however, were based on ideas developed in the United Kingdom. The core intervention also involved establishing a whole school policy similar to the one stated above. Strategies unique to this program involve:

I)   tackling bullying throughout the curriculum

* stimulate discussion by using videos, role-plays, books

ii)   involving pupils in developing their own solutions to bullying

* utilizing *Quality Circles* to identify problems, discuss strategies, etc.

* utilizing *bully courts* or a *school tribunal* comprising of students and staff (who are elected by students) to respond to bullying situations reported to them. The "court" gathers information from people involved in or who witnessed the incident. A response is then formulated and discussed by school management. This method has been advocated for use in Britain by *Kidscape*, an organization that offers advice and training for schools concerned with bullying.

iii)   working directly with pupils in bullying incidents

* assertiveness training and support groups for victims to teach techniques on how to say "no", handling criticism, name-calling, asserting a view or desire, giving/receiving compliments, and resolving conflict.

* counselling for bullies and victims: discussions about how bullies and victims can "live together" within the same school. Bullies to come to an agreement that the victim is having difficulties; bullies are encouraged to suggest ways of helping out the victim.

iv)   playground supervision

*   training for teachers and supervisory staff about how to promote
    cooperative behaviour, enhancing quality of pupil play, etc.

v)   working with the environment

*   ensuring that the design of the playground is more engaging in
    nature

Arora (1994) conducted a two-year follow-up study to evaluate the

effectiveness of various whole-school anti-bullying intervention programs.

Results for the Sheffield Project fifteen months after implementation suggested a

decline in frequency rates in primary but not secondary schools. Results

obtained for another UK based program, known as the Safer Cities Project, also

showed only a slight decline in bullying behaviour. An explanation offered for

these findings, according to Smith and Sharp (1994), Olweus (1993), and Arora

(1994) is that substantial reductions in bullying may not take place until two years

after implementation. In addition, lack of reduction in frequency rates may be

due to increased awareness and possibly an increased level of reporting of

bullying incidents. Despite the above findings, according to Smith and Sharp

(1994) and Arora (1994), 70% of children reported an improvement in school

atmosphere, and more children were more prepared to tell both teachers and

parents about bullying incidents.

Eslea and Smith (1998) also conducted a study to determine the long-

term effectiveness of anti-bullying projects in primary schools in various parts of

the United Kingdom. Results indicated that most schools had continued with

environmental improvements after the initial project was over, but few had used

the methods for dealing with bullies and victims. Two schools had a consistent

decline in reported bullying, one reported a consistent rise, and another an initial

decline and subsequent rise. All four schools reported that bullying declined among boys, but three schools reported a rise in bullying behaviour among girls. Reasons for increased rates, according to these researchers, may be due to increased awareness about the issue. For example, girls in these schools learned that indirect social forms of bullying constituted bullying behaviour as well, hence the higher rates.

Results also indicated that many victims still chose *not to tell* when they were being bullied, despite being encouraged to do so. About 16% of those who were victimized indicated that they had told no one, either at school or at home, again at the same rate as reported in previous surveys (Eslea & Smith, 1998). Students, did, however, recognize that efforts had been made to curb bullying.

Pepler, Craig, Ziegler, and Charach (1994) also conducted a study to evaluate an anti-bullying program implemented at four schools eighteen months earlier. Results indicated that bullying continues to be a pervasive problem. Quantitative analyses, however, did show improvements at the individual, peer, school, and parent levels.

At the individual level, for example, there was an 18% decline in the number of children who reported that they had been bullied in the past 5 days. There was, however, an increase in the number of children who reported being victimized because of their race, as well as an increase in the number of children who admitted to bullying others.

At the peer level, there was a 17% decline in the proportion of children who said they would join in a bullying episode, but no increase in the percentage of children who reported feeling uncomfortable about watching a bullying

incident. There was also no change in the reporting of incidents either by victims or peers.

At the school level, there was an increase in the frequency of teacher intervention: a higher percentage of bullies, for example, reported that teachers had talked to them about their behaviour. About the same percentage of victims had talked to their teachers prior to and following the 18 months of intervention. There was also no reported change in the number of children who reported that their parents had talked to them about their bullying or victimization experiences (Pepler et al., 1994).

Again, an explanation offered for the increased frequency of bullying was that it stemmed from an increased awareness about the issue. This pattern of results reflects the challenges related to implementing interventions to combat bullying and harassment at school.

Despite these dismal results, researchers all agree that it is important not to give up. The problem of bullying is complex, and represents part of a larger problem of violence in our society. Programs such as the ones discussed above, whether in Norway, United Kingdom, or Canada, all indicate a potential to reduce bullying, thereby improving relationships within the school system as well as the community at large.

Most children will experience being bullied at some time in their lives; they may be the victim, the bully, or a witness of bullying behaviour. It is not a passing phase. Therefore, it is important, to implement anti-bullying work on a long-term continuous basis.

Strategies for Teachers

While 25% of teachers have indicated it is helpful to ignore bullying when it occurs, the majority of children look to teachers to act (Lane, 1989; Hazler, 1994; Stephenson & Smith, 1989). Given the suffering that many thousands of children are likely to experience when they are being bullied, teachers cannot afford to stay silent on the issue.

Hazler (1994) states that a proactive stance needs to be taken and has developed strategies for teachers to help them deal with bullying at their schools. Here is what they can do:

1. Don't look the other way.

   * Recognize that bullying is a serious problem.

2. Deal directly with the problem.

   * Take immediate action. By doing this you will show students you do not tolerate bullying in your classroom, that you will not allow students to be mistreated.

3. Get parents involved.

   * Talk to your students' parents. Inform them you will not tolerate harassment or bullying.

4. Create appropriate activities.

   * Encourage students to explore their own experiences and those of others through discussion, writing, drawing, role-playing, acting, etc. in order to understand the situation. Have students role-play bullies, victims, and witnesses in order to help them recognize how each group feels.

5. Develop a classroom action plan.

   * Discuss with students what they can do to lessen problems in their class or school.

6. Hold regular discussions with your students.

   * Let your students know you are available to discuss their situations privately with you.

* Also, discuss examples of bullying from history and/or current events.

7. Teach cooperation.

* Encourage group work. Give students opportunities to work on projects where cooperation, rather than individual skill, is needed for success.

* Teach students assertiveness skills.

8. Provide professional counselling when needed.

Strategies for Counsellors

Children and adolescents who are victimized by bullying view their school experiences more negatively and with greater levels of fear than those who were not bullied (Roberts & Coursol, 1996). Other behaviours believed to be related to being bullied include absenteeism from school, reduced academic performance, lowered self-esteem, increased apprehension, loneliness, and abandonment by peers (Clarke & Kiselica, 1997: Olweus, 1997; Roberts & Coursol, 1996). Increased pressures from being repeatedly bullied have also, as previously stated, been linked to incidents of suicide (Olweus, 1997; Roberts & Coursol, 1996).

School counsellors, therefore, have an important role to play in terms of providing assistance to victims as well as bullies. Most school counsellors, however, have often indicated they were either ill-prepared to deal with such situations because of their lack of training in this area, or that they were too busy with career and educational counselling to become involved (Roberts & Coursol, 1996). Obtaining assistance to deal with being victimized is just as important, if not more important, than providing a child with career counselling. Strategies that were suggested by Roberts and Coursol (1996) include: i) assessment of

the magnitude of the problem, ii) immediate response to the victim, iii) listening approaches, iv) re-integration and skill-building, v) adult involvement, and vi) long-term commitment to the victim.

i) Assessment of the Magnitude of the Problem

* obtain a needs analysis by conducting a survey

ii) Immediate Response to the Victim

* crisis intervention counselling to ensure health and safety of the victim

iii) Listening approaches

* individual counselling sessions with victims

* victims must be heard and given a chance to tell their stories; doing this will increase the opportunity to bolster self-esteem and to reduce a sense of powerlessness.

* utilize empathy, to understand the problem from the victim's point of view

* assess affective, cognitive, and behavioural states

* identify major factors in the student's world that may contribute to making the individual more vulnerable in the school environment

* identify social supports

iv) Re-Integration and Skill Building

* assertiveness training, role playing

v) Adult Involvement

* intervene on behalf of the victim; provide tools of empowerment

* parents' involvement important and necessary

* teachers to utilize increased vigilance during class times, lunch, recess

vi) Long-term Commitment to the Victim

* constructive and supportive interventions

* long-term counselling may be needed to deal with
   consequences of being bullied

School counsellors, therefore, have an important role in terms of helping

children who are bullied. Counsellors, teachers, as well as other school

personnel would benefit from becoming informed about the effects of being

bullied. Further training in crisis intervention as well as empathetic listening

skills, may also be in order. Children have the right to live without fear. It is

important, therefore, for school personnel at all levels to be involved in solving

this problem.

Overview of the Concept Mapping Approach

An overview of the concept mapping methodology is given in this section.

Concept mapping has been shown to be useful in clarifying particular domains,

elements, or underlying structure of a particular phenomenon (Kunkel, 1991;

Trochim, 1989). Concept mapping techniques were used in the first two parts of

this study to explore the experience of being bullied during childhood and/or

adolescence. Part 3 involved the design and administration of a survey based

on these data.

Background

Concept mapping is a research method that combines qualitative and

quantitative approaches. Phenomenological methods can be utilized to obtain

data; quantitative strategies are then utilized to analyze and evaluate the data.

Concept mapping, also referred to as *structured conceptualization*, was originally

developed for groups in planning and evaluation (Trochim, 1989). Concept

mapping is basically a set of statistical methods that are utilized to cluster variables into their underlying themes. Various researchers such as Daughtry and Kunkel (1993) as well as Trochim, Cook, and Setze (1994) have utilized concept mapping methods to achieve a greater understanding of psychological disorders. It appears well suited, therefore, for exploring the issues and themes that relates to the experience of being bullied during childhood and/or adolescence.

Method

Concept mapping, according to Trochim (1989), is a structured conceptualization process that consists of three components. To begin the process, a group of participants generates ideas or statements about a particular research question. Relationships that exist between ideas or statements are then sorted into sets that contain a common theme. Statistical analysis of the card sort data is conducted to determine underlying themes. These themes are then illustrated in the form of a pictorial map that represents the particular area of interest (Trochim, 1989).

Analyzing qualitative data in this way adds objectivity to the methodology in that it provides for the understanding of psychological issues and constructs as they are seen through the eyes of the participants, rather than as defined by the researcher. For example, the researcher typically begins their qualitative study by asking an open question, or by asking the participant to write statements about the particular phenomenon. Once this is done, quantitative approaches come into play -- multi-dimensional analyses of the data. Because

of this combination, one could conceivably be more confident in the obtained results.

Although this approach was initially utilized for program planning and evaluation, it has been applied to different areas of psychology. Examples include utilizing it to explore the experience of living with the chronic pain of rheumatoid arthritis (Roy, 1997), wives' adaptation to husbands' with brain injuries (Lacène, 1996), vocational stress in Protestant clergy (Miller, 1996), and depression in college students (Daughtry & Kunkel, 1993).

Another advantage of this approach is that the data that is sorted by many individuals. This reduces the potential for bias or subjectivity that could occur if the sorting was done only by the researcher. Concept mapping also displays results in a pictorial manner that organizes the data in a clear and concise manner. Furthermore, concept maps can provide new directions for further research.

Collecting the data through anonymously written statements was also thought to be an appropriate procedure for this study. Participants, for example, could feel more comfortable disclosing their experience of being bullied if they are writing about their experience anonymously, rather than being interviewed by a researcher. Being bullied is a traumatic experience; disclosing may be viewed as being a *tattle-tale, fink* or *rat.* Other reasons for not telling may be due to fears that retaliation will occur, the fear that something worse will happen to them if they tell.

Rigby (1995) conducted a study on this issue by distributing an anonymous questionnaire to adolescents and asking whether they would be interested in talking about the problem of bullying at school with other students,

to see what could be done to stop it. Eleven percent (11%) of the males

answered *yes*, 40% indicated they were *not sure*, and 49% answered *no*.

Twenty-one percent of the females (21%) answered *yes*, 54% said *not sure*, and

25% said *no*. These findings show that for whatever reason, only a minority of

young adolescents appears willing to discuss the issue in public.

Because of this reluctance, interviewing young adolescents about their

experience may not yield the much-needed information valuable for this study.

Rather, it is important not to increase fear and anxiety in these adolescents. The

research environment should be anonymous and safe. Having students write

statements about their experience (anonymously) may lessen any fear and/or

anxiety.

Concept mapping has been shown to have statistical rigor because it

adds objectivity and validity to the interpretation of the experiences of

participants. This approach, therefore, is well suited to exploring the experiences

of those who have been bullied during their childhood and/or adolescence.

According to Trochim (1989), six steps are involved in the development of

concept maps: i) preparation (selecting participants, deciding on the aim of the

study), ii) generation of statements, iii) structuring of statements, iv) representing

the statements in the form of a concept map, v) interpretation of the map, and

vi) utilization of the map.

i) Preparation

Two steps are required in this process: deciding who the participants will

be and deciding on a particular focus for the conceptualization process (Trochim,

1989). Concept maps have been developed with a wide variety of participants

from different backgrounds with varying issues of interest. There is no limit on how many individuals can participate. Ten to 20 people, however, were involved in Trochim's (1989) studies. Once the participants have been selected, the next step would be to define the focus of the study by carefully wording the research question for the particular population of interest.

ii) Generation of Statements

Once the participants and the focus have been decided, the concept mapping process can begin to generate statements or ideas about the particular research question. Statements are generated by the particular participants. This can be accomplished by i) a brainstorming group process, ii) qualitative interviewing, or an open-ended questionnaire (Grant, 1997; Miller, 1996; Roy, 1997; Trochim, 1989).

Statements obtained from each participant are collected and combined and any redundancies eliminated. Statements that represent unique ideas and/or capture the essence of the particular phenomenon are placed on a master list. The master list is further reviewed and, if necessary, additional redundancies removed. A maximum of 100 statements is typically retained, because statements exceeding this number are extremely difficult to sort (Grant, 1997; Miller, 1996; Roy, 1997; Trochim, 1989).

iii) Categorization of Statements

Once it has been determined that all of the statements represent unique ideas, and the statements have been edited, information about relationships between statements is then obtained through the use of a card sorting

procedure. To begin this process, each statement is placed on an individual

index card. A group of participants is asked to sort the set of statements into

groups that they believe go together, in ways that make sense to them. Even

though there are no restrictions on the number of groups or number of

statements that can be placed in any one group, several general restrictions do

exist: each statement can only be placed in one pile; there must be more than

one single pile, and there must be more than one statement per pile (Trochim,

1989).

Statistical analysis that utilizes multidimensional scaling (MDS) is then

performed on the card-sort data. This process helps to determine the

relationships between the statements in a statistical and visual manner. Cluster

analysis is then performed to identify similar groups of sorted items (Miller, 1996;

Trochim, 1989).

iv) <u>Representation of Statements</u>

To begin this process, the card sort of each participant is keyed into a

space matrix composed of as many rows and columns as there are statements.

Values on this matrix are either zero or one. Individual sort matrices are then

combined into a group similarity matrix which has as many rows and columns as

there are statements. The final similarity matrix is then considered the relational

structure of the particular concept, because it provides information about how the

statements were grouped by the participants who sorted the statements (Miller,

1996; Trochim, 1989).

Multi-dimensional scaling techniques utilizing a non-metric two-

dimensional solution is then applied to the similarity matrix. Three steps are

involved: i) an analysis is first done to determine where each statement is located as a separate point on a map (i.e. point map), ii) statements on this map are then grouped into clusters (i.e. cluster map) that represent higher order concepts or groupings, and iii) average ratings for each statement and/or cluster are computed.

v) Interpretation of Maps

Each group or theme that was obtained from the statistical analysis is then visually inspected and given a title that best describes the contents of the particular group. This can be done by the original sorters or by the researcher (Trochim, 1989). Once the themes are provided with titles, a visual representation in the form of a concept map can be constructed. The resulting map will be a visual representation of the concepts that were previously developed in the analysis. Clusters of statements closer together on the cluster map are deemed to be more conceptually similar than clusters that are further apart. This final map, according to Trochim (1989), provides a concise summary of the conceptualization process.

vi) Utilization of Maps

Results of this process can be used to plan or evaluate intervention programs and/or to provide an understanding of particular issues of interest from the viewpoint of particular participants. Each individual thematic grouping can be used as a measurement construct that can be utilized in future research. The pictorial aspect of the concept map helps people to remember as well as understand the essential ideas.

Application to Current Research

The six steps involved in the conceptualization process were applied in this research and were as follows: i) participants were 95 junior high students who had indicated they had been bullied during their childhood and/or adolescence, and the focus was their perception of what it was like to be bullied; ii) perceptual statements were obtained by their completion of a form that asked about their experience, iii) statements were sorted into themes by 22 individuals, iv) concept maps were generated by using the concept map software program that was developed by Trochim (1989), v) concept maps were interpreted, vi) utility of maps was discussed.

Summary and Conclusion

In summary, as indicated in the review of the literature, bullying is a serious and pervasive problem that deserves attention. Potentially serious consequences can occur for victims as well as bullies if action is not taken to alleviate the problem.

Prevalence rates differ from country to country, but all researchers agree that the rates are too high. It has also been found that both victims and bullies tend to display particular patterns of behaviour. Victims, for the most part, typically present themselves as being anxious and insecure, while bullies present themselves as domineering and powerful. While it is generally agreed that victims typically suffer from low self-esteem, it is not clear whether being bullied leads to low feelings of self-esteem, or whether the child enters school with low self-esteem. Much of the current research has suggested it is due to both phenomena. Victims tend to come from family backgrounds that are

overprotective and/or enmeshed. Bullies, on the other hand, tend to come from families where there are low levels of warmth, high levels of chaos, inconsistent levels of discipline, and high levels of punitive corporal punishment.

Interesting studies have also been done in the area of self-esteem as it relates to the bully. Previous research has indicated that bullies do not suffer from low self-esteem, but that they actually have either normal self-esteem or high self-esteem. Recent studies, however, have indicated that the high self-esteem experienced by bullies actually represents the dark side of high self-esteem, that the self-esteem that they experience is self-aggrandizing and narcissistic in nature, and thus, is an unhealthy type of high self-esteem.

Victims, as a result of being bullied, typically experience psychological distress as well as health-related symptoms. Many children report feeling scared, depressed, anxious, and lonely. Many also report being scared to go to school. For those that do attend, many report difficulties in concentration. They also report having stomach aches, dizziness, headaches, mouth sores, sleep problems, etc. Being bullied, therefore, can affect mental as well as physical well-being.

A number of whole-school intervention approaches have been implemented in various schools around the world. Individual strategies for teachers, counsellors, and parents also need to be in place to help combat school bullying. Individualized programs also need to be implemented for both victims and bullies.

It is clear, then, that being bullied can lead to serious consequences. It was important, therefore, to gain a deeper and richer understanding of what it is like to be bullied, from the child's point of view. Much of previous empirical

research has been in the form of surveys designed from the perspective of the researcher. Very few studies have been qualitative in nature.

However, as stated earlier, a phenomenological qualitative research approach may not be appropriate because of the nature of the topic. Many children may hesitate to disclose about their experiences during a qualitative interview, especially to a stranger. Concept mapping, therefore, was a qualitative approach that allowed the child to provide answers in an anonymous manner, and thus, was an ideal way for obtaining the data needed.

More importantly, it allowed the child to generate, from his or her perspective, what it is like to be bullied. It also produced a thematic categorization of the experience of being bullied. Once these themes had been identified, frequency rates of these perceptions were then evaluated through the form of a questionnaire. No other research studies on school bullying have utilized concept mapping to explore the experience of being bullied, nor has this method been used to determine underlying themes as it relates to the experience.

The purpose of this study was to attempt to answer the following questions: i) What is it like to be bullied at school? ii) What are the themes of this experience? iii) What is the actual prevalence of this experience?

The intent was to obtain unconstrained descriptions of children's experiences of being bullied, without the intrusion of the researcher's pre-conceived ideas. It is hoped that this knowledge will help researchers and counsellors to better understand the problem, as well as be more able to provide assistance to those who are being bullied.

CHAPTER 3
METHODOLOGY

A review of the literature as it relates to bullying has shown a need to examine the experience of being bullied during childhood and/or adolescence from the viewpoint of the children themselves. Such an approach complements previous studies done in this area. This study was undertaken to gain a better understanding of what it is like to be bullied. Specifically, the objectives were: i) to identify important issues, ii) to determine and identify themes specific to what it is like to be bullied, and iii) to determine the frequency of this experience among children and/or adolescents.

In order to accomplish these objectives, this study was conducted in three parts. Part One involved collecting and organizing experiential data as reported by children and adolescents. Part Two required structuring the obtained statements into themes, depicted through concept maps. Part Three involved conducting a frequency study to determine to what extent other children and/or adolescents believed the identified experience was true for them. It is hoped that results of this study can help researchers, counsellors, teachers, and parents to better understand these issues and enable them to provide guidance to children who are being bullied.

Part One: Generation of Statements

Statements about the experience of being bullied were generated by students enrolled in Grades 7, 8, and 9 at a junior high school located in a small rural community situated near an urban city in western Canada. A detailed explanation as to how this was accomplished is outlined below.

<u>Participants</u>

In order to obtain participants for this study, a professor at the University of Alberta referred the researcher to a principal at a junior high school located in this small community. Contact was established and approval was obtained to conduct the study at this school. See Appendices A and B. Participants in Part One, and throughout the study, were junior high school students enrolled in Grades 7, 8, and 9.

Part One of the study required students to generate statements about their experience as to what it was like to be bullied.

<u>Procedures</u>

One hundred and nine (109) junior high school students in Grades 7, 8, and 9 that attend this particular junior high school were asked to participate in the study. Recruitment letters to parents explaining the purpose of the study as well as research procedures were given to each student (See Appendix C). A parental consent form was also attached (See Appendix D). The letter also indicated to the child as well as to the parents that the decision to be involved was completely voluntary. Parents were also informed that, should their child decide to participate, responses would be provided anonymously.

Ninety-eight (98) children returned the forms indicating parental consent for participation. Eleven (11) forms that were returned did not indicate consent for participation. Of the 98 students that agreed to participate, 95 were actually present the day the study took place (3 were absent for various reasons).

Response forms outlining the research questions were provided to junior high teachers, who distributed the response forms to students to complete as a

classroom activity. An introduction sheet outlining procedures for teachers was also provided to each teacher involved.

An open-ended questionnaire was utilized to generate responses about what it was like to be bullied. The question that appeared on the response sheet was:

What is it like being bullied?

(Use words that describe your reactions: feelings, thoughts, behaviours, actions)

Junior high school students who have been bullied were asked to record their responses to the above question (See Appendix E). If the child indicated he or she had not been bullied, or perhaps chose not to answer the question, he or she was instructed to answer question two:

What is it like to watch someone else being bullied?

(Use words that describe your reactions: feelings, thoughts, behaviours, actions)

Eighty-two percent (82%) of the students indicated they had been bullied by their completion of question one; 17.8% indicated they had not been bullied and either left question one blank or completed question two.

The response form was initially piloted on 6 junior high students (3 males and 3 females) to ensure the question was framed in a manner that was easily understood by this age group. The advantage of utilizing an open-ended questionnaire method instead of interviews is that participants may have felt more comfortable expressing themselves in a neutral and anonymous manner. Potential interviewer bias may also have been reduced (Kidder, 1981).

Once the forms were returned, descriptive statistics on the 95 participants were computed and are summarized below. Information collected included gender, age, and grade level.

Table 1
Characteristics of Participants' Statement Generation

i) Gender Characteristics

Gender	Frequency	Percent
male	40	42.1
female	55	57.8

ii) Age Characteristics

Age of Child	Frequency	Percent
12	14	14.7
13	35	36.8
14	26	27.3
15	17	17.8
16	2	2.1

Mean Age: 13.4 years of age

iii) Grade Level Characteristics

Grade	Frequency	Percent
7	33	34.7
8	36	37.8
9	26	27.3

Forty (40) males and 55 females attending junior high school at this small community participated in this part of the study. The mean age of the participants was 13.4 years with a range in age of 12 to 16 years. Approximately 34.7% of the students were in grade 7, 37.8% in grade 8, and 27.3% in grade 9. These demographic characteristics indicated that the statements of the experience of being bullied were received from a fairly adequate sample of junior high school students, increasing the probability that the domain of the experience of being bullied would be represented.

After demographic statistics were calculated, a master list of the statements about being bullied was compiled by the researcher. A total of 104 statements were generated from 95 participants. The statement list was then edited, which involved removing references to names, correcting spelling errors, removing statements deemed not relevant to the research question, and splitting up statements that contained more than one idea. The essential meaning of each statement was retained during the editing process. The purpose of this process was to ensure the participants' statements were clear and concise. The statement list contained 94 statements after the first edit was completed.

A second edit was then conducted on the statements to remove further redundancies. The list was reviewed again and any duplicate statements or those deemed to be similar to ones on the list were removed. After the second edit was completed, 68 statements remained on the list.

Three more edits were conducted on the statements, repeating the above process. At this stage, certain statements that were eliminated earlier were re-inserted into the statement list, while others were either removed or re-worded for clarity. At the end of the fifth and final edit, the list of what constituted the experience of being bullied was complete. The final list contained 91 statements (See Appendix F).

The original master list and results of the first two edits were evaluated by two individuals, both of who had masters' s degrees in counselling psychology as well as research experience with the concept mapping methodology. The purpose of this evaluation was to increase the accuracy of the editing process. They were asked to ensure that the edited statements retained their original meaning. They were also asked for ideas that could further simplify and/or

clarify statements. A third individual, a doctoral student in educational psychology, was asked to examine the 5th edit. Recommended changes were considered and incorporated into the final list.

The second question, "What is it like watching someone else being bullied?" generated a total of only 26 usable statements once redundancies were removed. Because of the small number of statements involved with this question, a decision was made not to concept map this question, since it would not likely generate enough data to support themes (See Appendix G).

Part Two: Structuring of Statements

Once the statements about the experience of what it was like to be bullied were compiled into a master list, the second research objective, grouping the statements into themes, was addressed. This objective involves i) sorting statements into distinct categories, and ii) analyzing thematic groupings to develop a concept map of the categories.

The sorting task was completed by 22 individuals from varying backgrounds and educational levels. It was not necessary, according to Trochim (1989), for the same participants to be involved in all parts of the concept mapping procedure.

Characteristics of the Sample of Sorters

Twenty-two sorters were asked to participate in the sorting task. All of the sorts were returned within a 4 week period. Demographic information that was collected included: gender, age, marital status, and occupation. Characteristics of the 22 sorters were as follows:

Table 2
Characteristics of the Sample of Sorters

i) Gender Characteristics of the Sorters

Gender	Frequency	Percent
male	9	41
Female	13	59

ii) Marital Status Characteristics of the Sorters

Marital Status	Frequency	Percent
Never Married	7	31.8
Common-Law	5	22.7
Married	7	31.8
Divorced	2	9.0
Remarried	1	4.5

iii) Age Characteristics of the Sorters

Range:	16 – 56 years
Mean:	33.5 years

iv. Occupation Characteristics of the Sorters

Occupation	Frequency	Percent
Graduate Student in Educational Psychology	8	36.3
Undergraduate Student	2	9.0
High School Student	1	4.5
Architect	2	9.0
Teacher	2	9.0
Computer Programmer	2	9.0
Financial Planner	1	4.5
Insurance Broker	1	4.5
Speech Language Pathologist	1	4.5
Library Technician	1	4.5
School Counsellor	1	4.5

As noted above, 41% of the sorters were male and 59% were female. In terms of marital status, 31.8% were married, 22.7% were common-law, 31.8% were never married, 9% were divorced, and 4.5% were remarried. Ages of the sorters ranged from 16 to 56, with a mean of 33.5 years. Occupational status of

the sorters included students, architects, teachers, computer programmers, a financial planner, an insurance broker, a speech language pathologist, a library technician, and a school counsellor. Some sorters were acquainted with the researcher, other sorters were not, but were acquainted with other sorters.

Sorting Task

To begin this task, the twenty-two sorters were asked to sort the generated statements developed in Part One into theme groups. Each statement was typed on a small piece of paper. Each set, therefore, contained 91 statements. A complete set of statements and a covering letter (indicating instructions for them to sort the statements into common themes or ideas) was given to each sorter (See Appendix H & I). Some packages were mailed to the sorters in another city, other packages were hand delivered to sorters in the city where the study was conducted. Sorters were asked to sort each statement into groups that made sense to them, based on similarity of content and/or meaning. The goal was for them to group the statements into categories or themes.

A cover letter was utilized to inform them about the purpose of the research. It also indicated that their return of the sorts would serve as an indication of consent to participate. They were advised they could withdraw their participation at any time. They were advised they could create as many groupings or piles of statements as they wished, and that statements could be kept separate if they were deemed *not to fit* into a particular group. They were also told not to place all of the statements into one major pile or to have piles containing only one statement. They were also encouraged to provide a label or name for each group. They were informed that the sorting task would take

approximately 45 minutes to complete. They were also advised not to place their names on the sheet of paper, thus ensuring anonymity. All sorts were returned to the researcher within one month of delivery.

Data Analysis and Mapping of Concepts

The data analysis of the experience of being bullied was based on the methodology outlined by Trochim (1989), and was accomplished by utilizing Trochim's (1993) *Concept Mapping* computer software program.

These sorted piles were analyzed by using statistical techniques that involve multi-dimensional scaling (MDS) and a cluster analysis technique. Cluster maps of the data were also generated with the assistance of Trochim's (1993) *Concept Mapping* computer software program. Themes, then, were generated from this process. The detailed process was as follows: the results of the individual piles sorted by each participant were placed into a square table or binary similarity matrix. Once this was done, individual matrices for each participant were combined into a group similarity matrix that was composed of as many rows and columns as there were statements. This matrix, therefore, provided information about how all of the statements were grouped by the participants (Trochim, 1989).

Multi-dimensional scaling (MDS) was then applied to the similarity matrix. A nonmetric two-dimensional solution was utilized to locate each statement as a separate point on a map. A point map representing an X-Y coordinate for each statement was generated from this procedure. Statements that were closer to each other on the point map (distance-wise) indicated they were more likely to

have been sorted together. It also meant they were also more likely to be related to each other in a particular way.

The *bridging index* was utilized to determine whether a particular item on a concept map was a good representation of the space in which it was located (Trochim, 1989). An item with a higher bridge value usually indicated that the item was more likely to have been sorted with statements that were further away from each other; a low bridge value indicated that the item was more likely sorted with other statements that were closer together. Average bridging indexes can also be calculated for each cluster. According to Trochim (1989), low bridging values usually represent a more coherent set of statements.

Statements were then grouped into clusters that represented higher order thematic groups, ultimately resulting in the creation of *cluster maps*. Cluster analysis was conducted on the data that was generated from the MDS similarity matrices. The goal was to group the sorted items into clusters that were internally consistent. Although any number of cluster solutions can be superimposed on the MDS point map to partition the clusters, the goal was to choose the number of clusters that best maintained the integrity of the MDS results by ensuring there was no overlap between clusters (Miller, 1996; Trochim, Cook, & Setze, 1994). Once the MDS and cluster analysis was done, a point and cluster map was formulated. Each cluster (i.e. groups of statements or themes) derived from the statistical analysis was then given a title that described its contents.

Part Three: Frequency Study

The objective for Part 3 of this study was to determine to what extent other children perceived similar experiences of what it was like to be bullied. In order to accomplish this, statements that were identified in Part One were incorporated into a survey and administered to a larger sample of junior high students. The characteristics of the sample and the procedure followed to obtain the frequency data are outlined below.

Characteristics of the Sample

In order to increase the likelihood that junior high school students were represented fairly in the sample in proportion to their representation in the population, a stratified sampling technique was utilized (Borg & Gall, 1989; Miller, 1996). One class representing each grade level (grades 7, 8, and 9) from six junior high schools in a city situated in western Canada participated in this part of the study, representing a total of 440 students.

All principals at the six schools agreed to participate in this part of the study. Although covering letters as well as parent/guardian consent forms were provided to all of the schools, 5 out of 6 schools opted not to distribute the letters and consent forms. The school principals indicated that they were unnecessary since the surveys were going to be completed anonymously (See Appendices J and K). Parental/guardian consent, however, was obtained at one school.

Sixty-one (61) students out of the 440 students indicated that they had not been bullied, and thus had been instructed that they did not have to continue with the rest of the survey.

Four surveys were considered spoiled since they were not completed
adequately enough to allow for data analysis. One participant, for example,
provided multiple answers for a majority of the questions, even when
instructions asked for one answer. Another participant responded to only two
questions out of the entire survey. The actual sample included in the data
analysis consisted of 379 individuals, representing a 98.9% return rate.

Descriptive statistics on the survey participants were calculated and
summarized below. Demographic information collected included: gender, age,
grade, birth order, and cultural background (optional question).

Table 3

Descriptive Statistics of Participants in Frequency Study

i) Gender Characteristics

Gender	Frequency	Percent
Male	184	48.5
Female	190	50.1
Missing Data	5	1.3
Total	**379**	**100**

ii) Age Characteristics

Age	Frequency	Percent
11	1	.3
12	88	23.2
13	111	29.3
14	113	29.8
15	40	10.6
16	2	.5
Missing Data	24	6.3
Total	**379**	**100**

Mean age: 13.3   Standard Deviation: .9937

Table 3 – Descriptive Statistics of Participants....continued

iii) Grade Level Characteristics

Grade Level	Frequency	Percent
Grade 7	118	31.1
Grade 8	136	35.9
Grade 9	114	30.1
Special Education (Grade 7)	4	1.1
Special Education (Grade 8)	4	1.1
Special Education (Grade 9)	3	0.8
Total	**379**	**100**

iv) Birth Order Characteristics

Birth Order	Frequency	Percent
First Born	150	39.6
Middle (2nd, 3rd, etc.)	86	22.7
Youngest	116	30.6
Only Child	27	7.1
Total	**379**	**100**

v) Cultural Background Characteristics

Cultural Background	Frequency	Percent
Caucasian-Canadian	220	58
First-Nations Canadian	19	5
Indo-Canadian	13	3.4
Asian-Canadian	85	22.4
African-Canadian	4	1.1
Other	19	5
Missing Data	19	5
Total	**379**	**100**

Forty-eight point five (48.5%) of the survey participants were male and

50.1% female. The average age of the participants was 13.3 years of age with

an age range of 11 to 16. Thirty-one point one percent (31.1%) were in grade

seven, 35.9% in grade eight, 30.1% in grade nine, and 3% in special education.

In terms of birth order, 7.1% were only children, 39.6% of respondents were first

born, 22.7% were middle children, and 30.6% were youngest children. In terms

of cultural background, 58.0% indicated they were Caucasian-Canadian, 5%

First Nations Canadian, 3.4% Indo-Canadian, 22.4% Asian-Canadian, 1.1%
African-Canadian, and 5.0% other. These demographic characteristics have
demonstrated an increased likelihood that participants are representative of
other junior high school students living in this city in western Canada.

<u>Measures</u>

In order to obtain data and make group comparisons, a two-part survey
was developed (see Appendix L). The researcher distributed the surveys at two
out of the six junior high schools. The principals at the other four junior high
schools expressed a preference to have their own teachers distribute the
surveys in their own time.

At the two schools where the researcher distributed the surveys, the
participants were informed that their participation was voluntary, that they were
free to withdraw at any time. They were also advised not to place their names
on the questionnaires so that their responses could remain anonymous.

Teachers who distributed the surveys at their schools were advised to
inform the students that participation was voluntary, and that they were free to
withdraw at any time, without prejudice. For the student, this might mean that
choosing not to volunteer would not affect their school grades. They were also
advised to inform students not to place their names on the questionnaires so
responses could remain anonymous.

A two-section questionnaire was developed. The introductory section
began with a reminder that students were not to place their names on the form.
A definition of what constituted bullying was also printed at the top. The
definition that was provided was:

> A person is being bullied when another person or group of persons tease him or her in a mean way, or say bad things about him or her. It is also bullying when a person is hit, kicked, threatened, locked inside a room, and things like that. When things like that happen, it is hard for the person defend himself or herself. But it is NOT bullying when two people who are about the same size and strength are arguing or fighting (Olweus, 1989; Pepler et al., 1994; Rigby & Slee, 1993b).

This definition was chosen for its comprehensiveness. Parts of the definition were modified in terms of language usage, in order to ensure most junior high school students would understand it.

The participants were then asked the following question: *Have you ever been bullied?* If they answered "yes", they were instructed to answer the rest of the questions. If they answered "no", they were told they did not have to continue with the rest of the survey.

The first part of the survey consisted of questions related to demographics, such as information about the participant's gender, age, grade level, birth order, and cultural background. This data was utilized to provide information about the sample as well as to determine possible differences between groups based on certain variables.

General questions about the experience of being bullied were then posed to the participant. Information was obtained about how frequently they were being bullied, what they said teachers chose to do, how safe they felt, whether they told anyone about their experience, whether they chose to stay away from school, whether boys or girls bullied them, how many individuals bullied them, where bullying occurred (i.e. school yard, classrooms, bathrooms, gym, hallways, etc.), when bullying occurred, and what types of bullying they experienced (being called names, being assaulted, being threatened, being excluded, etc.).

Twenty-nine statements obtained in the concept map part of the study made up section two of the survey. Some words in certain statements were modified due to the use of foul language that was originally utilized by certain students. Informed conjecture was employed to select statements for the survey instrument. Statements with low bridging values were given first priority for selection, since they provided clearer descriptions of the particular theme. Statements with higher bridging values were given the next consideration. Efforts were also made to ensure that each cluster theme was adequately represented. Participants in this section were asked to rate the extent to which they experienced a particular statement. A four-point Likert scale was utilized ranging from "never" to "very often". This measure was designed to explore the frequency levels of statements that were obtained from the concept mapping part of the study.

Data Analysis

Descriptive statistics were then conducted on the demographic variables obtained in section one of the survey. A frequency count was then conducted on all of the questions in order to determine the extent to which the reactions to being bullied were experienced by other junior high students. The ratings of the importance of each statement were analyzed to determine which statement themes were deemed important to participants. In addition, group comparisons were done based on the demographic variables that were provided (gender, age, grade, birth order, cultural background), and reactions to being bullied.

Conclusion

The structural conceptualization method, also known as concept

mapping, was utilized in the first part of this study. Concept mapping is a

process that combines qualitative and quantitative approaches. This process

consists of three components. First, statements were generated by a group of

junior high students about their experience of being bullied. Second, the

statements were analyzed and sorted into themes indicating possible inter-

relationships between statements. Third, Trochim's (1989) concept mapping

software was then utilized to apply multivariate techniques to this information to

determine underlying themes or categories. Finally, concepts were depicted in

the form of a pictorial map that represented the sorters' conceptualization of the

original statements and themes. A frequency study was then conducted to

determine the extent other children had similar experiences of what it was like to

be bullied.

CHAPTER 4: RESULTS

The primary purpose of the study was to gain an understanding of the experience of being bullied during childhood and/or adolescence. Themes underlying the experience of what it was like to be bullied were obtained from the point of view of children who were bullied. A second purpose was to determine to what extent other children had similar experiences when they were bullied. The specific aims of this study were to obtain answers to the following questions: i) What is it like to be bullied during one's childhood and/or adolescence? ii) What are the themes surrounding this experience? iii) Do other children have similar experiences, and if so, to what extent? Research findings that correspond to the above questions will be reviewed in this chapter.

Phase One: Generation of Statements

In Phase One written statements were obtained from children who indicated they had been bullied. As discussed in Methodology, chapter 3, an open-ended response form was utilized to obtain responses about what it was like to be bullied. Eight-two percent (82%) of the students in this part of the study had reported being bullied.

Ninety-five (95) junior high school students were asked to generate written statements to the question, *"What is it like being bullied?"* This process generated 104 statements. Several edits were conducted on the list to remove redundancies and/or irrelevancies in the data. After the fifth and final edit, the list contained 91 statements. The list is presented in Figure 1. These statements were utilized for the concept mapping process in Phase Two to determine themes and/or categories.

Figure 1

**Final Master List of Participant Statements
to the Question
"What is it Like Being Bullied?"**

1. I was called names.
2. My grades dropped.
3. One friend ended up treating me like dirt.
4. I was hit.
5. I was bullied about my good marks.
6. Teachers didn't do anything.
7. I was teased about what I wanted to be when I grew up.
8. I felt lonely.
9. I was thrown against a fence.
10. I was called ugly.
11. I was teased about my height.
12. I felt like killing myself.
13. I had cuts, scrapes, and bruises.
14. Some of my friends joined the bully in bullying me.
15. I wished I were someplace else.
16. If it's all about looks you sometimes feel that's all they see in you.
17. Other people were afraid to be nice to me.
18. I was bullied about wearing braces.
19. I was bullied by people older than me.
20. I was judged about what I did.
21. People hate me because I'm different.
22. I was scared to go to school.
23. I felt embarrassed when it happened.
24. I really got down on myself.
25. I was teased about my weight.
26. I wished I were someone else.
27. I started to believe what the bully said about me.
28. I felt I did something wrong to deserve being bullied.
29. I became stronger as a person.
30. I lost most of my friends.
31. I felt I couldn't trust anyone.
32. I couldn't concentrate in class.
33. I felt relieved when school was over.
34. I felt like I did something wrong.
35. I wanted to crawl into a hole and stay there.
36. I started to cry.
37. I felt as small as an ant.
38. I felt sad.
39. I wondered why they chose me.
40. I was too afraid to cry.
41. I felt out of place.
42. I was kicked.
43. I felt nervous.
44. I wanted to be as cool as they were.

Figure 1 continued.....

45. I was afraid to tell the teacher.
46. I felt like a loser.
47. I wished the bully felt what I felt.
48. I felt better when my friends told the bully to stop.
49. I lost confidence in myself.
50. I felt mad.
51. I was glad when the bully decided to pick on someone else.
52. I felt that nobody cared.
53. I yelled at the bully.
54. I wondered whether my life was worth this abuse.
55. I ignored the bully but it didn't work.
56. Being bullied hurt me more inside than outside.
57. I felt annoyed.
58. I told them to stop bullying me.
59. I felt stupid.
60. I ran away from the bully.
61. I felt that I did not deserve to exist.
62. I wanted to cry but didn't because they would bug me more if I did.
63. I was punched.
64. I felt that everyone was against me.
65. I felt like a nothing, sometimes a lesser person than the bully.
66. I tried not to show the bully that I was hurting inside but it was hard.
67. I shared everything with Mom/Dad.
68. I smart-mouthed the bully but it didn't work.
69. I felt unwanted.
70. I wanted to kick their ass.
71. I was too scared to fight back.
72. I pretended to look brave.
73. I felt used.
74. I wanted to trade places with the bully to show him how it felt.
75. I tried to avoid the bully.
76. I kept everything inside.
77. I tried to talk to the bully.
78. I never told Mom/Dad because they might have gone to the teacher.
79. I pointed out someone else they could bully instead.
80. I felt that I couldn't do anything right.
81. I tried to act as if I didn't care.
82. I thought about bullying someone else.
83. I hid from the bully.
84. I was slapped.
85. I felt frustrated.
86. I pretended to be sick so I didn't have to go to school.
87. I fought back.
88. I was nice to the bully so that he/she would stop bullying me.
89. I wanted to stay home all the time.
90. I was afraid about what would happen next.
91. I wanted them to leave me alone.

Phase Two: Structuring of Statements

The organization of statements began with a sorting task in which 22 individuals sorted the 91 statements. Each individual was asked to sort the 91 statements into groupings that "made sense to him or her". An analysis of the grouped statements was then conducted using multidimensional scaling (MDS) and cluster analysis so that a concept map could be constructed.

Multidimensional Scaling (MDS)

Results obtained from the sorts were entered into Trochim's (1989) concept mapping computer program. A multidimensional scaling procedure (MDS) was conducted on the data that resulted in a final stress value of 0.1887 for a two-dimensional solution. The stress value, according to Daughtry and Kunkel (1993), is an index of stability of the MDS solution and ranges from zero (perfectly stable) to one (perfectly unstable). The final stress value of 0.1887, appeared to represent a relatively stable solution. Other researchers who have conducted studies utilizing this procedure have obtained stress values in the range of 0.27 to 0.31. Daughtry and Kunkel (1993), for example, utilized concept mapping that explored the experience of depression in college students and obtained a stress value of 0.27. Trochim, Cook, and Setze (1994) also utilized this procedure in their study that explored staff views of a program of supported employment for individuals with severe mental illness and obtained a final stress value of 0.31 in their analysis.

The two-dimensional configuration of the 91 statements is depicted in the form of a point map and is displayed in Figure 2. Each statement provided by the children is indicated by a dot with its identifying respective statement number

Figure 2: Point Map of 91 Statements to the Question: "What is it Like Being Bullied?"

situated beside it. The MDS solution generated through the computer program provided the placement of points that reflected the frequency with which certain statements were sorted together (Grant, 1997; Miller, 1996). In other words, the distance between points represented how often certain items were sorted together. Points closer to each other meant that particular statements were more likely to be sorted together than statements that were further apart (Miller, 1996). According to the point map, many pairs of statements fall in the same place on the map, indicating that they were closely related to each other. For example, statement numbers at the top of the map and on the right side of the map show numerous statements located either right on top of each other or very close to each other. This finding was expected, since examination of these statements indicated they were highly similar to each other in terms of meaning. In order to pinpoint themes among such statements, a cluster analysis technique was conducted on the results obtained from the point map.

Cluster Analysis

A hierarchical cluster analysis was performed on the MDS solution (data on the point map) in order to represent the conceptual domain of the experience of being bullied during one's childhood and/or adolescence. This data analysis sought to group statements based on their similarity to each other. Ward's algorithm technique via Trochim's (1989) concept mapping computer program was employed on the MDS solution as a basis for defining the conceptual domain. According to Trochim (1989), this particular algorithm technique provides a sensible as well as interpretable solution.

At this point the statements were grouped into varying numbers of categories or clusters to determine the number of clusters that best represented the concept. The partitioning of statements can produce as many clusters as one desires. A simple mathematical criterion for selecting the optimal number of clusters, however, does not exist. When examining various cluster solutions, therefore, discretion needs to be utilized in order to avoid fragmentation and/or over-generalization of statements (Grant, 1997; Trochim, Cook & Setze, 1994, Miller, 1996). When doing this, Trochim (1989) recommended that various cluster solutions be analyzed in sequence in order to decide what particular grouping made the most sense in terms of its conceptualization. A structured process was utilized to interpret the results of the concept mapping analysis. The 18-solution cluster map was first examined, then a 9-cluster solution, 8, 7, etc., all the way to a 5 cluster solution. At each level statements within each cluster were examined and a judgement made as to how they best fit the particular cluster at hand.

The concept mapping computer program also computed a "bridging index" that assisted in this process (Trochim, 1993). The bridging index ranged from 0.0 to 1.0. A low bridging value indicated that a particular statement was frequently sorted together, whereas a high bridging value indicated that the particular statement was sorted with items further away on the map. In other words, a higher value indicated that items were more likely to be a "bridge" item that was sorted with other statements on the map. The lower the bridging index for a particular item, the more likely the statement was "central" for the meaning of the cluster (Grant, 1997; Trochim, 1989; Miller, 1996). When this analysis

was conducted, consideration was given to those items with lower bridging indexes that also provided uniqueness to the cluster.

The computer program not only provided a bridging index for each statement, but an average bridging index for each cluster as well. Clusters with low average bridging values indicated that the particular set of statements was more closely related to each other, thus easier to label. Clusters that had higher bridging averages were more likely to be described as linking clusters that acted as bridges between clusters that were near to each other (Grant 1997; Miller, 1996; Trochim, 1989). Both item and average bridging values, therefore, were utilized to determine the appropriate number of clusters that best conceptualized the data.

As discussed above, cluster solutions ranging from 5 to 18 clusters were examined. The computer program was set to produce a cluster solution that was one-fifth of the total number of statements entered into the program. This resulted in an initial cluster solution of 18 clusters. This cluster solution did not help to conceptualize the data. Many clusters contained only a few items. In addition, many clusters overlapped with one another in terms of meaning. Clusters 10, 11, and 12, for example, all appeared to refer to similar reactions to being bullied.

The 9-cluster solution was examined next (See Appendix M). It was evident that the cluster groupings were beginning to gel in terms of themes. However, there was still evidence of fragmentation in that various clusters still seemed closely related to each other. For example, a statement in cluster #1, "I was called names", appeared closely related to the statement in cluster #2, "I was teased about my weight". Similarly, statements in clusters #7 and #8 were

also similar to each other. For example, "I wanted to be as cool as the bully" in cluster #7, and "I wanted to kick their ass", in cluster #8, both indicated possible desires stemming from being bullied.

The 5th cluster solution was examined next. These clusters were judged to be too broad in that there was too much overlap amongst clusters, in that certain clusters contained two different themes. For example, cluster one contained statements that referred to the theme of different ways of being bullied as well as statements that referred to the theme of social isolation. Further partition, therefore, appeared to be necessary.

Based on the cluster solutions performed, it was evident that the final cluster solution was between 6 and 8 clusters. Subsequent cluster solutions were examined to determine the ideal number of clusters. The 6-cluster solution (See Appendix N) was slightly better than the 5-cluster solution in that some of the statements in cluster one were now in cluster two. Separate themes were clearly emerging. The 8-cluster solution, much like the 9-cluster solution, partitioned similar statements into two clusters, providing too much differentiation. For example, it seemed that statements like "I was called ugly" in cluster one seemed to be similar in content to "I was bullied about wearing braces" in cluster two. Placement in different clusters, therefore, appeared to be unnecessary. The combination of these two clusters in cluster solution 8 resulted in an average bridging index of 0.12, versus .07 and 0.35 if these were partitioned.

The 7-cluster solution, on the other hand, depicted clusters that were both concise and clear, offering better differentiation than other cluster solutions. The 7-cluster solution, therefore, was chosen to be the solution that best fit the

data set (see Table 4). Further examination of other cluster solutions did not appear to offer further concise and/or useful information. Because of this, further analysis was deemed to be unnecessary.

Description of Clusters

Informed conjecture was utilized to describe as well as to provide labels for individual clusters. Since attaching a descriptive label to each cluster could be judged to be subjective, a 3 step judging process utilized by Grant (1997), Miller (1996), and Trochim (1989) was used to reduce the likelihood of this possibility.

The first step involved examining the statements and their respective bridging values within their particular cluster. Statements with low bridging values were given first consideration in the labelling process since they provided clearer thematic descriptions of the particular cluster than statements with high bridging values.

The second step continued the same process, but with statements that had higher bridging values. This process was systematic: statements deemed to be more central to the theme were utilized first, statements deemed less central to the theme were then considered, depending on their respective bridging indices.

The third step in the labelling process involved an attempt to utilize actual words (or synonyms) that were found in the statements.

Unlabelled as well as labelled versions of the 7-cluster solution concept map are depicted in Figure 3 and 4. Statements of each cluster along with their bridging indices are displayed in Table 5.
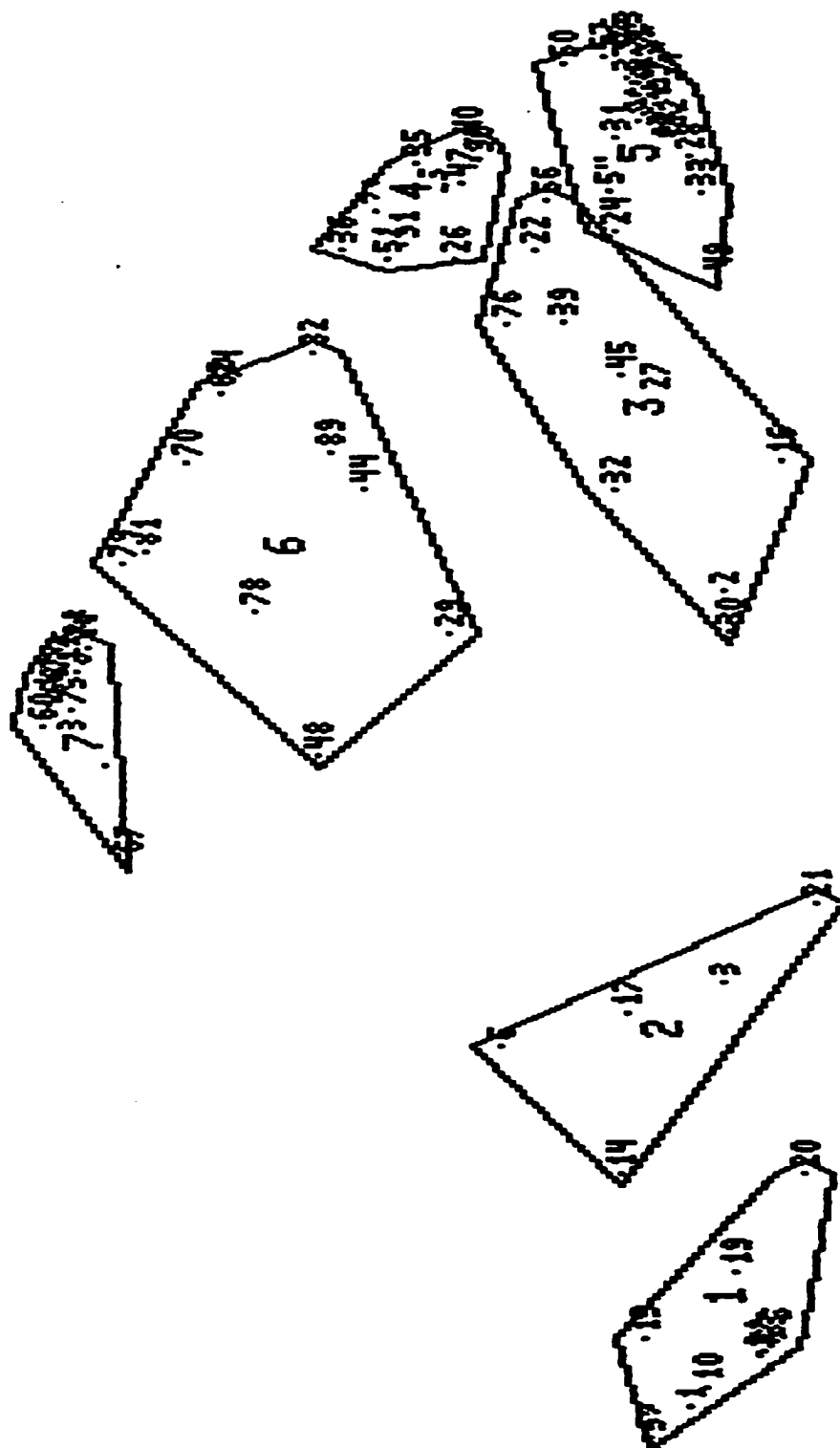
Figure 3: Unlabelled 7-Cluster Solution Concept Map of 91 Statements to the Question: "What is it Like Being Bullied?"
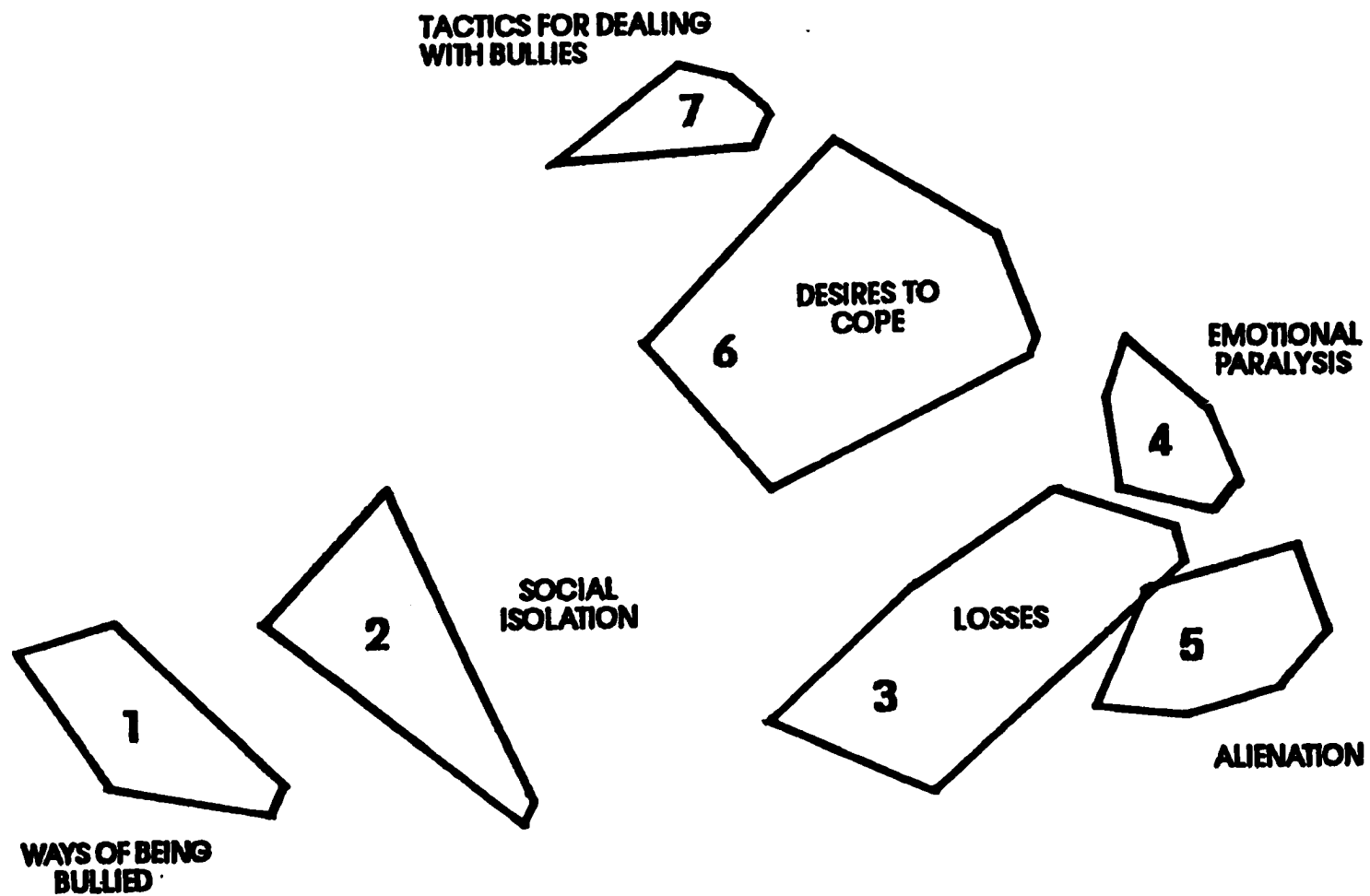
Figure 4: Labelled 7-Cluster Solution Concept Map of 91 Statements to the Question: "What is it Like Being Bullied?"

Table 4
7-Cluster Solution

Cluster #1 - Ways of Being Bullied	**Bridging Index**

1.	I was called names.	0.04
10.	I was called ugly.	0.06
13.	I had cuts, scrapes, and bruises.	0.31
4.	I was hit.	0.00
63.	I was punched.	0.00
84.	I was slapped.	0.00
9.	I was thrown against a fence.	0.00
42.	I was kicked.	0.00
5.	I was bullied about my good marks.	0.13
7.	I was teased about what I wanted to be when I grew up.	0.08
25.	I was teased about my weight.	0.09
11.	I was teased about my height.	0.08
18.	I was bullied about wearing braces.	0.08
19.	I was bullied by people older than me.	0.28
20.	I was judged about what I did.	0.59

Cluster Average = 0.12

Cluster #2 - Social Isolation

3.	One friend ended up treating me like dirt.	0.84
17.	Other people were afraid to be nice to me.	0.75
14.	Some of my friends joined the bully in bullying me.	0.60
21.	People hate me because I'm different.	1.00
6.	Teachers didn't do anything.	0.97

Cluster Average = 0.83

Cluster #3 - Losses

2.	My grades dropped.	0.78
30.	I lost most of my friends.	0.79
16.	If it's all about looks you sometimes feel that's all they see in you.	0.81
49.	I lost confidence in myself.	0.47
27.	I started to believe what the bully said about me.	0.49
45.	I was afraid to tell the teacher	0.54
32.	I couldn't concentrate in class.	0.58

Cluster Average = 0.64

Cluster #4 - Emotional Paralysis   Bridging Index

15.	I wished I were someplace else.	0.57
35.	I wanted to crawl into a hole and stay there.	0.54
26.	I wished I were someone else.	0.50
40.	I was too afraid to cry.	0.46
47.	I wished the bully felt what I felt.	0.43
90.	I was afraid about what would happen next.	0.43
51.	I was glad when the bully decided to pick on someone else.	0.86
91.	I wanted them to leave me alone.	0.58
71.	I was too scared to fight back.	0.71
22.	I was scared to go to school.	0.40
56.	Being bullied hurt me more inside than outside.	0.32
24.	I really got down on myself.	0.31
54.	I wondered whether my life was worth this abuse.	0.27
39.	I wondered why they chose me.	0.45
76.	I kept everything inside.	0.51

Cluster Average = 0.48

Cluster #5 - Alienation   Bridging Index

8.	I felt lonely.	0.13
73.	I felt used.	0.13
31.	I felt I couldn't trust anyone.	0.14
41.	I felt out of place.	0.15
34.	I felt like I did something wrong.	0.12
61.	I felt that I did not deserve to exist.	0.12
59.	I felt stupid.	0.12
65.	I felt like a nothing, sometimes a lesser person than the bully.	0.11
46.	I felt like a loser.	0.12
69.	I felt unwanted.	0.12
80.	I felt that I couldn't do anything right.	0.13
12.	I felt like killing myself.	0.19
64.	I felt that everyone was against me.	0.17
52.	I felt that nobody cared.	0.17
28.	I felt I did something wrong to deserve being bullied.	0.22
33.	I felt relieved when school was over.	0.32
23.	I felt embarrassed when it happened.	0.15
38.	I felt sad.	0.15
37.	I felt as small as an ant.	0.14
43.	I felt nervous.	0.19
85.	I felt frustrated.	0.17
57.	I felt annoyed.	0.20
50.	I felt mad.	0.32

Cluster Average = 0.16

Cluster #6 - Desires to Cope   Bridging Index

29.	I became stronger as a person.	0.81
48.	I felt better when my friends told the bully to stop.	0.99
78.	I never told Mom/Dad because they might have gone to the teacher.	0.88
36.	I started to cry.	0.84
82.	I thought about bullying someone else.	0.77
44.	I wanted to be as cool as they were.	0.72
89.	I wanted to stay home all the time.	0.82
62.	I wanted to cry but didn't because they would bug me more.	0.73
74.	I wanted to trade places with the bully to show him how it felt.	0.72
70.	I wanted to kick their ass.	0.67
79.	I pointed out someone else they could bully instead.	0.48
81.	I tried to act as if I didn't care.	0.51

Cluster Average = 0.74

Cluster #7 - Tactics For Dealing With Bullies   Bridging Index

53.	I yelled at the bully.	0.16
58.	I told them to stop bullying me.	0.16
77.	I tried to talk to the bully.	0.16
55.	I ignored the bully but it didn't work.	0.19
68.	I smart-mouthed the bully but it didn't work.	0.20
60.	I ran away from the bully.	0.17
72.	I pretended to look brave.	0.20
75.	I tried to avoid the bully.	0.23
83.	I hid from the bully.	0.23
86.	I pretended to be sick so I didn't have to go to school.	0.37
66.	I tried not to show the bully that I was hurting inside but it was hard.	0.25
87.	I fought back.	0.24
88.	I was nice to the bully so that he/she would stop bullying me.	0.23
67.	I shared everything with Mom/Dad.	0.51

Cluster Average = 0.23

Cluster 1 - Ways of Being Bullied

Cluster one, located in the far left side of the concept map, consisted of statements that related to the different ways children were bullied; specifically different verbal and physical types of aggression. Only 3 items out of a total of 15 items did not mention a specific bullying methodology. These items, however, still involved informing the reader that he or she had been bullied. Statements in this category were: I was bullied about wearing braces (#18), I was bullied by people older than me (#19), and I was judged about what I did (#20). The majority of statements, however, represented specific ways in which the children were bullied. Examples include: "I was called names (#1)", "I was called ugly" (#10), "I was hit (#4)", "I was thrown against a fence (#9), "I was kicked (#42)", "I had cuts, scrapes, or bruises (#13), "I was punched (#63), "I was slapped (#84). Other statements involved being teased about one's physical appearance, "I was teased about my weight (#25)", and "I was teased about my height (#11)". There were also items that related to being bullied about other issues such as: "I was bullied about my good marks (#5)", "I was teased about what I wanted to be when I grew up (#7), "I was judged about what I did (#20)". All of the statements involved different physical and verbal forms of aggression.

Cluster 1 had the lowest average bridging index of the seven clusters on this map (0.12). This indicated that the statements in this cluster have a high degree of similarity in terms of the frequency in which these items were sorted together. In other words, the theme of *Ways of Being Bullied* is a discrete cluster that stood by itself, displaying only a small tendency of overlap with other clusters.

Cluster 2 - Social Isolation

Cluster 2, which is situated alongside Cluster I, included items that depicted what it was like to be bullied, the focus being on the impact on interpersonal relationships. All of the statements except for statement number 6 (and even that one could be argued to be a member), deal with social isolation, and describe a sense of loneliness, with not being a member of the pack, of not having friends, or having friends turn on you because you have been bullied. Examples include: "One friend ended up treating me like dirt (#3)", "Other people were afraid to be nice to me (#17)", "Some of my friends joined the bully in bullying me (#14)", "People hate me because I'm different (#21)", and "Teachers didn't do anything (#6)".

Cluster 3 - Losses

Cluster 3 is located middle right side of the concept map, adjacent to clusters 4 and 5. Statements tend to describe losses that children may experience if they have been bullied. For example, "I lost confidence in myself (#49)", "I started to believe what the bully said about me (#27)", "I was afraid to tell the teacher (#45)", "I couldn't concentrate in class (#32)", and "My grades dropped (#2). All describe losses of one's coping resources in reference to environmental demands. Other losses were framed in terms of how children viewed their level of desirability, such as "I lost most of my friends (#30)", and "If it's all about looks you sometimes feel that's all they see in you (#16)". When looking at this cluster, it becomes apparent that the person being bullied has begun to believe the judgements of others, and has also begun to lose the ability to cope with his or her environment. This cluster appears to be transitional -

linking it to the next cluster - in that the statements are becoming more cognitive and emotion ladened.

Cluster 4 - Emotional Paralysis

Cluster 4 is located on the upper right section of the concept map. Statements in this cluster are similar to those in the previous cluster but describes emotions and cognitions that are associated with a sense of hopelessness, a belief that nothing can be done to change the situation. Certain statements go even deeper, in that they describe a sense of despair, to the point that the person is not able even to fantasize about a change in his/her situation, leading to a belief that nothing can be done. Statements include: "I was too afraid to cry (#40)", "I wanted to crawl into a hole and stay there (#35)", "I was afraid about what would happen next (#90)", "Being bullied hurt me more inside than outside (#56)", "I was too scared to fight back (#71)", "I was scared to go to school (#22), "I really got down on myself (#24)", "I wondered whether my life was worth this abuse (54)", "I wanted them to leave me alone (#91)", "I wished I was someone else (#26)", "I wished the bully felt what I felt (#47)", and "I wondered why they chose me (#39)".

Cluster 5 - Alienation

The fifth cluster, located in the far right side of the concept map slightly below cluster 4, includes statements that refer to emotional states experienced when bullied. Certain statements relate to feelings of helplessness and are framed in the form of sadness, frustration or anger. Examples include: "I felt sad (#38)", "I felt annoyed (#57)", "I felt mad (#50)", "I felt frustrated (#85)", "I felt

nervous (#43)", and "I felt relieved when school was over (#33)". Other statements, however, indicate feelings of loneliness and alienation, a sense that one is separate and alone. Examples include: "I felt unwanted (#69)", "I felt out of place (#41)", "I felt that everyone was against me (#64)", "I felt that nobody cared (#52)", "I felt I couldn't trust anyone (#31)". "I felt I did something wrong to deserve being bullied (#28)", "I felt lonely (#8)", "I felt used (#73)", and "I felt embarrassed when it happened (#23)". Certain statements extend to a sense of hopelessness and feelings of suicide such as, "I felt that I did not deserve to exist (#61)", and "I felt like killing myself (#12)". Many statements also indicate a profound impact on one's self-esteem, "I felt stupid (#59)", "I felt like a nothing, sometimes lesser person than the bully (#65)", "I felt like a loser (#46)", "I felt that I couldn't do anything right (#80)", and "I felt as small as an ant (#37)".

Cluster 5 had the second lowest average bridging index of the seven clusters on this map (0.16). This cluster, like cluster 1, displayed a high level of similarity in terms of how frequently the statements were sorted together. The theme of *alienation*, therefore, also depicted a discrete cluster, an entity by itself.

Cluster 6 - Desires to Cope

The sixth cluster, Desires to Cope, is situated in the middle upper area of the concept map linking clusters 4, 5, and 7. The statements in certain parts of this cluster display statements that still, for the most part, represent a sense of overwhelming pain and/or powerlessness. Examples include: "I started to cry (#36)", "I never told Mom/Dad because they might have gone to the teacher (#78)". Other statements in this cluster, however, appear to be transitional, in that although the person is still clearly expressing he or she is in pain, he or she

is still expressing a desire to deal with his or her situation. Examples of these statements include: "I tried to act as if I didn't care (#81)", "I wanted to kick their ass (#70)", "I wanted to stay home all the time (#89)", "I wanted to cry but didn't because they would bug me more (#62)", "I wanted to trade places with the bully to show him how it felt to be bullied (#74)", "I wanted to be as cool as they were (#44)", "I pointed out someone else they could bully instead (#79)", "I thought about bullying someone else (#82)". It appeared that this cluster displayed an indication that there was a way out, that there was hope for a solution to their predicament. One statement, in particular, spoke of gaining strength as a result of their experience: "I became stronger as a person (#29)". Though it could be argued that the children's attempts to cope with being bullied may not have been constructive, the attempts, or desires to cope, nevertheless represent an indication that "hope is not lost", that there might be ways to deal with their situation.

Cluster 7 - Tactics for Dealing with Bullies

Cluster 7 is situated at the top middle area of the concept map, and represents actual attempts to deal with being bullied. It appears that the desires represented by statements in cluster 6 are now represented as actions in cluster 7. Certain actions included attempts to communicate or negotiate with the bully: "I told them to stop bullying me (#58)", "I tried to talk to the bully (#77)", and "I was nice to the bully so that he/she would stop bullying me (#88)". Other actions individuals took included various forms of avoidance: "I ignored the bully but it didn't work (#68)", "I ran away from the bully (#60)", "I tried to avoid the bully (#75)", "I pretended to be sick so I didn't have to go to school (#86)", and "I hid

from the bully (#83)". There was evidence that attempts were made to hide true feelings towards the bully: "I pretended to look brave (#72)", and "I tried not to show the bully that I was hurting inside (#66)". Other tactics involved fighting back verbally and/or physically: "I yelled at the bully (#53)", "I smart-mouthed the bully but it didn't work (#68)", and "I fought back (#87)". Only one tactic mentioned communication with other people: "I shared everything with Mom/Dad (#67)", which may again indicate the sense of loneliness and alienation that may be experienced, a sense that he or she is alone when dealing with being bullied.

Cluster 7 had the third lowest average bridging index of the seven clusters on this map (0.23), indicating that these items also exhibited a high degree of similarity in terms of the frequency with which these statements were sorted together. The theme of *Tactics for Dealing With Being Bullied*, therefore, also represented a discrete entity, separate from other clusters on the map.

Phase Three: Frequency Study

A frequency study to address the third research question was performed in Phase Three. It sought to discover the extent to which other junior high school students perceived similar experiences of what it was like to be bullied. A survey instrument was created (based on the data obtained from Phase 1 and 2) and piloted on 109 junior high school students, the same students who had completed the concept map part of the study. The survey then underwent several revisions in which it was refined, edited for clarity, and shortened. The survey was then given to a professor as well as several doctoral students (who have experience teaching research methodology or teaching junior high

students) to ensure that its format, structure, and language were suitable for the population.

The final version of the survey was subsequently distributed to 6 junior high schools in a city located in western Canada. One junior high school from each region of the city was selected for the study, totalling six schools. One class representing each grade level (grades 7, 8, and 9) from each school participated in this part of the study, totally 440 students (please refer to the methodology section for further information on the characteristics of the sample).

The survey on the *Experience of Being Bullied During Childhood and/or Adolescence* contained a definition of bullying, a question asking whether or not the person had been bullied, 5 demographic questions framed in a multiple choice format, 11 questions related to other issues that were related to being bullied, such as frequency rates, what teachers chose to do, how safe the students felt, whether they told anyone about their experience, whether they chose to stay away from school, whether boys or girls bullied him or her, how many individuals bullied them, where bullying occurred, when bullying occurred, and what types of bullying they experienced. A multiple choice type of format in combination with "check statements that apply to you" format was utilized in this section. Twenty-nine (29) statements referring to feelings and/or cognitions developed from Phase Two of the study made up the rest of the survey. A four-point Likert scale was utilized in the latter part of the survey, with responses ranging from "never" to "very often". This survey, totalling 46 questions, was designed to explore the frequency of statements obtained from the concept mapping part of the study.

A total of 440 surveys were distributed (See Appendix L). A total of 383

individuals indicated answered "yes" to the question "Have you ever been

bullied?". Sixty-one (61) individuals answered "no" to the question, indicating

they had never been bullied. Persons who indicated they had not been bullied

were informed they did not have to continue with the rest of the survey. Results

are outlined in Table 5.

Table 5
Comparison of Percentage Rates
"Bullied" vs. "Not Bullied"

School	"I have been bullied"	Percent	"I have not been bullied"	Percent
1	68	86.07	11	13.07
2	42	76.36	13	23.63
3	67	83.75	13	16.25
4	72	91.13	7	8.86
5	60	86.95	9	13.04
6	70	89.74	8	11.42
Total	379	86.13	61	13.86

A total 379 out of 383 surveys were considered valid (as stated in the

Methodology section, four surveys were considered spoiled for various reasons).

A Pearson Chi-Square test was conducted to determine if there were differences

between schools in terms of whether the children indicated they had been

bullied. Significant differences were not found. Frequency data was calculated

for all of the questions and are presented in Table 6. A further analysis was

performed to determine which statements were endorsed as "pretty often" or

"very often" in terms of experiencing traumatic reactions in reference to being

bullied. Since the questions on the survey were designed from the statements

obtained in Phase 2 of the study, means were calculated for the survey

questions that related to particular clusters, to see if there were cluster

differences in terms of the types of themes that were being experienced. Group

comparisons were also conducted for all survey questions on 4 variables

(gender, grade level, birth order, and cultural background).

Frequency Data

Table 6 contains the summary statistics of all of the statements on the

Experience of Being Bullied During Childhood and Adolescence Survey.

Depending on the nature of the question, appropriate statistics were calculated,

such as percentages, means, or standard deviations. Top ranked statements

indicating percentage of endorsement as "pretty often" or "very often" are

summarized in Table 7. Statements on the survey that represent each cluster

are outlined in Table 8.

The statement most frequently endorsed by children in this sample was

statement number 17(a) located in Cluster 1: "I have been called names"

(92.1%), suggesting that the majority of participants completing this survey

indicated this statement to be part of their experience. Other statements in this

cluster include: "I have been hit, kicked, or tripped up" (54.4%), "I have been

bullied about how I looked" (50.7%), "I have been excluded" (39.8%), "I have

been threatened" (38.8%), "A bully has taken or stolen something from me"

(32.2%), "A bully has broken things that were mine" (24.5%), "I have been bullied

about my marks" (21.1%), "I have been bullied about my cultural background"

(17.2%), and "I have been locked into a room, locker, etc." (7.4%).

The statement receiving the second highest ranking in terms of

"percentage endorsed" was found in cluster 6 (Desires to Cope). The main

theme of this cluster centered around a person's expressed wishes or desires to

deal with being bullied. The statement receiving the highest ranking in this cluster also turns out to be the highest rank among the 29 statements that measure traumatic reactions: "I wanted to kick their butt" (59%). It appears that almost 60% of respondents indicated this desire. The second highest-ranking statement in this cluster was endorsed by 46.2% of respondents: "I tried to act like I didn't care". In other words, "not showing the bully how you really feel" was judged to be important when coping with being bullied.

Other statements frequently endorsed by the respondents were contained in Cluster 5 (Alienation). Many statements refer to emotional states stemming from being bullied. Helplessness, for example, may be framed in the form of sadness and/or anger. For example, "Being bullied made me feel mad" was endorsed by 48.8% of the respondents. Also, 28.2% of the children indicated that being bullied made them feel sad. Other statements in this cluster included feelings of loneliness and alienation, a sense that one felt out of place, separate from others.

Two other statements receiving frequent endorsements were contained in Cluster 7 (Tactics for Dealing With Bullies). As discussed earlier in this chapter, this cluster describes various tactics for dealing with being bullied. The two items most frequently endorsed in this cluster include: "I have fought back" (38.5%), and "I have tried to avoid the bully" (43.6%).

The statements in the above clusters were not just notable for how frequently they were endorsed as being part of the experience of being bullied. There was also evidence that certain statements were not frequently endorsed, and, therefore, for the most part, were not considered to be problematic. Cluster 2, 3, and 4, for example, did not contain any statements with means higher than

"2" (labelled as occurring only "once in awhile"). In fact, many of the statements contained in clusters 1, 5, 6, and 7 also had means of less than "2". While this may be true from a statistical point of view, certain children did endorse these statements as being true of their experience. For example, none of the statements in cluster 2 had a mean of "2" or higher, but 9% of children endorsed "3" (pretty often) or "4" (pretty often) to the statement "Other people were afraid to be nice to me". Similarly, 8.7% of children also endorsed "3" or "4" to the statement "Some of my friends joined the bully in bullying me".

In a similar vein, none of the statements in Cluster 3 (Losses) reached a mean of "2". However, some of the statements in this cluster deserve analysis from a non-statistical perspective. Examples include: "I was afraid to tell the teacher" was endorsed by 27.8% of respondents, "Being bullied made it hard for me to concentrate in class" was endorsed by 18.4% of the respondents, and "Being bullied made my grades drop" was endorsed by 10.5% of the respondents.

There were further examples in Cluster 4 (Emotional Paralysis). "I was too scared to fight back" was endorsed by 22.7% of respondents, "I was afraid about what would happen next" was endorsed by 19.7%, and "Being bullied made me want to crawl into a hole and stay there" was endorsed by 18.7% of respondents.

Statements in Cluster 5 (Alienation) that were not judged to be frequently endorsed but were deemed to be significant from a clinical perspective, were: "Being bullied made me feel out of place" (21.6%), "Being bullied made me feel like everyone was against me" (21.4%), "Being bullied made me feel lonely" (18.7%), "Being bullied made me lose confidence in myself" (19.3%), "Being

bullied made me feel so bad that I wanted to kill myself" (14.5%), "Being bullied made me feel I did something wrong to deserve it" (15.1%), "Being bullied made me feel as small as an ant" (12.4%), and "Being bullied made feel that I couldn't trust anyone" (15.8%).

Cluster 6 also contained statements that did not reach a mean of "2", but nevertheless deserve an analysis from a clinical perspective. Examples include: "I wanted to be as cool as the bully" (11.1%), and "I thought about bullying someone else" (11.4%).

Cluster 7 also contained statements that deserve analysis from a clinical point of view. Examples include: "I have pretended to be sick so I didn't have to go to school" (9.5%), "I ran away from the bully" (12.9%), "I have hidden from the bully" (9.3%), and "I have been nice to the bully so that he/she would stop bullying me" (21.2%).

Although the above percentage rates seem small when compared to the statements that were frequently endorsed, they are not small from a clinical perspective. For example, as noted above, 14.5% of the respondents indicated they felt so bad about being bullied that they wanted to kill themselves. This statistic is considered alarming from a clinical perspective. Consequently, it is important to examine the obtained results from both perspectives, the statistical viewpoint as well as the clinical/counselling viewpoint.

Table 6
Frequencies for Survey Questions in Frequency Study
Questions 7 to 15

7. How Often Do You Get Bullied?	Frequency	Percent
Everyday	26	6.9
Most days	28	7.4
One or two days per week	40	10.6
Once per week	24	6.3
Once or twice per month	52	13.7
Once or twice per term	49	12.9
Once or twice per year	154	40.6
Total	**373**	**98.4**
Missing Data (Question Not Answered)	**6**	**1.6**
Total	**379**	**100**

8. In your experience, what do teachers do when they see bullying?	Frequency	Percent
Nothing, never tried to stop it	92	24.3
Told Everyone to stop and to leave the area	63	16.6
Brought everyone involved to the principal's office	82	21.6
Tried to solve the problem by talking to everyone involved	132	36.1
Total	**374**	**98.7**
Missing Data (Question not answered)	**5**	**1.3**
Total	**379**	**100**

9. How safe do you feel from being bullied at this school?	Frequency	Percent
Not safe at all	29	7.7
Only safe sometimes	48	12.7
Usually safe	132	34.8
Always safe or Nearly Always Safe	168	44.3
Total	**377**	**99.5**
Missing Data (Question Not Answered)	**2**	**0.5**
Total	**379**	**100**

Table 6 continued...

10. When you were being bullied, who did you tell?	Frequency	Percent
Teacher	29	7.7
Principal	11	2.9
Other friends	141	37.2
Mom or dad or guardian	59	15.6
Nobody	124	32.7
More than one person	13	3.4
Total	377	99.5
Missing Data (Question not answered)	2	0.5
Total	379	100

11. If you did tell someone, did it help to stop the bullying?	Frequency	Percent
Yes	132	34.8
No	188	49.6
Total	320	84.4
Missing Data (Question not answered)	59	15.6
Total	379	100

12. Have you actually stayed away from school because of bullying?	Frequency	Percent
Yes, I have stayed away	39	10.3
No, but I have thought about staying away	88	23.2
I have never stayed away from school because of bullying	250	66.0
Total	377	99.5
Missing Data (Question not answered)	2	0.5
Total	379	100

13. Who bullied you?	Frequency	Percent
Girls	54	14.2
Boys	187	49.3
Both girls and boys	136	35.9
Total	377	99.5
Missing Data (Question not answered)	2	0.5
Total	379	100

Table 6 continued...

14. How many kids bullied you?	Frequency	Percent
one	144	38.0
a small group (two to five)	174	45.9
lots (more than five)	57	15.0
Total	375	98.9
Missing Data (Question not answered)	4	1.1
Total	379	100

15. Where does bullying happen at your school?

	Percent Endorsed			
	Often	Sometimes	Never	No Response
School yard	14.8	43.3	24.5	17.4
Classroom	14.0	33.5	33.0	19.5
Hallways	22.7	45.1	16.6	15.6
*Cafeteria	3.7	10.8	55.4	30.1
Bathrooms	4.7	15.3	58.0	21.9
Gymnasium	7.9	25.9	44.1	22.2
On the way to school	5.8	23.7	48.5	21.9
On the way home from school	11.3	33.8	37.7	17.2

*Data from the cafeteria question need to be interpreted with caution because certain students indicated their schools did not have a cafeteria.

16. When Does Bullying Happen at Your School?

	Percent Endorsed			
	Often	Sometimes	Never	No Response
Morning, before school starts	6.6	35.9	35.4	22.2
During class times	11.6	35.6	32.2	20.6
When classes change	11.3	39.6	28.5	20.6
During recess/breaktimes	11.9	34.6	30.1	23.5
During lunch times	20.8	39.8	20.6	14.8
After School	20.1	39.6	20.6	14.8

Table 6 continued....

Percent Endorsed

17. Ways of Being Bullied	Yes	No
I have been called names.	92.1	7.9
I have been bullied about my marks.	21.1	78.9
I have been bullied about how I looked.	50.7	49.3
I have been bullied about my cultural background.	17.2	82.8
I was threatened (bully told me he/she was going to hurt me or kill me)	38.8	61.2
I was excluded (not talked to or played with on purpose)	39.8	60.2
I have been hit, kicked, or tripped up	54.4	45.6
I have been locked into a room, locker, etc.	7.4	92.6
A bully has taken or stolen something from me.	32.2	67.8
A bully has broken things that were mine.	24.5	75.5

Table 6 continued....
Percentages, Means and Standard Deviations for Questions 18 to 46

Percent Statement Endorsed

Question	never	once in awhile	pretty often	very often	mean	std. dev.
18. Other people were afraid to be nice to me.	62.8	25.9	3.7	5.3	1.50	0.80
19. Some of my friends joined the bully in bullying me.	62.0	28.2	5.5	3.2	1.49	0.74
20. I started to believe What the bully said about me.	63.3	23.7	6.1	5.5	1.53	0.84
21. Being bullied made it hard for me to concentrate in class.	47.8	32.7	10.0	8.4	1.78	0.93
22. Being bullied made my grades drop.	75.2	13.2	5.5	5.0	1.78	0.81
23. I was afraid to tell the teacher.	49.1	21.9	10.6	17.2	1.95	1.14
24. I was afraid about what would happen next.	45.1	34.0	11.3	8.4	1.82	0.94
25. I was too scared to fight back.	51.7	24.5	10.0	12.7	1.83	1.05
26. Being bullied made Me want into crawl into a hole and stay there.	63.6	16.6	8.4	10.3	1.65	1.01

Table 6 continued....

Percent Statement Endorsed

Question	never	once in awhile	pretty often	very often	mean	std. dev.
27. Being bullied made me feel sad.	26.4	44.3	14.2	14.0	2.16	0.97
28. Being bullied made me feel that I did something wrong to deserve it.	62.8	21.1	6.1	9.0	1.60	0.95
29. Being bullied made me feel that I couldn't trust anyone.	57.0	26.1	6.3	9.5	1.68	0.96
30. Being bullied made me feel as small as an ant.	62.0	23.7	4.7	7.7	1.57	0.90
31. Being bullied made me lose confidence in myself.	50.1	29.0	6.9	12.4	1.81	1.02
32. Being bullied made me feel so bad that I wanted to kill myself.	75.2	8.7	3.4	11.1	1.49	0.99
33. Being bullied made me feel lonely.	48.8	30.9	9.2	9.5	1.79	0.96
34. Being bullied made me feel out of place.	40.6	35.4	11.6	10.0	1.90	0.96
35. Being bullied made me feel like everyone was against me.	50.4 ·	25.6	11.1	10.3	1.80	1.00
36. Being bullied made me feel mad.	15.6	33.0	20.6	28.2	2.63	1.06
37. I wanted to be as cool as the bully.	74.7	12.1	5.3	5.8	1.40	0.84
38. I wanted to kick their butt.	15.8	22.7	12.7	46.2	2.91	1.16
39. I thought about bullying someone else.	62.5	23.7	5.3	6.1	1.53	0.85
40. I tried to act like I didn't care.	24.3	27.2	18.5	27.7	2.50	1.14
41. I have pretended to be sick so I didn't have to go to school.	77.6	10.6	3.2	6.3	1.36	0.82

Table 6 continued...

Percent Statement Endorsed

Question	never	once in awhile	pretty often	very often	mean	std. dev.
42. I have tried to avoid the bully.	26.6	27.4	14.8	28.8	2.46	1.17
43. I ran away from the bully.	61.7	23.0	6.6	6.3	1.56	.878
44. I have hidden from the bully.	70.7	17.7	4.0	5.3	1.42	0.80
45. I have been nice to the bully so that he/she would stop bullying me.	46.4	30.1	10.6	10.6	1.84	0.99
46. I have fought back.	28.8	30.1	14.5	24.0	2.34	1.14

Table 7
Ranking of Statements by Percent Endorsed

Cluster #1 - Ways of Being Bullied	Percent Endorsed
17. I have been called names.	92.1
I have been hit, kicked, or tripped up	54.4
I have been bullied about how I looked.	50.7
I was excluded (not talked to or played with on purpose)	39.8
I was threatened (bully told me he/she was going to hurt me or kill me)	38.8
A bully has taken or stolen something from me.	32.2
A bully has broken things that were mine.	24.5
I have been bullied about my marks	21.1
I have been bullied about my cultural background	17.2
I have been locked into a room, locker, etc.	7.4

Statements with a mean of 2.0 or above (Clusters 2 to 7)	Mean	Percent Endorsed as"pretty often" or "very often"
27. Being bullied made me feel sad.	2.16	28.2
36. Being bullied made me feel mad.	2.63	48.8
38. I wanted to kick their butt.	2.91	58.9
40. I tried to act like I didn't care.	2.50	46.2
42. I have tried to avoid the bully.	2.46	43.6
46. I have fought back.	2.34	38.5

Table 8
Statements On The Survey Representing Each Cluster

Percent Endorsed

Cluster #1 - Ways of Being Bullied	Yes	No
17. I have been called names.	92.1	7.9
I have been bullied about my marks.	21.1	78.9
I have been bullied about how I looked.	50.7	49.3
I have been bullied about my cultural background.	17.2	82.8
I was threatened (bully told me he/she was going to hurt me or kill me)	38.8	61.2
I was excluded (not talked to or played with on purpose)	39.8	60.2
I have been hit, kicked, or tripped up	54.4	45.6
I have been locked into a room, locker, etc.	7.4	92.6
A bully has taken or stolen something from me.	32.2	67.8
A bully has broken things that were mine.	24.5	75.5

Cluster #2 - Social Isolation	Mean	Std. Dev.
18. Other people were afraid to be nice to me.	1.50	0.80
19. Some of my friends joined the bully in bullying me	1.49	0.74
Cluster Mean	1.495	

Cluster #3 - Losses	Mean	Std. Dev.
20. I started to believe what the bully said about me.	1.53	0.84
21. Being bullied made it hard for me to concentrate in class.	1.78	0.93
22. Being bullied made my grades drop.	1.39	0.81
23. I was afraid to tell the teacher.	1.95	1.14
Cluster Mean	1.66	

Cluster #4 - Emotional Paralysis	Mean	Std. Dev.
24. I was afraid about what would happen next.	1.82	0.94
25. I was too scared to fight back.	1.83	1.05
26. Being bullied made me want to crawl into a hole and stay there.	1.65	1.01
Cluster Mean	1.76	

Table 8 continued....

Cluster #5 - Alienation	Mean	Std. Dev.
27. Being bullied made me feel sad.	2.16	0.97
28. Being bullied made me feel that I did something wrong to deserve it.	1.60	0.95
29. Being bullied made me feel that I couldn't trust anyone.	1.68	0.96
30. Being bullied made me feel as small as an ant.	1.57	0.90
31. Being bullied made me lose confidence in myself.	1.81	1.02
32. Being bullied made me feel so bad that I wanted to kill myself.	1.49	0.99
33. Being bullied made me feel lonely.	1.79	0.96
34. Being bullied made me feel out of place.	1.90	0.96
35. Being bullied made me feel like everyone was against me.	1.80	1.00
36. Being bullied made me feel mad.	2.63	1.06
Cluster Mean	1.84	

Cluster #6 - Desires to Cope	Mean	Std. Dev.
37. I wanted to be as cool as the bully.	1.40	0.841
38. I wanted to kick their butt.	2.91	1.16
39. I thought about bullying someone else.	1.53	0.88
40. I tried to act like I didn't care.	2.50	1.14
Cluster Mean	2.08	

Cluster #7 - Tactics for Dealing With Bullies	Mean	Std. Dev.
41. I have pretended to be sick so I didn't have to go to school.	1.36	0.82
42. I have tried to avoid the bully.	2.46	1.17
43. I ran away from the bully.	1.56	0.87
44. I have hidden from the bully.	1.42	0.80
45. I have been nice to the bully so that he/she would stop bullying me.	1.84	0.99
46. I have fought back.	2.34	1.14
Cluster Mean	1.83	

Concept Map Grand Mean	1.77

<u>Group Comparisons</u>

A statistical analysis was conducted to determine whether the *experience of being bullied during childhood and/or adolescence* differed significantly on the basis of gender, grade, birth order or cultural background. As discussed previously, seven themes described the experience of being bullied. Statements on certain parts of the survey were categorized into their respective cluster themes.

Different statistical analyses (Hotelling's T^2 Test, Multivariate Analysis of Variance, Chi-Square) were conducted on the data, depending on the type of variable that was involved. An alpha level of .05 was used for all of the statistical tests. Four multivariate tests were carried out when *Multivariate Analyses of Variances* (MANOVA) were conducted: Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Of these four procedures, Pillai's Trace was known to be the most robust (Johnson & Wichern, 1998). For this reason it was employed on all of the MANOVAS that were carried out in this part of the study. Furthermore, in order to ensure a conservative alpha, each analysis of variance test (that followed the particular multivariate procedure) was conducted at the alpha level divided by the number of variables for that particular test (Stevens, 1986).

The first variable examined was gender.

A *Hotelling's T^2 Test* was conducted on the 10 survey statements that described Cluster 1, thematically labelled as *Ways of Being Bullied.* An overall significant difference at the α level of <.001 was found to exist between males and females (F = 5.39, df = 10, α < .001). A series of univariate analyses of variance (ANOVA) followed this multivariate test. Each test was exercised at

the alpha level divided by the number of variables for that particular test. In this case, for example, the alpha level was adjusted to .05/10 = .005. Significant gender differences were found for four statements. Males were more likely than females to endorse "I have been hit, kicked, or tripped up" (F = 26.07, df = 1, α < .001). The mean for males was 0.679 with a standard deviation of 0.467. The mean for females was 0.420 with a standard deviation of 0.495. Males were also more likely than females to endorse "I have been locked into a room or locker" (F = 10.35, df = 1, α < 0.001). The mean for males was 0.1124 with a standard deviation of 0.316. The mean for females was 0.02 with a standard deviation of 0.1635. Males were also more likely than females to endorse "A bully has taken or stolen something from me" (F = 9.27, df = 1, α < 0.002). The mean for males was 0.387 with a standard deviation (SD) of 0.488. The mean for females was 0.240 with a SD of 0.428. Males were also more likely than females to endorse "A bully has broken things that were mine" (F = 9.17, df = 1, α < 0.003). The mean for males was 0.303 with a SD of 0.461. The mean for females was 0.169 with a SD of 0.376. Gender differences were not found with other modes of bullying, such as being called names, being bullied about one's marks, looks, cultural background, being threatened, or being excluded.

A *Hotelling's* T^2 *Test* was carried out on the 2 survey statements that described Cluster 2, thematically labelled as *Social Isolation*. No overall significant differences were found to exist between males and females for the two statements in this cluster (F = 2.42, df = 2, α < .090).

A *Hotelling's* T^2 *Test* was also conducted on the 4 survey statements that described Cluster 3, thematically labelled as *Losses*. An overall significant difference at the α level of <.001 was found to exist between males and females

(F = 7.41, df = 4, α < .001). A series of univariate analyses of variance

(ANOVA) followed this multivariate test. Each test was employed at the alpha

level divided by the number of variables for that particular test. In this case, the

alpha level was adjusted to .05/4 = .01. Significant gender differences were

found for one statement. Females were more likely than males to endorse "I

started to believe what the bully said about me" (F = 28.3, df = 1, α < .001). The

mean for females was 1.709 with a SD of 0.9084. The mean for males was

1.275 with a SD of 0.5990.

A *Hotelling's T²* *Test* was performed on the 3 survey statements that

described Cluster 4, thematically labelled as *Emotional Paralysis.* An overall

significant difference at the α level of <.043 was found to exist between males

and females (F = 2.74, df = 3, α < .043). A series of univariate analyses of

variance (ANOVA) then followed this multivariate test. Each test was carried out

at the alpha level divided by the number of variables for that particular test. In

this case, the alpha level was adjusted to .05/3 = .01. Again, significant gender

differences were found for one statement. Females were more likely than males

to endorse "Being bullied made me want to crawl into a hole and stay there" (F =

8.13, df = 1, α < .005). The mean for females was 1.794 with a SD of 1.03. The

mean for males was 1.497 with a SD of 0.9324.

A *Hotelling's T²* *Test* was carried out on the 10 survey statements that

described Cluster 5, thematically labelled as *Alienation.* An overall significant

difference at the α level of <.001 was found to exist between males and females

(F = 4.73, df = 10, α < .001). A series of univariate analyses of variance

(ANOVA) followed this multivariate test. Each test was conducted at the alpha

level divided by the number of variables for that particular test. In this case, the

alpha level was adjusted to .05/10 = .005. Significant gender differences were found for three statements. Females were more likely than males to endorse "Being bullied made me feel sad" (F = 20.78, df = 1, α <.001). The mean for females was 2.386 with a standard deviation of 0.967. The mean for males was 1.931 with a standard deviation of 0.90. Females were also more likely than males to endorse "Being bullied made me lose confidence in myself" (F = 14.32, df = 1, α < .001). The mean for females was 2.00 with a standard deviation of 1.08. The mean for males was 1.60 with a standard deviation of 0.889. Females were also more likely than males to endorse "Being bullied made me feel lonely" (F = 11.06, df = 1, α < .001). The mean for females was 1.954 with a SD of 0.978. The mean for males was 1.61 with SD of 0.920.

A *Hotelling's T^2 Test* was utilized on the 4 survey statements that described Cluster 6, thematically labelled as *Desires to Cope*. An overall significant difference at the α level of <.001 was found to exist between males and females (F = 8.90, df = 4, α < .001). A series of univariate analyses of variance (ANOVA) followed this multivariate test. Each test was employed at the alpha level divided by the number of variables for that particular test. In this case, the alpha level was adjusted to .05/4 = .012. Significant gender differences were found for two statements. Males were more likely than females to endorse "I wanted to kick their butt" (F = 20.78, df < 1, α = .001). The mean for males was 3.20 with a SD of 1.07. The mean for females was 2.66 with a SD of 1.16. Females, on the other hand, were more likely than males to endorse " tried to act like I didn't care" (F = 8.09, df = 1, α < .005). The mean for females was 2.67 with a SD of 1.07. The mean for males was 2.32 with a SD of 1.18.

A *Hotelling's T^2 Test* was conducted on the 6 survey statements that described Cluster 7, thematically labelled as *Tactics for Dealing with Bullies*. An overall significant difference at the α level of <.001 was found to exist between males and females (F = 6.23, df = 6, α < .001). A series of univariate analyses of variance (ANOVA) followed this multivariate test. Each test was carried out at the alpha level divided by the number of variables for that particular test. In this case, the alpha level was adjusted to .05/6 = .008. Significant gender differences were found for two statements. Females were more likely than males to endorse "I have been nice to the bully so that he/she would stop bullying me" (F = 8.74, df = 1, α < 003). The mean for females was 1.98 with a SD of 1.04. The mean for males was 1.68 with a SD of 0.881. Males, on the other hand, were more likely than females to endorse "I have fought back" (F = 28.16, df = 1, α < .001). The mean for males was 2.64 with a SD of 1.12. The mean for females was 2.02 with a SD of 1.05. Results for gender differences are outlined in Table 9.

It is important to note, however, that while there was evidence of gender differences, the mean differences, in certain cases, was not that different from each other. For example, while females tended to endorse "Being bullied made me feel lonely" more than males, the mean rating for each group was 1.95 and 1.61 respectively. Caution, therefore, needs to be utilized when interpreting the above results.

Table 9
Clusters 1 – 7: Gender Differences
Hotellings T^2 Test
Significant F-Values (Pillai's Trace)

Cluster 1 - Ways of Being Bullied	F Value	df	Significance
I have been hit, kicked, or tripped up.	26.07	1	0.001
I have been locked into a room, locker.	10.35	1	0.001
A bully has taken or stolen something from me.	9.27	1	0.002
A bully has broken things that were mine.	9.17	1	0.003
Cluster 2 – Social Isolation			
*No significant differences found between males & females.			
Cluster 3 - Losses			
I started to believe what the bully said about me.	28.39	1	0.001
Cluster 4 – Emotional Paralysis			
Being bullied made me want to crawl into a hole and stay there.	8.13	1	0.005
Cluster 5 - Alienation			
Being bullied made me feel sad.	20.78	1	0.001
Being bullied made me lose confidence in myself.	14.32	1	0.001
Being bullied made me feel lonely.	11.06	1	0.001
Cluster 6 – Desires to Cope			
I wanted to kick their butt.	20.78	1	0.001
I tried to act like I didn't care.	8.09	1	0.005
Cluster 7 – Tactics for Dealing with Bullies			
I have been nice to the bully so that he/she would stop bullying me.	8.74	1	0.003
I have fought back.	28.16	1	0.001

A *Hotelling's T^2 Test* was also utilized on the gender variable in reference to frequency rates of bullying, feelings of safety, locations as to where bullying occurred, and time of day bullying occurred. An overall significance rate of $\alpha <$ .003 was found to exist between males and females in terms of their perceived feelings of safety and how often they reported being bullied (F = 6.04, df = 2, $\alpha <$ .003). However, significance was only found to exist between genders for perceived feelings of safety. Females were more likely than males to endorse

that they were more likely to feel safe while at school (F = 11.1, df = 1, $\alpha < .001$). The mean for females was 3.33 with a SD of 0.817. The mean for males was 3.01 with a SD of 0.994. Significant differences were not found to exist between males and females for locations of bullying (F = 0.586, df = 8, $\alpha < 0.789$) or time of day when bullying occurred (F = 0.925, df = 6, $\alpha < 0.477$).

A Chi-Square test was carried out to determine whether there were differences between males and females and what they said teachers did about bullying, who they chose to tell about their experience, whether telling helped to resolve the problem, whether they stayed away from school because of bullying, which gender bullied them, and the number of children that bullied them. Significant differences were not found to exist between males and females with respect to what they said teachers did about bullying, whether telling helped to resolve the problem, whether they stayed away from school because of bullying and number of children that bullied them.

Significant differences, however, were found when a Pearson Chi-Square test was exercised to determine whether there were gender differences in reference to which gender bullied them. A statistically significant result of $\alpha < 0.001$ was found to exist between females and males in reference to this issue. Results indicated that the majority of boys, namely 79%, had indicated they were exclusively bullied by other boys, while 19% said they were bullied by both boys and girls. Slightly over 2% of boys indicated they were exclusively bullied by girls. Results, however, differed for females in that 27% of girls indicated they were exclusively bullied by other girls, while 52% said they were bullied by both girls and boys. Twenty-one percent (21%) of girls also indicated they were exclusively bullied by boys. Results are summarized in Table 10.

Table 10
Pearson Chi-Square Test
Significant Test Results

Question	Gender	Bullied by Girls	Bullied By Boys	Both Girls & Boys
Who bullied you?	Males Females	4 (2%) 49 (27%)	141 (79%) 38 (21%)	34 (19%) 95 (52%)
Pearson Chi-Square	df	Signif.		
126.30	2	0.001		

Significant differences were also found when a Pearson Chi-Square test

was utilized to determine whether there were gender differences in terms of who

was told about the bullying. A statistically significant result of $\alpha < 0.001$ was

found to exist between females and males in reference to this issue. It appears

that overall, females (76%), were more likely than males (55%) to endorse that

they had shared their experience with other people. Results are summarized

below.

Table 11
Pearson Chi-Square Test
Significant Test Results

Question	Gender	School Staff	Friends	Mom/Dad	Nobody	Total
When you were bullied, who did you tell?	Male Female	18 (10%) 15 (9%)	58 (33%) 81 (47%)	21 (12%) 35 (20%)	79 (45%) 42 (24%)	176 173
Pearson Chi-Square	df	Signif.				
18.86	3	0.001				

A Multivariate Analysis of Variance (MANOVA) utilizing the *Pillai's Trace*

multivariate procedure was conducted on the grade, birth order, and cultural

background variables in reference to the seven themes that emerged from the

concept map, frequency rates of bullying, feelings of safety, locations as to

where bullying occurred, and time of day bullying occurred.

Grade level was examined first. Since the number of children in the special education grades were too small (N = 11) to be included in the MANOVA, the children's data in these grades were not included in this part of the analysis.

A *Multivariate Analysis of Variance* (MANOVA) was applied to the 10 survey statements that described Cluster 1, thematically labelled as *Ways of Being Bullied*. No overall significant differences were found to exist between grade levels for the ten statements in this cluster (F = 1.50, df = 20, α < 0.074).

A *Multivariate Analysis of Variance* (MANOVA) was carried out on the 2 survey statements that described Cluster 2, thematically labelled as *Social Isolation*. Again, no overall significant differences were found to exist between grade levels for the two statements in this cluster (F = 1.92, df = 4, α < 0.104).

A *Multivariate Analysis of Variance* (MANOVA) was utilized on the 4 survey statements that described Cluster 3, thematically labelled as *Losses*. No overall significant differences were found to exist between grade levels for the four statements in this cluster (F = 0.922, df = 8, α < 0.497).

A *Multivariate Analysis of Variance* (MANOVA) was conducted on the 3 survey statements that described Cluster 4, thematically labelled as *Emotional Paralysis*. An overall significant difference at the α level of < 0.009 was found to exist between grade levels (F = 2.88, df = 6, α < .009). A series of univariate analyses of variance (ANOVA) then followed this multivariate test. Each test was administered at the alpha level divided by the number of variables for that particular test. In this case, the alpha level was adjusted to .05/3 = .016. Significant differences were found for one statement: "I was too scared to fight back" (F = 6.66, df = 2, α < .001). The Bonferoni post hoc test was then applied to examine differences between grade levels. Significant differences were

found between grade 7 and grade 8 ($\alpha < 0.003$). The mean for those that were in grade 7 was 2.11 with a SD (standard deviation) of 1.14. The mean for those that were in grade 8 was 1.68 with a SD of 0.932. Significant differences were also found between grade 7 and grade 9 ($\alpha < 0.007$). The mean for those that were in grade 9 was 1.69 with a SD of 1.02.

A *Multivariate Analysis of Variance* (MANOVA) was applied to the 10 survey statements that described Cluster 5, thematically labelled as *Alienation*. No overall significant differences were found to exist between grade levels for the 10 statements in this cluster ($F = 1.42$, df = 20, $\alpha < 0.104$).

A *Multivariate Analysis of Variance* (MANOVA) was utilized on the 4 survey statements that described Cluster 6, thematically labelled as *Desires to Cope*. Again, no overall significant differences were found to exist between grade levels and the four statements in this cluster ($F = 2.20$, df = 8, $\alpha < 0.026$).

Finally, a *Multivariate Analysis of Variance* (MANOVA) was conducted on the 6 survey statements that described Cluster 7, thematically labelled as *Tactics for Dealing with Bullies*. No overall significant differences were found to exist between grade levels for the two statements in this cluster ($F = 0.888$, df = 12, $\alpha < 0.559$).

A *Multivariate Analysis of Variance* (MANOVA) was also carried out on grade level with respect to frequency rates of bullying, feelings of safety, locations as to where bullying occurred, and time of day when bullying occurred. Significant differences were not found to exist between grade levels and frequency rates of bullying or feelings of safety ($F = 0.911$, df = 4, $\alpha < 0.457$), locations of bullying ($F = 0.847$, df = 16, $\alpha < 0.631$), or time of day when bullying occurred ($F = 0.993$, df = 12, $\alpha < 0.454$).

As with the gender variable, a Chi-Square test was then carried out to determine whether there were differences between grade level and what they said teachers did about bullying, who they chose to tell about bullying, whether telling helped, whether they stayed away from school because of bullying, which gender bullied them, and the number of children that bullied them.

Significant findings were found to exist between grade level and only one of the above variables, that is, in terms of grade level and whom they chose to disclose their experience ($\alpha < .005$). Forty-two percent (42%) of students in grade 9, for example, reported that they did not tell anybody about their experience. Thirty-one percent (31%) of those in grade 7 and 32% of those in grade 8, reported keeping the experience to themselves. Results are summarized as follows:

Table 12
Pearson Chi-Square Test
Significant Test Results

Question	Grade	School Staff	Friends	Mom or Dad	Nobody	Total
When you were bullied, who did you tell?	7	14 (12%)	35 (31%)	29 (26%)	35 (31%)	113
	8	13 (10%)	61 (47%)	14 (11%)	42 (32%)	130
	9	6 (5%)	44 (40%)	14 (13%)	46 (42%)	110
Pearson Chi-Square	df	Signif.				
18.5	6	0.005				

Birth order was examined next, comparing only children, first borns, middle children, and youngest born children in reference to the variables contained in Clusters 1 through to 7. Again, the *Pillai's Trace* multivariate procedure was exercised as part of this analysis.

A *Multivariate Analysis of Variance* (MANOVA) was conducted on the 10 survey statements that described Cluster 1, thematically labelled as *Ways of*

Being Bullied. No overall significant differences were found to exist between birth orders for the ten statements in this cluster (F = 0.980, df = 30, α < 0.498).

A *Multivariate Analysis of Variance* (MANOVA) was applied to the 2 survey statements that described Cluster 2, thematically labelled as *Social Isolation.* No overall significant differences were found to exist between birth orders for the two statements in this cluster (F = 0.795, df = 6, α < 0.574).

A *Multivariate Analysis of Variance* (MANOVA) was performed on the 4 survey statements that described Cluster 3, thematically labelled as *Losses.* No overall significant differences were found to exist between birth orders for the four statements in this cluster (F = 0.653, df = 12, α < 0.797).

A *Multivariate Analysis of Variance* (MANOVA) was applied on the 3 survey statements that described Cluster 4, thematically labelled as *Emotional Paralysis.* No overall significant differences were found to exist between birth orders for the three statements in this cluster (F = 0.818, df = 9, α < 0.600).

A *Multivariate Analysis of Variance* (MANOVA) was carried out on the 10 survey statements that described Cluster 5, thematically labelled as *Alienation.* Again, no overall significant differences were found to exist between birth orders for the three statements in this cluster (F = 0.772, df = 30, α < 0.807).

A *Multivariate Analysis of Variance* (MANOVA) was performed on the 4 survey statements that described Cluster 6 thematically labelled as *Desires to Cope.* No overall significant differences were found to exist between different birth orders for the four statements in this cluster (F = 1.821, df = 12, α < 0.041).

A *Multivariate Analysis of Variance* (MANOVA) was conducted on the 6 survey statements that described Cluster 7 thematically labelled as *Tactics for Dealing with Bullies.* Again, no overall significant differences were found to exist

between different birth orders for the six statements in this cluster (F = 1.386, df = 18, α < 0.130).

A *Multivariate Analysis of Variance* (MANOVA) was also carried out on birth order with respect to frequency rates of bullying, feelings of safety, locations as to where bullying occurred, and time of day when bullying occurred. Significant differences were not found to exist between birth order and frequency rates of bullying or feelings of safety (F = 0.768, df = 6, α < 0.596), where bullying occurred (F = 1.10, df = 24, α < 0.332) or time of day bullying occurred (F = 1.06, df = 18, α < 0.389).

As with the other demographic variables, a Chi-Square was carried out to determine whether there were differences between children's birth order and what they said teachers did about bullying, who they chose to tell about their experience, whether telling helped to resolve the problem, whether they stayed away from school because of bullying, which gender bullied them, and number of children that bullied them.

Significant findings were found to exist between birth order and only one of the above variables, that is, in terms of birth order and whom they chose to disclose their experience (α < .033). Results indicated that the majority of only born children, namely 84%, told somebody about their experience. In contrast, only 62% of middle borns, 62% of youngest borns, and 67% of first borns reported that they disclosed about their experience. Results are as follows:

Table 13
Pearson Chi-Square Test
Significant Test Results

Question	Birth Order	School Staff	Friends	Mom and Dad	Nobody	Total
When you were bullied, who did you tell?	First Born Middle Youngest Only Child	13 (10%) 3 (4%) 11 (10%) 6 (23%)	51 (37%) 39 (49%) 39 (36%) 11 (42%)	28 (20%) 7 (9%) 17 (16%) 5 (19%)	47 (34%) 30 (40%) 42 (39%) 4 (15%)	139 79 109 26
Pearson Chi-Square	df	Signif.				
18.21	9	0.033				

Cultural Background was examined next, comparing Caucasian-Canadians, Asian-Canadians, and people of other cultures in reference to the variables contained in Clusters 1 through to 7. Again, the *Pillai's Trace* Multivariate procedure was employed as part of this analysis.

To begin with, A *Multivariate Analysis of Variance* (MANOVA) was conducted on the 10 survey statements that described Cluster 1, thematically labelled as *Ways of Being Bullied*. An overall significant difference at the α level of <.001 was found to exist between different cultural backgrounds (F = 3.19, df = 20, α < .001). A series of univariate analyses of variance (ANOVA) then followed this multivariate test. Each test was employed at the alpha level divided by the number of variables for that particular test. In this case, the alpha level was adjusted to .05/10 = .005. Significant differences were found for four statements: "I have been bullied about my cultural background" (F = 7.32, df = 2, α < 0.001), "I have been threatened" (F = 6.96, df = 2, α < 0.001), "I have been excluded" (F = 6.52, df = 2, α < 0.002), and "A bully has taken or stolen something from me" (F = 6.54, df = 2, α < 0.002).

The Bonferoni post hoc test was then exercised to examine differences between cultural backgrounds. Children from other cultural backgrounds (other than Asian) were more likely than Caucasian-Canadians to assert that they had been bullied about their cultural backgrounds ($\alpha < 0.001$). The mean for people from other cultural backgrounds (other than Asian) was 0.295 with a SD of 0.459. The mean for Caucasian-Canadians was 0.1127 with a SD of 0.316. Caucasian-Canadians, however, were more likely than Asian-Canadians to endorse that they had been threatened ($\alpha < 0.001$). The mean for Caucasian-Canadians was 0.436 with a SD of 0.497. The mean for Asian-Canadians was 0.207 with SD of 0.407. Caucasian-Canadians were also more likely than Asian-Canadians to report that they had been excluded ($\alpha < 0.001$). The mean for Caucasian-Canadians was 0.469 with a SD of 0.500. The mean for Asian-Canadians was 0.243 with a SD of 0.432. People from other cultural backgrounds were also more likely than Asian-Canadians to endorse that they had things stolen from them ($\alpha < 0.001$). The mean for Asian-Canadians was 0.182 with a SD of 0.389. The mean for people of other cultural backgrounds was 0.450 with a SD of 0.501. Cultural background differences were not found with other modes of bullying, such as being called names, being bullied about one's marks, looks, being hit, kicked, or tripped up, being locked into a room or locker, or having things broken.

A *Multivariate Analysis of Variance* (MANOVA) was utilized on the two survey statements that described Cluster 2, thematically labelled as *Social Isolation*. No overall significant differences were found to exist between cultural background for the two statements in this cluster ($F = 1.65$, $df = 4$, $\alpha < 0.159$).

A *Multivariate Analysis of Variance* (MANOVA) was performed on the 4 survey statements that described Cluster 3, thematically labelled as *Losses*. No overall significant differences were found to exist between different cultural backgrounds for the four statements in this cluster (F = 0.993, df = 8, α < 0.440).

A *Multivariate Analysis of Variance* (MANOVA) was carried out on the 3 survey statements that described Cluster 4 thematically labelled as *Emotional Paralysis*. No overall significant differences were found to exist between different cultural backgrounds for the three statements in this cluster (F = 2.02, df = 6, α < 0.061).

A *Multivariate Analysis of Variance* (MANOVA) was applied on the 10 survey statements that described Cluster 5, thematically labelled as *Alienation*. Again, no overall significant differences were found to exist between cultural backgrounds for the three statements in this cluster (F = 1.04, df = 20, α < 0.410).

A *Multivariate Analysis of Variance* (MANOVA) was utilized on the 4 survey statements that described Cluster 6, thematically labelled as *Desires to Cope*. Again, no overall significant differences were found to exist between cultural backgrounds for the four statements in this cluster (F = 1.01, df = 8, α < 0.422).

A *Multivariate Analysis of Variance* (MANOVA) was conducted on the 6 survey statements that described Cluster 7 thematically labelled as *Tactics for Dealing with Bullies*. No overall significant differences were found to exist between cultural background for the six statements in this cluster (F = 1.73, df = 12, α < 0.055).

A *Multivariate Analysis of Variance* (MANOVA) was also performed on cultural background with respect to frequency rates of bullying, feelings of safety, locations as to where bullying occurred, and time of day when bullying occurred. Significant differences were not found to exist between cultural background and frequency rates of bullying or feelings of safety (F = 0.736, df = 4, α < 0.568), locations of bullying (F = 0.475, df = 16, α < 0.959), or time of day when bullying occurred (F = 0.853, df = 12, α < 0.596).

As with the other demographic variables, a Chi-Square was then exercised to determine whether there were differences between children's cultural backgrounds and what they said teachers did about bullying, who they chose to tell about their experience, whether telling helped to resolve the problem, whether they stayed away from school because of bullying, which gender bullied them, and number of children that bullied them. Significant results were obtained for three of the above variables.

To begin with, significant findings were found to exist between cultural background and what children said teachers would do about bullying (α < .028). Twenty-nine percent (29%) of Caucasian-Canadians and 28% of people from other cultural backgrounds reported that teachers did nothing to try to stop bullying. In contrast, 11% of Asian-Canadians reported that teachers failed to take action. Results are summarized in Table 14:

Table 14
Pearson Chi-Square Test
Significant Test Results

Question	Cultural Back-ground	Nothing, never tried to stop it	Told everyone to leave the area	Brought everyone To the principal's office	Talk to each person involved	Total
What do teachers do when they see bullying?	Caucasian Asian Other	62 (29%) 9 (11%) 20 (28%)	31 (15%) 14 (17%) 16 (22%)	41 (19%) 22 (27%) 14 (20%)	77 (36%) 36 (44%) 21 (30%)	211 81 71
Pearson Chi-Square	df	Signif.				
14.1	6	0.028				

Significant results were also found when a Pearson Chi-Square test was performed to determine if there were any differences between cultural background and whether or not they stayed away from school because of bullying ($\alpha < 0.001$). Fourteen percent (14%) of Caucasian-Canadians reported that they had stayed away from school because of bullying. In contrast, 0% of Asian-Canadians indicated that they had stayed away from school because of bullying. Results are as follows:

Table 15
Pearson Chi-Square Test
Significant Test Results

Question	Cultural Back-ground	Yes, I have stayed away	No, but I have thought about staying away	I have never stayed away from school because of bullying	Total
Have you ever actually stayed away from school because of being bullied?	Caucasian Asian Other	29 (14%) 0 (0%) 8 (11%)	54 (25%) 12 (15%) 16 (23%)	130 (61%) 70 (85%) 47 (66%)	213 82 71
Pearson Chi-Square	df	Signif.			
19.22	4	0.001			

Significant results were found to exist when a Chi-Square test was carried out to determine differences between cultural background and how many children they said bullied them ($\alpha < 0.006$). Fifty-eight percent (58%) of Asian-Canadians compared to 46% of Caucasian-Canadians reported that were bullied by a small group of people (2-5 persons). Twenty-five percent (25%) of people from other cultures (i.e. First-Nation-Canadians, Indo-Canadians, and African-Canadians) and 14% of Caucasian-Canadians, however, reported that they were bullied by "lots of people" (more than five persons). In contrast, only 5% of Asian-Canadians reported that they were bullied by lots of people. Results are outlined as follows:

Table 16
Pearson Chi-Square Test
Significant Test Results

Question	Cultural Back-ground	One	A Small Group (2 to 5)	Lots (more than 5)	Total
How many kids bullied you?	Caucasian Asian Other	84 (39%) 30 (38%) 27 (38%)	99 (46%) 46 (58%) 26 (37%)	30 (14%) 4 (5%) 18 (25%)	213 80 71
Pearson Chi-Square	df	Signif.			
14.5	4	.006			

Significant differences were not found when Chi-Square tests were carried out to determine differences between cultural background and the remaining three variables, that is, who they chose to tell about bullying, whether telling helped, or which gender bullied them.

Summary

The purpose of the study was to gain a better understanding of what it was like to be bullied during one's childhood and/or adolescence. Ninety-five

junior high school students contributed 91 statements about their experience. Twenty-two individuals then placed the statements into thematic categories. Multidimensional scaling and cluster analysis was employed to develop a concept map. Seven themes emerged: Ways of Being Bullied, Social Isolation, Losses, Emotional Paralysis, Alienation, Desires to Cope, and Tactics for Dealing with being Bullied.

Four hundred and forty (440) junior high school students at 6 schools were then administered a survey that was developed, in part, out of the 91 statements. The goal at that point, was to determine the extent other children might have similar experiences of what it was like to be bullied. Results indicated that 86% of the students reported being bullied. The most common form of bullying was name-calling, the second, physical assaults. In terms of reactions to being bullied, *anger* was most frequently endorsed, followed by *revenge*.

Various statistical analyses were employed to determine whether the experience of being bullied during childhood and/or adolescence differed significantly on gender, grade level, birth order, or cultural background. Statistically significant results were obtained with respect to the above variables and certain aspects of the seven themes. Statistically significant differences were also found with questions that assessed: feelings of safety, which gender bullied them, whether they shared their experience with others, who they chose to tell, whether telling helped, what they said teachers did about bullying, how many children bullied them, and whether they stayed away from school because of bullying.

CHAPTER 5: DISCUSSION

A discussion of research findings and their implications as well as recommendations for future research will be presented in this chapter. Until recently, much of the research that has been completed has, for the most part, been in the form of discussion pieces. Empirical research has almost always been in the form of surveys. Very little research has utilized qualitative approaches. There was a definite need, therefore, to examine the experience of being bullied from the perspective of the children. The first goal of this study, therefore, was to determine what it was like to be bullied during one's childhood and/or adolescence from the point of view of the children themselves. Once this was accomplished, the second goal was to utilize concept mapping methodology to analyze the obtained results to determine underlying themes or categories. Ninety-one statements listing what it was like to be bullied were identified and subsequently sorted by 22 individuals from various backgrounds. Multi-dimensional scaling and cluster analysis techniques were then conducted on the sorts to determine possible themes. A concept map describing 7 cluster themes emerged from this process. The final goal was to determine to what extent other children and/or adolescents believed the above identified experiences were also true for them, and whether their experience differed based on gender, grade, birth order, and cultural background. This was achieved by surveying a sample of 440 junior high school students in a city located in western Canada.

The first phase of the concept mapping process involved the *generation of statements* phase. Ninety-five (95) junior high school students produced 104 written statements in response to the question: *"What is it like being bullied?"* Statements were then edited and redundancies removed, resulting in a final list

of 91 items. Two individuals with masters' degrees in counselling psychology who had experience with the concept mapping methodology evaluated the final list and results of edits. The first research question, therefore, was addressed by the compilation of the 91 statements obtained from the children.

The second goal of this study was to discover whether the above statements that were identified by the children fit into themes or categories. In order to accomplish this task, twenty-two individuals from various educational backgrounds completed a sorting task that produced a 7-cluster solution, with each cluster representing a theme or category of its own. The labels representing each theme or category of what it was like to be bullied were: Ways of Being Bullied, Social Isolation, Losses, Emotional Paralysis, Alienation, Desires to Cope, and Tactics for Dealing with Bullies.

Relationship to Previous Research

In general, many of the concept map themes support findings in existing research. *Ways of Being Bullied*, as described in theme #1, was mentioned in many of the articles (Arora, 1994; Bernstein & Watson, 1997; Boulton & Underwood, 1992; Branwhite, 1994; Lane, 1989; Nolin & Davies, 1996; Olweus, 1978, Oliver et al., 1994; Rigby & Slee, 1991; Whitney & Smith, 1993). Being called names and being hit or kicked were commonly endorsed in this study as well as in previous research (Arora, 1994; Hoover, Oliver, & Thomson, 1993; Lane, 1989; Pepler et al., 1994; Sharp & Smith, 1991; Whitney & Smith, 1993).

There was also support for some of the statements found in theme #2, *Social Isolation* (Coie & Cillessen, 1993; Hazler, 1994; Hoover & Hazler, 1991; Hoover et al., 1993; Lane, 1989; Rigby & Slee, 1991; Pepler et al., 1994; Rigby,

1995; Slee & Rigby, 1993a) in that victims often report feeling lonely and isolated, without support. Previous research has documented that victims often report either not having any friends (Boulton & Underwood, 1992; Charach et al., 1995; Lane, 1989; Olweus, 1996; Oliver et al., 1994; Slee & Rigby, 1994; Yoshio, 1985) or that if they do have friends, those "friends" often join the bully in bullying them (Whitney & Smith, 1993). This might further contribute to the victims' sense of loneliness and isolation already developed from the experience of being bullied (Coie & Cillessen, 1993; Hazler, 1994; Oliver, Hoover, & Hazler, 1994; Rigby & Slee,1991; Slee & Rigby,1993a). One particular study has also shown that peer rejection during childhood may lead to lower perceived feelings of self-competence in reference to social relationships in adulthood (Bernstein & Watson, 1997; Duncan, 1999; Hoover & Hazler, 1991; Perry et al., 1988; Slee & Rigby, 1993a; Tritt & Duncan, 1997).

Victims in the present study also reported that teachers did not take action to deal with bullying. One child, in particular, (in the concept mapping part of this study) summed up his thoughts plainly by saying, "The teachers must be blind not to see what is happening". This finding is supported by previous research (Boulton & Underwood, 1992; Charach et al., 1995; Froschl & Gropper, 1999; Hazler, Hoover, & Oliver, 1992; Hoover & Hazler, 1991; Hazler et al., 1991; Olweus, 1991; Pepler et al., 1994; Slee & Rigby, 1994; Whitney & Smith, 1993). In one particular study, for example, children have indicated that for the most part, teachers have not taken action, and that even when they did, the methods were either inappropriate or ineffective. Children in this study were quoted as saying:

> "For name-calling, they'll (teachers) just say, "I don't want to hear that," and then that's it. They really don't do anything else....

I wish teachers would stop it right away; even if they hear only one thing." (Shakeshaft & Mandel, 1997, p.24).

"They (teachers) don't take as much control as they should. They say, "Don't do it next time." And when they (the harassers) do it the next time, they (the teachers) keep on saying the same thing. They don't take control." (Shakeshaft & Mandel, p. 24).

Teachers, in contrast, have indicated they do take appropriate action to deal with bullying incidents (Charach et al., 1995; Pepler et al., 1994; Shakeshaft & Mandel, 1997).

The statement "Other people were afraid to be nice to me" (#17) was also indirectly supported by research, in that bystanders do not intervene to assist those who are bullied for fear that they might also be bullied (Bernstein & Watson, 1997; Boulton & Underwood, 1992; Charach et al., 1995; Hazler, 1996; Hazler et al., 1992; Slee & Rigby, 1994). Thus, those who were bullied may believe that their peers were afraid to interact with them. The theme of Social Isolation, manifested in theme #2, has therefore received much support from existing research.

The theme of Losses, as described in theme #3, is also supported by previous research. Effects on school performance, represented in the statements "I couldn't concentrate in class" or "My grades dropped", were addressed in studies by Batsche & Knoff (1994); Bernstein and Watson (1997), Foltz-Gray (1996), Hazler et al. (1992), Hoover & Hazler (1991), Kochenderfer and Ladd (1996), and Sharp (1995). "I lost most of my friends", another statement in this theme, is likewise well supported by existing research (Batsche & Knoff, 1994; Boulton & Underwood, 1992; Foltz-Gray, 1996; Hazler et al., 1992; Hoover et al., 1993; Slee & Rigby, 1994; Tritt & Duncan, 1997). Theme # 3 is also transitional with theme #4 (Emotional Paralysis) in that it contains

statements that indicate the loss of self-esteem and self-confidence. Examples include: "I started to believe what the bully said about me" (#27), and "I lost confidence in myself" (#49). Such statements are described in an even more powerful manner in the next two themes, *Emotional Paralysis* and *Alienation*.

Both theme #4 (*Emotional Paralysis*) and theme #5 (*Alienation*) have received much attention in previous research. Much of the focus has been directed towards powerful fear and anxiety reactions, often to the point of emotional and/or physical paralysis (Batsche & Knoff, 1994; Bernstein & Watson, 1997; Hoover et al., 1993; Kumpulaninen et al., 1998; Lane, 1989; Sharp, 1995; Slee & Rigby, 1993b) as well as longer term reactions extending into adulthood such as depression (Bernstein & Watson, 1997; Duncan, 1999; Perry et al., 1988; Tritt & Duncan, 1997). Examples include: "I was too scared to fight back" (#71), and "I wanted to crawl into a hole and stay there" (#35).

Feelings of *alienation*, as described in theme #5, similar to those outlined in theme #4, were more direct and to the point. All of the statements in this cluster begin with the words "*I felt....*" Examples include: "I felt lonely", "I felt used", "I felt mad", "I felt like killing myself", "I felt annoyed", "I felt sad", "I felt I couldn't trust anyone", "I felt I did not deserve to exist", and the like. All of the statements in this theme are traumatic reactions to being bullied, and as such, have received extensive support from previous research (Boulton & Underwood, 1994; Charach et al., 1995; Duncan, 1999; Greenbaum, 1987; Hazler et al., 1992; Kumpulainen et al., 1998; Lane, 1989; Rigby, 1999; Sharp, 1995; Whitney & Smith, 1992). It is clear, then, that feelings of powerlessness, helplessness, fear, anxiety, depression, anger, etc., are all common reactions to being bullied.

Much previous research supports the statement "Being bullied made me feel sad" in that most researchers have agreed that being bullied, especially in cases of long-term victimization, leads to feelings of sadness, depression, and/or hopelessness (Craig, 1998; Foltz-Gray, 1996; Kaltiala-Heino et al., 1999; Rigby & Slee, 1999; Salmon, James, & Smith, 1998; Slee, 1995).

Statements such as "I felt as small as an ant" (#37), "I felt like a loser" (#46), "I felt that I couldn't do anything right" (#80), and "I felt stupid" (#59), all relate to feelings of low self-esteem. As stated previously, many, if not all of the statements in this theme have been well supported by research (Duncan, 1999; Egan & Perry, 1998; Mynard & Joseph, 1997; Neary & Joseph, 1994; Rigby & Cox, 1996; Rigby & Slee, 1993a; Salmivalli & Kaukiainen, 1999; Salmon et al., 1998; Slee & Rigby, 1993a; Slee & Rigby, 1994; Tritt & Duncan, 1998).

One particular statement, "I felt I did something wrong to deserve being bullied" (#28) has been given special mention by a number of researchers who have indicated that many victims tended to believe that they deserved being bullied (Hoover et al., 1993; Oliver et al., 1994). It is also interesting that bystanders often indicate that victims are somehow responsible for their victimization (Charach et al., 1995; Hoover et al., 1993; Oliver et al., 1994).

Statements that relate to suicide ideation "I felt like killing myself" have also been given attention in recent studies by Rigby (1998c), Rigby & Slee (1999), and Kaltiala-Heino et al., (1999). All of the reactions in the above two themes appear to accentuate a pre-existing state of alienation and loneliness.

Desires to Cope, as outlined in theme #6, still consist of traumatic reactions to being bullied, but are framed in the form of *desires*, like the desire to "kick the bully's ass" (#70), the desire to cry (#62), the desire to "trade places

with the bully" (#74), the desire to bully someone else (#82), the desire to be "as cool" as they were (#44), and the like. These "thoughts" framed as desires, have received some, but not extensive support from existing research. Wanting to be cool like the bully, however, was mentioned in a study that was conducted by Charach et al. (1995), and Rigby and Slee (1991).

Reactions of anger and revenge that are contained in this theme, as well as in theme #5 (alienation), have been mentioned in previous research, but not in an extensive manner. Researchers typically report that children who are bullied often experience a wide range of emotional reactions that might involve sadness, anxiety, or anger. They did, however, mention that those who reported feeling angry were the ones who end up retaliating against the bully by injuring or killing him/her (Greenbaum, 1987; Lane, 1989; Yoshio, 1985). In this study, both statements "Being bullied made me feel mad" (#36), and "I wanted to kick their butt" (#38), were statements that were the most frequently endorsed. "I wanted to kick their butt", for example, was the statement that received the highest ranking of all of the "traumatic reactions" that were on the survey (59% endorsed this to be true "pretty often" or "very often"), while "Being bullied made me feel mad", received the second highest ranking (49% endorsed this to be true "pretty often" or "very often"). This finding deserves further attention in future studies.

Statements in this theme appear, for the most part, to indicate the beginnings of a desire to cope with being bullied, a desire for something to be done. There was also a positive statement in this theme, "I became stronger as a person" (#29). This particular statement has received some, but not extensive research support (Hoover & Hazler, 1991; Hoover et al., 1993). Hoover et al. (1993), for example, found that younger respondents tended to believe that

being bullied helped to make them tougher. Some participants even endorsed that they were helped by the bullying, that it was educational in nature.

Tactics for Dealing with Bullies is the theme of cluster #7, the last theme in the concept map. All of the statements in this theme involve tactics that children have taken to deal with being bullied, and involve such statements as "I yelled at the bully" (#53), "I hid from the bully" (#83), "I ignored the bully, but it didn't work" (#55), "I was nice to the bully so that he/she would stop bullying me" (#88), "I fought back" (#87), and "I was nice to the bully so that he/she would stop bullying me" (#88). A number of researchers who have conducted studies in this area have indicated that victims often choose strategies that fail to work, such as avoiding the bully (Charach et al., 1995; Sharp, 1995), deliberately staying away from school (Ambert, 1994; Batsche & Knoff, 1994; Hazler et al., 1991; Slee & Rigby, 1994), fighting back (Greenbaum, 1987; Hazler et al., 1992; Sharp, 1995; Yoshio, 1985), running away from the bully (Ambert, 1994) or passively accepting being bullied and doing nothing (Batsche & Knoff, 1994; Bernstein & Watson, 1997; Boulton & Underwood, 1992; Charach et al., 1995; Floyd, 1985; Sharp, 1995). It was also interesting to note that it was the bullies that suggested fighting back, not the victims (Charach et al., 1995).

An interesting study by Sharp (1995) outlines how children responded to being bullied. Fifty-eight percent (58%) of the children indicated they would identify tactics to prevent it from happening again, 31% said they would just forget about the experience and hope that it would not happen again, 25% said they felt angry and would take it out on other people, 15% said they would bully someone else, and 13.5% said they would actually hurt someone themselves. Younger children were more likely to indicate that they would get mad while older

children indicated they were more likely to bully someone else (Sharp, 1995).

The majority of children, according to Sharp (1995), chose passive coping

strategies, with 73% indicating they would ignore the bully, 70% saying they

would walk away from the bully, and 26% indicated they would passively accept

being bullied. While 68% indicated they would assert themselves without the

use of aggression, 28% (mostly boys) indicated they would fight with the bullies.

Fifty-eight percent (58%) said they would trick the bullies into leaving them alone,

while 32% would make a joke out of the situation. Twenty-four percent (24%)

said they would use constructive approaches to dealing with the situation, and

15% said they would attempt to discuss their feelings about being bullied with the

bullies (Sharp, 1995). The above strategies outlined by Sharp, therefore,

provided support for many of the statements that were mentioned in theme #7.

Survey Data

A survey entitled *The Experience of Being Bullied During Childhood and/*

or Adolescence was developed (in part by the data obtained from Phases One

and Two) to address the third research question, i.e., to discover to what extent

other junior high school students had similar experiences of what it was like to be

bullied. Statistical analyses were also employed to determine whether there

were any group differences between gender, grade level, birth order, or cultural

background with respect to these experiences. Data were obtained from 440

junior high school students who were enrolled at 6 junior high schools located in

a city located in western Canada. A total of 383 students indicated that they had

been bullied. A total of 61 individuals had indicated they had never been bullied,

and were thus excluded from the study. A total of 379 surveys were considered valid and usable (4 surveys were considered spoiled for various reasons).

Results indicated that bullying frequently occurs in this particular city. A total of fifty-eight percent (58%) of students that were surveyed reported being bullied at least once or twice per term. The breakdown of this percentage is as follows: Seven percent (7%) said they had been bullied every day, 7.4% said they had been bullied most days, 10.6% said it happened one or two days per week, 6.3% said it happened once per week, 13.7% said it happened once or twice per month, and 12.9% said it happened once or twice per term. The rest of the children, 40.6%, indicated that it happened once or twice per year, providing a total frequency rate of 98.4%.

The 58% rate (bullying totally once a term or more) in this study appears to be approximately 20% higher than the rate that was found to occur in Toronto schools (Charach et al., 1995), and 30% higher than what was found in the United Kingdom (Whitney & Smith, 1993). Results obtained in this study, however, should be interpreted with caution, since the survey utilized in this study was different from the instruments that were used in the Toronto and in the United Kingdom studies. Nevertheless, results do show that students reported being bullied, and for some students, at a frequent level. Action needs to be taken to further address this issue.

In reference to the question about what children say that teachers did when they saw bullying, 74.3% had indicated that teachers intervened, while 24.3% indicated that teachers did not intervene. These results were almost the exact opposite of what was discovered in Charach et al.'s (1995) study, where one-quarter of the students indicated that teachers intervened into bullying.

In terms of feeling safe while at school, 20% reported that they felt safe only "sometimes" or "not safe at all". Seventy-nine percent (79%), however, reported they felt usually safe or always safe.

The majority of students, 67%, mentioned they told someone about being bullied, while 33% indicated they had not. Of those that did tell somebody, only 35% indicated that telling helped to stop the bullying.

A full 10% of students reported that they had stayed away from school because of bullying, while 23% indicated that had thought of staying away. As indicated in earlier studies, many students utilize this option to avoid being bullied (Ambert, 1994; Batsche & Knoff, 1994).

In terms of where bullying most often occurred, "hallways" was the most frequently endorsed (22.7% had endorsed that it happened often). The school yard was the second place where bullying most frequently happened (14.8%), followed by in the classroom (14%), on the way home from school (11%), in the gymnasium (7.9%), on the way to school (5.8%), and in bathrooms (4.7%). The above statistics are somewhat comparable to findings in existing research, with slight differences. The place where bullying most likely occurred in Whitney and Smith's (1993) study, for example, was the playground, followed by hallways. The reverse was found in this study. It was also interesting to discover that students reported that bullying occurred in the classroom as well, supposedly when the teacher was present. Better supervision by school officials, therefore, may be needed in the above areas, especially in hallways, schoolyards, and classrooms.

As to time of day in which bullying most often occurred, 20.8% of students indicated it happened "often" at lunch times, followed closely by after

school (20.1%), recess/breaktimes (11.9%), when classes change (11.3%), and morning, before classes begin (6.6%). Again, it appears that better supervision may be needed during the above time periods.

In terms of the ways children were bullied, being called names topped the list. This was endorsed by 92.1% of the children who participated in this survey, followed by being physically assaulted (54.4%), being bullied about one's appearance (50.7%), being excluded (39.8%), being threatened (38.8%), having things stolen (32.2%), having their things broken (24.5%), being bullied about marks (21.1%), being bullied about one's cultural background (17.2%), and being locked into a locker/room (7.4%).

Of the 29 questions that listed reactions to being bullied, 6 statements had means of "2" or greater (1 = never occurring, 2 = sometimes occurring, 3 = pretty often occurring , 4 = very often occurring). As documented earlier, 58.9% endorsed "I wanted to kick their butt" either pretty often or very often. "Being bullied made me feel mad" was next in line, endorsed by 48.8%. "I tried to act like I didn't care" (46.2%), "I have tried to avoid the bully" (43.6%), "I have fought back" (38.5%), and "Being bullied made me feel sad" (28.2%). As discussed earlier, research support exists for sadness and depression, but not as much for feelings of anger or revenge.

Even though the majority of the statements did not have means that exceeded "2", they still have important clinical significance. For example, as documented earlier, "Being bullied made me feel so bad that I wanted to kill myself" reported by 14.8% as "pretty often" or "very often" warrants special attention. Suicidal ideation as it relates to being bullied has been researched by

Rigby (1998c), Rigby & Slee (1999), and Kaltiala-Heino et al. (1999) and all agree that such children need to be identified and helped.

In terms of group comparisons, various statistical analyses were conducted on the survey questions to determine whether there were differences in terms of gender, grade level, birth order, or cultural background. Statistically significant findings were found when gender was examined in reference to the statements that were addressed by the 7 themes or clusters: Ways of Being Bullied, Social Isolation, Losses, Emotional Paralysis, Alienation, Desires to Cope, and Tactics to Deal with Being Bullied. Statistically significant findings were found to exist between males and females for 13 variables (statements) that represented the 7 themes.

In terms of *Ways of Being Bullied,* males were more likely than females to report that they were assaulted, locked into a room/locker, and had their belongings stolen or broken. These findings are also supported by existing research, in that males, more than females, tended to experience more aggressive forms of being bullied (Batsche & Knoff, 1994; Olweus, 1996). Statistically significant results, however, were not found to exist for females and exclusion, which was typically found in earlier studies (Bernstein & Watson, 1997; Boulton & Underwood, 1994; Hoover et al., 1993; Olweus, 1996; Whitney & Smith, 1993; Sharp, 1995). Gender differences were also not found for other modes of bullying, such as being called names, being threatened, or being bullied about their marks, looks, or cultural background.

Females in this study, however, were more likely than males to report that they believed what the bully said about them, that being bullied made them want to crawl into a hole and stay there, that being bullied made them feel sad,

that being bullied made them lose confidence in themselves, that being bullied made them feel lonely, that they tried to act like that they didn't care, and that they were nice to the bully so that he/she would stop bullying them. Males, on the other hand, were more likely than females to report that they wanted to kick the bully's butt, and that they have fought back.

Other questions on the survey addressed feelings of safety, frequency rates of bullying, which gender bullied them, and whether they shared their experience with others. Statistically significant differences were not found to exist between males and females in respect to frequency of bullying. In terms of feelings of safety, however, females were more likely than males to endorse that they felt safe while at school. In terms of which gender bullied them, the majority of males indicated that other males had bullied them, whereas females tended to report being bullied by females as well as males. This finding is also supported by existing research (Boulton, 1996; Boulton & Underwood, 1994; Hoover et al., 1993; Whitney & Smith, 1993). Another interesting finding was that 2% of males reported that they were only bullied by females. Such a finding, according to Boulton (1996), needs to be examined more closely, since there are reasons to suggest that males who are bullied extensively by females are at a higher risk for feelings of distress. Because issues of dominance appear to be more important for males, an individual male may be viewed more negatively by his peers if he is bullied by a female, as opposed to a male. It would be interesting, therefore, for researchers to conduct further research in this area, to explore the consequences for males and females who were bullied exclusively by people of the other gender, as opposed to being bullied by their own gender.

Significant findings were also found to exist between males and females in reference to the sharing of their experience with others. Females were more likely than males to report that they had talked about their experience with another person.

Grade level was the next variable to be examined. Differences were found to exist between grade level and to whom, if anyone, they chose to disclose their experience. Results indicated that children in grade 9 were more likely than children in grades 7 and 8 to report that they did not share their experience with anybody. This finding is supported by research, where it was found that younger children were more likely than older children to share their experiences with school personnel and/or parents (Charach et al., 1995; Whitney & Smith, 1993). The possible reason for this finding might be that as children get older, they are more likely to perceive that adults will probably either not intervene, or that if they do, will most likely be ineffective in their efforts (Charach et al., 1995).

Birth order was examined next. Only born children were more likely than children of other birth orders to have told someone about their experience of being bullied. There does not seem to be any research, however, to support this finding. Further research in this area is needed.

The last variable that was examined in the survey was cultural background. Significant differences were found to exist between cultural background and what children thought their teachers would do about bullying. Caucasian-Canadians were more likely than Asian-Canadians and people of other cultures to report that teachers did nothing to stop bullying. Caucasian-

Canadians were also more likely than Asian-Canadians to report that they have stayed away from school because of bullying.

Asian-Canadians, on the other hand, were more likely than Caucasian-Canadians to state that they were bullied by a small group of people. People from other cultures (i.e. First Nations-Canadians, Indo-Canadians, and African-Canadians) were more likely than Caucasian-Canadians and Asian-Canadians to endorse that they were bullied by "a lot" of people.

In terms of the ways children were bullied, children from Asian and other cultural backgrounds were more likely than those of Caucasian backgrounds to report they had been bullied about their cultural background. This finding has received some research support (Ambert, 1994; Kiang & Kaplan, 1994; Moran, Smith, Thompson, & Whitney, 1993). Caucasian-Canadians were more likely than Asian-Canadians to report that they were threatened. People from other cultures were more likely than Asian-Canadians to report having their belongings stolen. Caucasian-Canadians were more likely than Asian-Canadians and people from other cultural backgrounds to report being excluded. Cultural background differences were not found with other modes of bullying, such as being called names, being bullied about marks, looks, being locked into a room or locker, or having their things broken. These results, therefore, appear to indicate a non-racial bias in terms of how children were being bullied. Future research, however, needs to be conducted to confirm these results.

The survey instrument that was utilized will need some refinement before its next use. Certain questions, for example, need to be re-worded for clarity. The advantage of utilizing this survey, however, was that it was developed out of statements generated by the children themselves. Because of this, many of the

statements were extremely powerful and to the point. Also, since the main themes of what it is like to be bullied have now been identified, a greater understanding of the experience is possible. Tailor-made interventions for individual needs can perhaps be developed to help children cope with being bullied. The survey, once it has been refined, could also be utilized as a measure to determine the efficacy of certain intervention programs.

Conclusion

The goals of this study were to explore the experience of being bullied during childhood and/or adolescence, to discover whether these findings reflected themes or categories, to determine the extent to which other children had similar experiences, and to determine if these experiences differed on variables such as gender, grade level, birth order, or cultural background.

At the conclusion of the first part of this study, 91 statements outlining what it was like to be bullied from the perspective of the children themselves were obtained. A concept map was then developed from these statements. A 7-cluster solution was chosen to describe the themes that emerged, all describing the experience of being bullied.

The survey data suggested that children who indicated they had been bullied also reported varying levels of distress. A total of 86.13% of junior high school students indicated they had been bullied. The most common form of bullying was name-calling, which was followed by physical assaults, both supported by existing research. In terms of reactions to being bullied, the number one ranking statement was "I wanted to kick their butt", which was followed by "Being bullied made me feel mad". Unfortunately, there appears to

be little research support in reference to feelings of anger and/or revenge as it relates to being bullied. Much of the previous research has focused on low self-esteem, depression, social competence, and the like. Further research in this area is definitely needed.

Statistical analyses were done to determine whether there were any gender, grade level, birth order, or cultural background differences in reference to the experience of being bullied. Statistically significant results were obtained for gender, grade level, birth order, and cultural background with reference to the seven themes that emerged from the concept map. Statistically significant differences were also found for other variables such as: feelings of safety, which gender bullied them, whether they shared their experience with others, who they chose to tell about their experience, whether telling helped to resolve the problem, what they said teachers did about bullying, the number of children that bullied them, and whether they stayed away from school because of bullying. It is important to note, however, that while there was evidence of differences between groups, in many cases the mean differences were not that different from each other. Caution, therefore, needs to be utilized when interpreting the results.

It is also beneficial to view the obtained results from a clinical perspective as well, not just from a statistically significant viewpoint. Much of the data provides rich and powerful information about what it is like to be bullied, and should be taken into account when deciding upon appropriate interventions.

Limitations of the Study

Since the purpose of the study was to explore the experience of being bullied during childhood and/or adolescence, the obtained findings are preliminary. The following limitations should be taken into account in interpreting the data. To begin with, only 6 junior high schools participated in the survey part of this study. While every effort was made to ensure that the six schools represented all regions of the city and thereby approximated the junior high school population in the rest of this city, caution still needs to be utilized when making any generalizations about the results. In addition, only one class from each grade (7, 8, and 9) participated from each school.

Furthermore, this sample was obtained from only one city in Canada, and is, therefore, not representative of all junior high school students in other parts of the country or the world. As with past samples of studies relating to bullying and peer victimization, this sample consisted mainly of Caucasian junior high school students. While every effort was made to survey a school from each region that was representative of all socio-economic and cultural backgrounds, caution needs to be utilized when interpreting or applying the results to other individuals of other backgrounds.

It is also important to note that the list of statements that made up the concept map may not necessarily cover the entire domain of the experience of being bullied. Unknown areas of the experience may still need to be explored.

Finally, because concept mapping produces preliminary data about a particular issue, further research is needed to establish the bigger picture about what it is like to be bullied.

Implications for Practice

The findings of this study indicate that bullying needs to be taken more seriously than it now is. The first theme from the study, *Ways of Being Bullied*, deserves immediate attention. Children are reporting that they are being physically and psychologically abused. Action needs to be taken to address this issue in the schools.

The theme of *Social Isolation* also deserves attention. Many children who are bullied report feelings of loneliness and isolation. Social supports need to be identified and/or established. Some students also reported that teachers didn't do anything to provide assistance. Further exploration of the differing perceptions of students and teachers as to what constitutes "effective assistance" is in order. In any case, teachers, principals, and counsellors need to be educated about bullying, and that they need to take appropriate action to deal with such incidents when they arise.

The theme of *Losses* is also important to consider. Certain children report losing their ability to cope or their ability to concentrate. Other losses were more concrete, such as falling grades, or a loss of friends.

The themes of *Emotional Paralysis* and *Alienation* deserve special attention. Many children reported feeling angry and/or vengeful. Others reported feeling helpless, scared or sad. Some were even suicidal. Immediate assistance in the form of crisis intervention counselling needs to be provided in these cases. A person who has been bullied needs to be heard, have their experience understood, and be allowed to talk about their experience. In addition, counselling needs to be provided to bullies. They too, need to be heard

and have their experience understood. Long term commitment to the victim as well as to the bully may well be needed.

The themes of *Desires to Cope* and *Tactics to Deal With Being Bullied* suggest that children have made attempts to cope with their situation. Many, however, report that their attempts failed to work. Programs need to be developed to help them learn additional strategies to handle situations that involve bullying. Programs in assertiveness training and/or conflict resolution, for example, may be directions worth pursuing. Individualized programs tailored made for individual students also need to be established.

Above all, teachers, school administrators, and counsellors should not look the other way. Immediate but appropriate action should be taken. Non-hostile and non-physical sanctions should be applied when rules are violated and a classroom action plan should be developed. Parents should also become involved. In terms of overall education, students should be encouraged to explore their own experience of being bullied through discussion, writing, drawing, acting, and similar activities.

Future Research

The results obtained from this study have implications for future research. Additional studies need to be conducted to validate the findings and to explore their reliability with other groups of junior high school students. As well, because of the importance of this issue, similar studies need to be conducted in other countries as well.

Further research is needed to specifically explore the feelings of anger and/or revenge that were experienced by many who were bullied. Much of the

existing research on bullying has related to other reactions such as fear, anxiety, loneliness, sadness, and the like. Not much has been accomplished in the area of anger, and of how it relates to the experience of being bullied. Since it has been documented that certain children who are highly distressed by being bullied have retaliated against their perpetrators by injuring or killing them, further research is definitely needed in this area.

It might also be important to conduct further research in the area of birth order and how it affects coping ability as it relates to the experience of being bullied.

In reference to the concept mapping part of this study, further statement generation is needed to develop the second question that was asked of the junior high school students. The second question that was initially asked was: "What is it like to watch someone else being bullied?" Only 26 statements were obtained from this study. Further statement generation, therefore, would be necessary before a concept map and relevant themes can effectively be developed.

It would also be useful to conduct a similar study from the viewpoint of teachers, principals, and parents to obtain their perceptions of the problem. Interestingly, when this researcher was initially obtaining consent from the principals at the 6 schools, one particular principal told the researcher that there was no need to investigate bullying at his school because he felt that bullying did not occur at his school, and mentioned that the children at his school knew the difference between acceptable behaviour and unacceptable behaviour! Results obtained from his school, however, were comparable to those that were obtained at other schools, in that similar findings were obtained in reference to frequency

rates of bullying, modes of bullying, traumatic reactions to be bullied, and the like. His perception, therefore, was different from that of the children at his school.

Investigation of the issue of cross-gender bullying, particularly as it relates to boys who are exclusively bullied by girls would also be of interest. Much of the research in this area has discovered that it is not uncommon for girls to be bullied by both girls and/or boys, but that it was relatively uncommon for boys to be exclusively bullied by girls. Since it has been reported that boys who are bullied extensively by girls are at a higher risk for feelings of distress (Boulton, 1996), it would be important to research this further to obtain a deeper understanding of the issue.

Research also needs to be conducted to further define what is clearly meant by bullying. Many definitions exist, with some researchers emphasizing that being bullied "once" should not count as bullying, that only repeated episodes of harassment should be labelled as bullying (Besag, 1989; Olweus, 1996). Other researchers, however, have disagreed, saying that the a single episode should count, that it should not need to be repeated in order to be labelled as an incident of bullying (Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools, 1993; Randall, 1997; Smith & Sharp, 1994). Being physically attacked, for example, would count as an episode of bullying, even if it is the first or only episode; one does not have to wait for other incidents to occur before it constitutes bullying. Because all research is typically guided by how a concept is defined, it would be important to clarify the definition before further research is conducted.

It might also be important to conduct further research in the area of long-term effects of being bullied during childhood, to determine the impact, if any, on emotional functioning in adult relationships, career choice, etc. Similarly, it would be interesting to determine if any long term effects exist for individuals who bully others, specifically for those who have not received a criminal conviction, since previous investigation in this area (Olweus, 1997) was done with individuals who were suspected of having a conduct disorder.

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APPENDIX A

Letter of Permission to Principal - Concept Map Study - Phase One

XXXXX, Principal
XXXXX Community High School
XXXXXXXXX.

Dear _____

Re: Dissertation Project
            The Experience of Being Bullied in Childhood and/or Adolescence

Thank you for your assistance in reference to this project.

As you know, I wish to conduct a study on bullying for my doctoral dissertation in the Department of Educational Psychology at the University of Alberta. My supervisor is Dr. Len Stewin and his telephone number is XXX-XXXX. I wish to examine the *experience of being bullied in childhood and/or adolescence*. This project has received approval from the university ethics committee (see attached).

This will be a two-part study. First, I plan to collect the information by asking junior high students to write statements about their experiences on a pre-made response form. Participants will be asked to answer one or both of two questions. The questions will be: *What is it like being bullied? or What is it like to watch someone else being bullied?* Once this is done, a list of these statements will then be compiled. In part two, participants will be asked to rate the extent to which they always or never experienced the particular statement. A six point scale will be utilized. I will need approximately 150 junior high school students to be volunteers for this study. Participation is voluntary; students can withdraw consent from the study at any time, without consequences of any kind.

Completing the first response form will take 20 - 30 minutes of class time; and three weeks later, the second form will be completed in approximately 10 minutes. Students will be asked to **NOT** place their names on the forms. This will ensure anonymity and confidentiality of responses. Students will have the right to change their minds about answering the questions at any point in time. It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied. The results of the study will be available to all who participate.

Please find attached copies of a letter to parents, consent forms, and response forms (that will be provided to students in class). I hope to meet with you soon to discuss this project. If you have any questions, please feel free to call me at XXXX. Thank you for your assistance.

Yours respectfully,

Deveda L. Mah, B.A., M.A., Ph.D. (cand.)
Doctoral Graduate Student

APPENDIX B

<u>**Letter to School Superintendent - Concept Map Study - Phase One**</u>

Superintendent XXXXX
XXXXX Schools
XXXXXXXX

Dear XXXXX:

Re: Dissertation Project
<u>   The Experience of Being Bullied in Childhood and/or Adolescence</u>

My Name is Deveda Mah. I am currently conducting a study on school bullying for my doctoral dissertation in the Department of Educational Psychology at the University of Alberta. My supervisor is Dr. Len Stewin and his telephone number is XXX-XXXX. I wish to examine the *experience of being bullied in childhood and/or adolescence*. This project has received approval from the university ethics committee.

I hope to complete my study at XXXXXXXX Junior High School, during the month of May and have been in contact with XXXXXX, Principal of the school. He/she advised me to contact your office for prior approval.

This will be a two-part study. First, I plan to collect the information by asking junior high students to write statements about their experiences on a pre-made response form. Participants will be asked to answer one or both of two questions. The questions will be: *What is it like being bullied? or What is it like to watch someone else being bullied?* Once this is done, a list of these statements will then be compiled. In part 2, participants will then be asked to rate the extent to which they always or never experienced the particular statement. A six point scale will be utilized. I will need approximately 150 junior high school students enrolled in Grades 7 to 9 to participate. Participation will be voluntary; students will be able to withdraw consent from the study at any time, without consequences of any kind.

Completing the first response form will take 20 - 30 minutes of class time; and three weeks later, the second form will be completed in approximately 10 minutes. Students will be advised to **NOT** place their names on the form. This will ensure anonymity and confidentiality of responses. Students will have the right to change their minds about answering the questions at any point in time. It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied. The results of the study will be available to all who participate.

If you have any questions, please feel free to call me at XXXXX or XXXXX, Principal at XXXX.. Thank you for your consideration. I hope to hear from you soon.

Yours respectfully,
Deveda Mah, B.A., M.A., Ph.D. (cand.)
Doctoral Graduate Student

APPENDIX C

<u>Letter to Parent/Guardian - Concept Map Study - Phase One</u>

Dear Parent or Guardian:

My name is Deveda Mah. I am currently conducting a study on school bullying for my doctoral dissertation in the Department of Educational Psychology at the University of Alberta. My supervisor is Dr. Len Stewin and his telephone number is XXX-XXXX. I wish to examine the *Experience of Being Bullied in Childhood and/or Adolescence.* This project has received approval from the university ethics committee.

I hope to complete my study at *XXXXX Community High School,* during the month of May and have received approval from XXXXX, Principal, as well approval from XXXX, Superintendent of XXXXX Schools.

This will be a two-part study. First, I plan to collect the information by asking junior high students to write statements about their experiences on a response form. Participants will be asked to answer *one* or both of two questions. The questions will be: *What is it like being bullied? or What is it like to watch someone else being bullied?* Once this is done, a list of these statements will then be compiled. In part 2, participants will then be asked to rate the extent to which they always or never experienced the particular statement. A six point scale will be utilized. I will need approximately 150 junior high students enrolled in Grades 7 to 9 to participate. Participation will be voluntary; students will be able to withdraw consent from the study at any time, without consequences of any kind. I hope that you will provide permission for your child to participate.

Completing the first response form will take 20 - 30 minutes of class time; and 3 weeks later, the second form will be completed in approximately 10 minutes. Your child will be advised to *not* place his or her name on the form. This will ensure anonymity and confidentiality of responses. You as well as your child have the right to change your minds about answering the questions at any point in time.

It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied. The results of this study will be available to all who participate.

I will be visiting your child's school over the next two weeks, and will be providing the response sheets to junior high teachers at that time. You and your child's consent to participate will be helpful and valuable to my research. Please complete the attached consent form indicating your choice of consent as to your child's participation. Your child's consent is required as well. Please feel free to call me at XXXX or XXXX, Principal, at XXXX if you have any questions. Thank you very much.

Yours sincerely,

Deveda L. Mah, B.A., M.A., Ph.D. (cand.)
Doctoral Graduate Student
Department of Educational Psychology
University of Alberta

APPENDIX D

<u>**Consent Form to Parents/Guardians - Concept Map Study - Phase One**</u>

Consent Form

This study is conducted by Deveda L. Mah, a Ph.D degree student in Counselling Psychology at the University of Alberta and supervised by Dr. Leonard Stewin, Professor and Chair, Department of Educational Psychology. This study will examine the experience of being bullied in childhood and/or adolescence.

Participants will be asked to answer either *one* or both of two questions that will be stated on a pre-prepared response sheet. The two questions will be: *What is it like being bullied?* or *What is it like to watch someone else being bullied?* The participant will be advised to *not* place any identifying information on the response forms (i.e. names, etc.). This is to ensure anonymity and confidentiality of the person's information. The amount of time required by your child is approximately 30 minutes.

Participants have the right to refuse to answer any question and may also withdraw from the study at any time without consequences of any kind. Participation is voluntary.

I HAVE READ AND UNDERSTOOD THE ABOVE AND HEREBY INDICATE THE FOLLOWING CHOICE OF CONSENT:

I _____ **will** provide consent for my child _____

_____ to participate in this study that investigates the

Experience of Being Bullied in Childhood and/or Adolescence

or

I _____ **will not** provide consent for my child __

_____ to participate in this study that investigates the

Experience of Being Bullied in Childhood and/or Adolescence.

Signature of Parent: _____

Signature of Child: _____

Date: _____

APPENDIX E
Concept Map Study - Phase One

The Experience of Being Bullied in Childhood and/or Adolescence

Are you male ___ or female _____

Age: _____   What Grade are you in?   7   8   9

Please answer Question 1 on this page or Question 2 on the next page or both:

1.   *What is it like being bullied?*   (Use words that describe your reactions: feelings, thoughts, behaviours, actions)

Use sentence or point form:

a.   _____

_____

b.   _____

_____

c.   _____

_____

d.   _____

_____

e.   _____

_____

f.   _____

_____

g.   _____

_____

h.   _____

_____

(continue on the back of the sheet if necessary)

2. *What is it like to watch someone else being bullied?* (Use words that describe your reactions: feelings, thoughts, behaviours, actions)

Use sentence or point form:

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

f. _____

_____

g. _____

_____

h. _____

_____

i. _____

_____

(continue on the back of the sheet if necessary)

APPENDIX F

**Final Master List of Participant Statements
to the Question
"What is it Like Being Bullied?"**

1. I was called names.
2. My grades dropped.
3. One friend ended up treating me like dirt.
4. I was hit.
5. I was bullied about my good marks.
6. Teachers didn't do anything.
7. I was teased about what I wanted to be when I grew up.
8. I felt lonely.
9. I was thrown against a fence.
10. I was called ugly.
11. I was teased about my height.
12. I felt like killing myself.
13. I had cuts, scrapes, and bruises.
14. Some of my friends joined the bully in bullying me.
15. I wished I were someplace else.
16. If it's all about looks you sometimes feel that's all they see in you.
17. Other people were afraid to be nice to me.
18. I was bullied about wearing braces.
19. I was bullied by people older than me.
20. I was judged about what I did.
21. People hate me because I'm different.
22. I was scared to go to school.
23. I felt embarrassed when it happened.
24. I really got down on myself.
25. I was teased about my weight.
26. I wished I were someone else.
27. I started to believe what the bully said about me.
28. I felt I did something wrong to deserve being bullied.
29. I became stronger as a person.
30. I lost most of my friends.
31. I felt I couldn't trust anyone.
32. I couldn't concentrate in class.
33. I felt relieved when school was over.
34. I felt like I did something wrong.
35. I wanted to crawl into a hole and stay there.
36. I started to cry.
37. I felt as small as an ant.
38. I felt sad.
39. I wondered why they chose me.
40. I was too afraid to cry.
41. I felt out of place.
42. I was kicked.
43. I felt nervous.
44. I wanted to be as cool as they were.

Appendix F continued.....

45.   I was afraid to tell the teacher.
46.   I felt like a loser.
47.   I wished the bully felt what I felt.
48.   I felt better when my friends told the bully to stop.
49.   I lost confidence in myself.
50.   I felt mad.
51.   I was glad when the bully decided to pick on someone else.
52.   I felt that nobody cared.
53.   I yelled at the bully.
54.   I wondered whether my life was worth this abuse.
55.   I ignored the bully but it didn't work.
56.   Being bullied hurt me more inside than outside.
57.   I felt annoyed.
58.   I told them to stop bullying me.
59.   I felt stupid.
60.   I ran away from the bully.
61.   I felt that I did not deserve to exist.
62.   I wanted to cry but didn't because they would bug me more if I did.
63.   I was punched.
64.   I felt that everyone was against me.
65.   I felt like a nothing, sometimes a lesser person than the bully.
66.   I tried not to show the bully that I was hurting inside but it was hard.
67.   I shared everything with Mom/Dad.
68.   I smart-mouthed the bully but it didn't work.
69.   I felt unwanted.
70.   I wanted to kick their ass.
71.   I was too scared to fight back.
72.   I pretended to look brave.
73.   I felt used.
74.   I wanted to trade places with the bully to show him how it felt.
75.   I tried to avoid the bully.
76.   I kept everything inside.
77.   I tried to talk to the bully.
78.   I never told Mom/Dad because they might have gone to the teacher.
79.   I pointed out someone else they could bully instead.
80.   I felt that I couldn't do anything right.
81.   I tried to act as if I didn't care.
82.   I thought about bullying someone else.
83.   I hid from the bully.
84.   I was slapped.
85.   I felt frustrated.
86.   I pretended to be sick so I didn't have to go to school.
87.   I fought back.
88.   I was nice to the bully so that he/she would stop bullying me.
89.   I wanted to stay home all the time.
90.   I was afraid about what would happen next.
91.   I wanted them to leave me alone.

APPENDIX G

**Final Master List of Participant Statements
to the Question
"What is it like to Watch Someone Else Being Bullied?"**

1. I felt sorry for the person being bullied.
2. I felt scared that if I tried to stop it that I would be next.
3. I was glad it wasn't me.
4. I felt angry at the bully.
5. I felt bad for being a spectator.
6. I felt sad for the person.
7. Some kids asked for it, because they acted weird.
8. I wanted to embarrass the bully.
9. I wanted to help but didn't know what to do.
10. It did not bother me to watch.
11. I felt like beating the bully up.
12. I wondered why teachers didn't notice what was happening.
13. I felt it was cool.
14. I felt dirty when I helped the bully.
15. I thought it was funny.
16. Bullies caused hurt to others because they have problems of their own.
17. I felt uncomfortable being around the bully.
18. I felt the bully was a jerk.
19. I wished they stood up for themselves.
20. I felt bad because I knew how it felt to be bullied.
21. I didn't want to be near the victim because I might have been next.
22. I told the bully to stop.
23. I spoke to the person afterwards to see if he/she was okay.
24. I didn't like the person so I did nothing.
25. I joined the bully.
26. I told the person to ignore the bully.

APPENDIX H
Cover Letter to Sorting Participants - Phase Two

To Co-Researchers:

I am conducting a study on school bullying for my doctoral dissertation in Counselling Psychology at the University of Alberta and am specifically examining the *Experience of Being Bullied In Childhood and/or Adolescence.* It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied.

Phase One of this study involved obtaining written statements from junior high students who described from their perspective, *what it was like to be bullied.* Phase two of the study will involve sorting these statements into groups or themes that will describe their experience.

I need your assistance in helping me with the sorting section of this project. If you are able to help me with this project, please take a few minutes to complete the enclosed task. Your answers are completely anonymous and confidential, so please do not place your name on the sheet of paper. Return of the sorting slips will be viewed as a consent to participate in this study. Since this task is voluntary, you may choose to withdraw your participation at any time.

Thank you for your willingness to take part in this project. Your time and effort is sincerely appreciated. If you have any questions, please contact me at (XXX) XXX-XXXX, or Dr. Len Stewin (dissertation supervisor), at XXX-XXXX.

Yours sincerely,

Deveda L. Mah, BA, MA, Ph.D. (candidate)
Department of Educational Psychology
University of Alberta

Dr. Len Stewin, Professor and Chair
Doctoral Dissertation Supervisor
University of Alberta

Encl.

APPENDIX I

The Experience of Being Bullied in Childhood and/or Adolescence

Sorting Instructions

Enclosed is a set of slips. Each slip has a statement that children and/or adolescents have made to describe what it is like to be bullied while at school.

Please sort these statements into groups which you feel contain a common theme or idea. Sort similar statements into piles that make sense to you. Statements can be sorted into as many piles as you like. However, each statement can only be placed into one pile. There also has to be more than one pile. Statements can also be kept separate if you don't think they belong into any group.

Once you have finished sorting the statements into piles or groups please

i)   staple each pile or group together

ii)   place all stapled piles into the attached envelope

Optional:

iii)   if possible (though not required), please provide a descriptive name or label for each pile or group:

*   names/labels can be written on the back of this sheet; please also indicate the *statement numbers* of the particular piles that go with each name or label

Thank you very much for helping me with this part of the project. Your assistance is greatly appreciated.

Demographic Information

Please answer the following questions:

1.   Are you _____ male or _____ female

2.   Age: _____

3.   Martial Status: _____ Never married   _____ Divorced
                           _____ Common-Law   _____ Remarried
                           _____ Married   _____ Widowed
                           _____ Separated   _____Other, please specify: _____

4.   Occupation: _____ or

        Student: _____

APPENDIX J

Cover Letter to Parents/Guardian for Survey Frequency Study - Phase Three

Dear Parent or Guardian:

My name is Deveda Mah. I am currently conducting a study on school bullying for my doctoral dissertation in the Department of Educational Psychology at the University of Alberta. My supervisor is Dr. Len Stewin and his telephone number is XXX-XXXX. I wish to examine the *Experience of Being Bullied in Childhood and/or Adolescence.* This project has received approval from the university ethics committee.

I hope to complete this part of my study in six schools across the city of XXXXX during March or April. XXXXXX Junior High School has agreed to be part of this study. I have received approval from XXXXX, Principal, as well as approval from the XXXXX Public School District.

Participants will be asked to complete a survey about school bullying that will involve i) answering some multiple choice questions, and ii) rating the extent to which they have experienced a particular situation that involved being bullied. Participation will be voluntary and students will be able to withdraw from the study at any time. I hope that you will provide permission for your child to participate.

Completing the survey will take approximately 15 minutes of class time. Your child will be advised to *not* place his or her name on the form. This will ensure anonymity and confidentiality of responses.

It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied. Results will be incorporated into my doctoral dissertation. Once this study is completed, I will be submitting the results for publication in academic journals and will present the findings at workshops and conferences. In the future, I would like to use this research to develop training protocols for teachers and counsellors in their work with students. I may also utilize results in a book someday.

Survey forms will be provided to your child's teacher in about 2 weeks time. Completion of the attached form, indicating consent by yourself and your child, would be much appreciated. If you have any questions, please feel free to call me at XXXX or the Principal, XXXX, at XXXXX, if you have any questions. Thank you very much.

Yours sincerely,

Deveda L. Mah, B.A., M.A., Ph.D. (cand.)   Leonard Stewin, Ph.D., C. Psych. (AB)
Doctoral Graduate Student   Dissertation Supervisor and
                                                                              Department Chair

APPENDIX K

Consent Form for Parents and Children - Survey Frequency Study - Part 3

Consent Form

This study is conducted by Deveda L. Mah, a Ph.D. degree student in Counselling Psychology at the University of Alberta and supervised by Dr. Leonard Stewin, Professor and Chair, Department of Educational Psychology. This study will examine the experience of being bullied in childhood and/or adolescence.

It is hoped that information gained from this study will provide some insight and ideas into helping students to cope with being bullied. Results will be incorporated into a doctoral dissertation. Results may also be published in research journals and presented at professional conferences. Findings may also be used to help develop training protocols for teachers and counsellors in their work with students. Results may also be utilized in a book someday.

Participants will be asked to complete a survey about school bullying that will involve i) answering some multiple choice questions, and ii) rating the extent to which they have experienced a particular situation that involved being bullied. Your child will be advised to *not* place any identifying information on the response forms (i.e. names, etc.). This is to ensure anonymity and confidentiality of the person's information. The amount of time required by your child is approximately 15 minutes of class time.

Participants have the right to refuse to answer any question and may also withdraw from the study at any time without consequences of any kind. Participation is voluntary.

I HAVE READ AND UNDERSTOOD THE ABOVE AND HEREBY INDICATE THE FOLLOWING CHOICE OF CONSENT:

I _____ **will** provide consent for my child _____

_____ to participate in this study that investigates the

Experience of Being Bullied in Childhood and/or Adolescence

or

I _____ **will not** provide consent for my child __

_____ to participate in this study that investigates the

Experience of Being Bullied in Childhood and/or Adolescence.

Signature of Parent: _____
Signature of Child: _____
Date: _____

Appendix L

SURVEY
The Experience of Being Bullied in Childhood and/or Adolescence

I am doing a project about school bullying and need your help. You can help by answering the questions that are listed on the next few pages. Your answers are private and confidential, so please do NOT put your name on this form. Thanks for helping!

What does *bullying* mean?

A person is being bullied when another person or group of people tease him or her in a mean way, or say bad things about him or her. It is also bullying when a person is hit, kicked, threatened, locked inside a room, and things like that. When things like that happens, it is hard for the person to defend himself or herself. But it is NOT bullying when two people who are about the same size and strength are arguing or fighting (Olweus, 1989; Pepler et al., 1994; Rigby & Slee, 1993b).

The questions on the next few pages describes what other people have said about what happened to them when they were being bullied. Please circle the answer that is true for you:

1.   **Have you ever been bullied?**

   a)   yes
   b)   no

If you answered "yes" to this question, please answer the rest of the questions. If you answered "no", you can stop here and do NOT have to continue with the survey.

2.   **Are you a boy or a girl?** (Pepler et al., 1994)

   a)   boy
   b)   girl

3.   **How old are you?** _____

4.   **What Grade are you in?**

   a)   Grade 7
   b)   Grade 8
   c)   Grade 9

5.   **Are you the oldest, middle, or youngest child in your family?**

   a)   first born
   b)   middle child (2nd, 3rd, etc.)
   c)   youngest
   d)   only child

The following question is optional:

6. **How would you describe your cultural background? Are you:**

   a) Caucasian-Canadian (White)
   b) First Nations-Canadian (Aboriginal)
   c) Indo-Canadian (India)
   d) Asian-Canadian
   e) African-Canadian
   f) other _____

Please circle one answer for each of the following questions:

---

7. **How often do you get bullied?**

   a) everyday
   b) most days
   c) one or two days per week
   d) once per week
   e) once or twice per month
   f) once or twice per term
   g) once or twice per year

8. **In your experience, what do teachers do when they see bullying?**

   a) nothing, never tried to stop it
   b) told everyone to stop and to leave the area
   c) brought everyone involved to the principal's office
   d) tried to solve the problem by talking to each person that was involved

9. **How safe do you feel from being bullied at this school?** (Rigby & Slee, 1993b)

   a) not safe at all
   b) only safe sometimes
   c) usually safe
   d) always safe or nearly always safe

10. **When you were being bullied, who did you tell?** (Rigby & Slee, 1993b)

    a) teacher
    b) principal
    c) other friends
    d) mom or dad or guardian
    e) nobody

11. **If you did tell someone, did it help to stop the bullying** (Rigby & Slee, 1993b)

    a) yes
    b) no

12. Have you ever actually stayed away from school because of being bullied? (Rigby & Slee, 1993b)

a) yes, I have stayed away
b) no, but I have thought about staying away
c) I have never stayed away from school because of bullying

13. Were you bullied by

a) girls
b) boys
c) both girls and boys

14. How many kids bullied you?

a) one
b) a small group (two to five)
c) lots (more than five)

15. Where does bullying happen at your school? (Circle one answer for each of the following) (Rigby & Slee, 1993b; Pepler et al., 1994).

a)	school yard	often	sometimes	never
b)	classroom	often	sometimes	never
c)	hallways	often	sometimes	never
d)	cafeteria	often	sometimes	never
e)	bathrooms	often	sometimes	never
f)	gym	often	sometimes	never
g)	on the way to school	often	sometimes	never
h)	on the way home from school	often	sometimes	never

16. When does bullying happen at your school? (Circle one answer for each of the following)

a)	morning, before school starts	often	sometimes	never
b)	during class times	often	sometimes	never
c)	when classes change	often	sometimes	never
d)	break-times (recess)	often	sometimes	never
e)	lunch time	often	sometimes	never
f)	after school	often	sometimes	never

Please check (√) all of the statements that are true for you:

17. _____ I have been called names
_____ I have been bullied about my marks
_____ I have been bullied about how I looked
_____ I have been bullied about my cultural background
_____ I was threatened (bully told me he/she was going to hurt me or kill me)
_____ I was excluded (not talked to or played with on purpose)
_____ I have been hit, kicked, or tripped up
_____ I have been locked into a room, locker, etc.
_____ A bully has taken or stolen something from me
_____ A bully has broken things that were mine

Please circle the answer that is true for you:

18. **Other people were afraid to be nice to me**

never   once in awhile   pretty often   very often

19. **Some of my friends joined the bully in bullying me**

never   once in awhile   pretty often   very often

20. **I started to believe what the bully said about me**

never   once in awhile   pretty often   very often

21. **Being bullied made it hard for me to concentrate in class**

never   once in awhile   pretty often   very often

22. **Being bullied made my grades drop**

never   once in awhile   pretty often   very often

23. **I was afraid to tell the teacher**

never   once in awhile   pretty often   very often

24. **I was afraid about what would happen next**

never   once in awhile   pretty often   very often

25. **I was too scared to fight back**

never   once in awhile   pretty often   very often

26. **Being bullied made me want to crawl into a hole and stay there**

never   once in awhile   pretty often   very often

27. **Being bullied made me feel sad**

never   once in awhile   pretty often   very often

28. **Being bullied made me feel that I did something wrong to deserve it**

never   once in awhile   pretty often   very often

29. **Being bullied made me feel that I couldn't trust anyone**

never   once in awhile   pretty often   very often

30. **Being bullied made me feel as small as an ant**

  never   once in awhile   pretty often   very often

31. **Being bullied made me lose confidence in myself**

  never   once in awhile   pretty often   very often

32. **Being bullied made me feel so bad that I wanted to kill myself**

  never   once in awhile   pretty often   very often

33. **Being bullied made me feel lonely**

  never   once in awhile   pretty often   very often

34. **Being bullied made me feel out of place**

  never   once in awhile   pretty often   very often

35. **Being bullied made me feel like everyone was against me**

  never   once in awhile   pretty often   very often

36. **Being bullied made me feel mad**

  never   once in awhile   pretty often   very often

37. **I wanted to be as cool as the bully**

  never   once in awhile   pretty often   very often

38. **I wanted to kick their butt**

  never   once in awhile   pretty often   very often

39. **I thought about bullying someone else**

  never   once in awhile   pretty often   very often

40. **I tried to act like I didn't care**

  never   once in awhile   pretty often   very often

41. **I have pretended to be sick so I didn't have to go to school**

  never   once in awhile   pretty often   very often

42. **I have tried to avoid the bully**

  never   once in awhile   pretty often   very often

43. **I ran away from the bully**

  never   once in awhile   pretty often   very often

44. **I have hidden from the bully**

    never   once in awhile   pretty often   very often

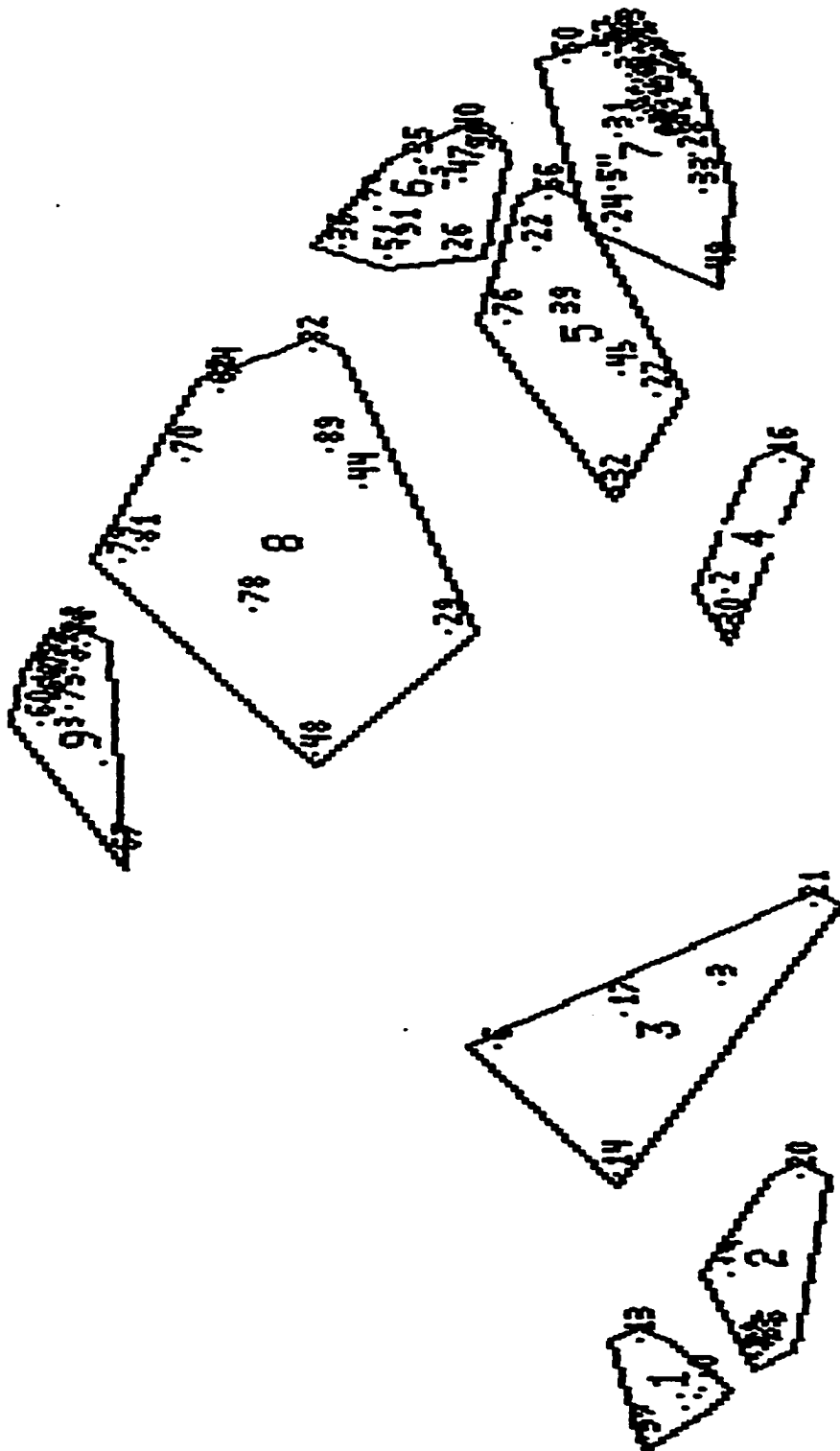45. **I have been nice to the bully so that he/she would stop bullying me**

    never   once in awhile   pretty often   very often

46. **I have fought back**

    never   once in awhile   pretty often   very often

APPENDIX M

9-Cluster Solution Concept Map of 91 Statements to the Question:
"What is it Like Being Bullied?"

APPENDIX N

9-Cluster Solution

Cluster #1		Bridging Index
1.	I was called names.	0.05
10.	I was called ugly.	0.08
13.	I had cuts, scrapes, or bruises.	0.29
19.	I was bullied by people older than me.	0.19
4.	I was hit.	0.00
63.	I was punched.	0.00
84.	I was slapped.	0.00
9.	I was thrown against a fence.	0.00
42.	I was kicked.	0.00

Cluster Average = 0.07

Cluster #2		Bridging Index
3.	One friend ended up treating me like dirt.	0.82
21.	People hate me because I'm different.	0.90
20.	I was judged about what I did.	0.51
5.	I was bullied about my good marks.	0.15
7.	I was teased about what I wanted to be when I grew up.	0.10
25.	I was teased about my weight.	0.10
11.	I was teased about my height.	0.09
18.	I was bullied about wearing braces.	0.10

Cluster Average = 0.35

Cluster #3		Bridging Index
6.	Teachers didn't do anything.	1.00
17.	Other people were afraid to be nice to me.	0.80
14.	Some of my friends joined the bully in bullying me.	0.72

Cluster Average = 0.84

Cluster #4   Bridging Index

2.	My grades dropped.	0.76
30.	I lost most of my friends.	0.74
16.	If it's all about looks you sometimes feel that's all they see in you.	0.76
49.	I lost confidence in myself.	0.44
27.	I started to believe what the bully said about me.	0.46
45.	I was afraid to tell the teacher.	0.54
32.	I couldn't concentrate in class.	0.57

Cluster Average = 0.61

Cluster #5   Bridging Index

15.	I wished I was someplace else.	0.49
91.	I wanted them to leave me alone.	0.50
26.	I wished I was someone else.	0.49
51.	I was glad when the bully decided to pick on someone else.	0.65
71.	I was too scared to fight back.	0.62
35.	I wanted to crawl into a hole and stay there.	0.50
40.	I was too afraid to cry.	0.48
90.	I was afraid about what would happen next.	0.47
47.	I wished the bully felt what I felt.	0.40
22.	I was scared to go to school.	0.38
56.	Being bullied hurt me more inside than outside.	0.35
39.	I wondered why they chose me.	0.43
76.	I kept everything inside.	0.48

Cluster Average = 0.48

Cluster #6   Bridging Index

8.	I felt lonely.	0.10
73.	I felt used.	0.09
46.	I felt like a loser.	0.09
80.	I felt that I couldn't do anything right.	0.11
52.	I felt that nobody cared.	0.13
64.	I felt that everyone was against me.	0.13
41.	I felt out of place.	0.13
34.	I felt like I did something wrong.	0.10
59.	I felt stupid.	0.10
37.	I felt as small as an ant.	0.09
65.	I felt like a nothing, sometimes a lesser person than the bully.	0.09
69.	I felt unwanted.	0.09

61.	I felt that I did not deserve to exist.	0.09
38.	I felt sad.	0.13
57.	I felt annoyed.	0.13
43.	I felt nervous.	0.14
85.	I felt frustrated.	0.12
12.	I felt like killing myself.	0.18
28.	I felt I did something wrong to deserve being bullied.	0.21
33.	I felt relieved when school was over.	0.30
24.	I really got down on myself.	0.29
54.	I wondered whether my life was worth this abuse.	0.25
31.	I felt I couldn't trust anyone.	0.17
50.	I felt mad.	0.24

Cluster Average = 0.14

Cluster #7

		Bridging Index
29.	I became stronger as a person.	0.74
44.	I wanted to be as cool as they were.	0.66
89.	I wanted to stay home all the time.	0.76
48.	I felt better when my friends told the bully to stop.	0.90
78.	I never told Mom/Dad because they might have gone to the teacher.	0.80

Cluster Average = 0.77

Cluster #8

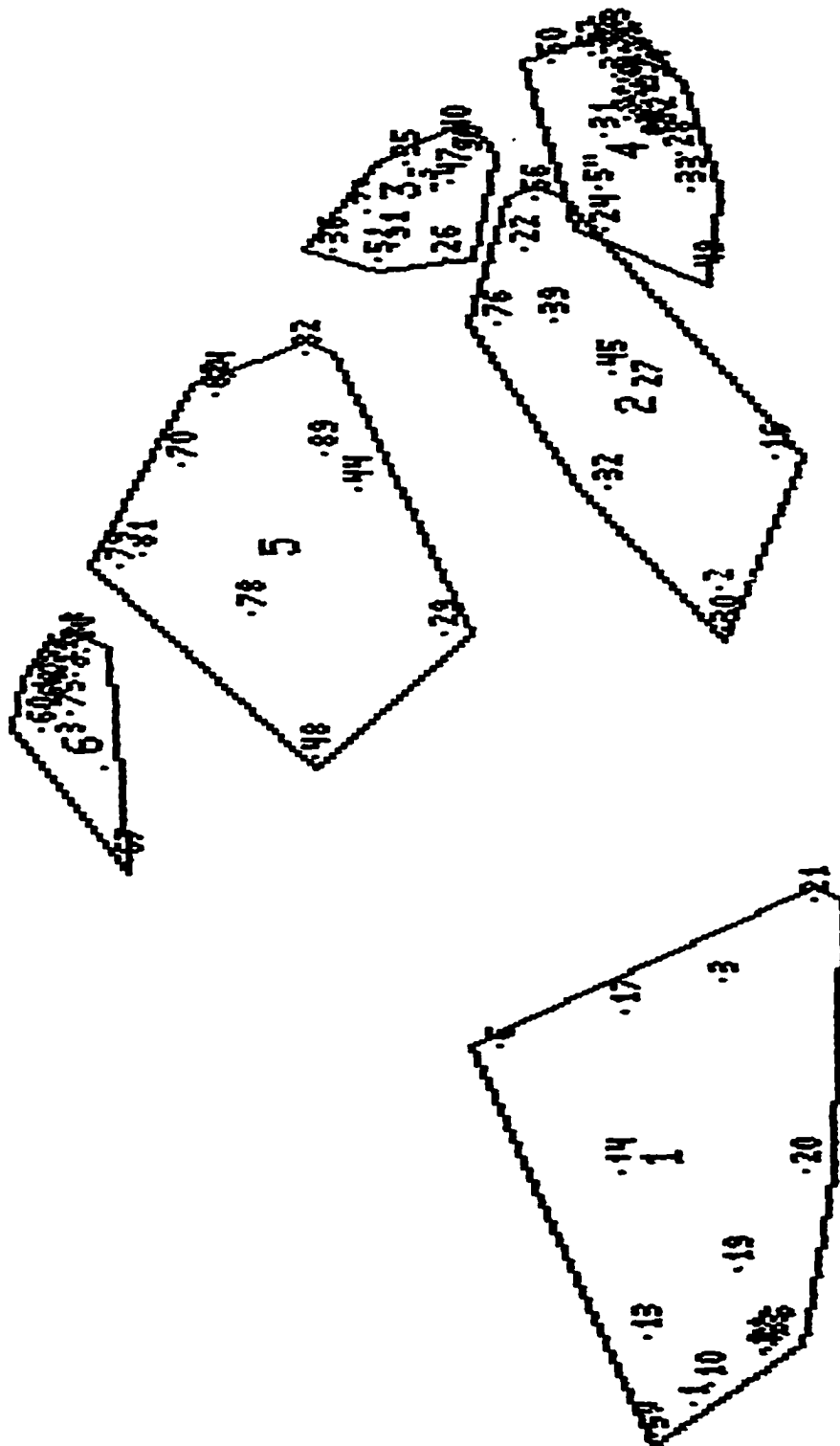|		Bridging Index
36.	I started to cry.	0.76
82.	I thought about bullying someone else.	0.72
62.	I wanted to cry but didn't because they would bug me more.	0.67
74.	I wanted to trade places with the bully to show him how it felt to be bullied.	0.66
70.	I wanted to kick their ass.	0.62
79.	I pointed out someone else they could bully instead,	0.46
81.	I tried to act as if I didn't care.	0.50

Cluster Average = 0.63

Cluster #9

		Bridging Index
53.	I yelled at the bully.	0.17
58.	I told them to stop bullying me.	0.17
60.	I ran away from the bully.	0.19
68.	I smart-mouthed the bully but it didn't work.	0.21

55.	I ignored the bully but it didn't work.	0.23
72.	I pretended to look brave.	0.19
77.	I tried to talk to the bully.	0.19
75.	I tried to avoid the bully.	0.25
87.	I fought back.	0.23
66.	I tried not to show the bully that I was hurting inside but it was hard.	0.27
88.	I was nice to the bully so that he/she would stop bullying me.	0.25
67.	I shared everything with Mom/Dad.	0.57
83.	I hid from the bully.	0.28
86.	I pretended to be sick so I didn't have to go to school	0.42

Cluster Average = 0.26

APPENDIX O

6-Cluster Solution Concept Map of 91 Statements to the Question:
"What is it Like Being Bullied?"

APPENDIX P

6-Cluster Solution

Cluster #1		Bridging Index
1.	I was called names.	0.05
10.	I was called ugly.	0.08
13.	I had cuts, scrapes, or bruises.	0.29
19.	I was bullied by people older than me.	0.19
4.	I was hit.	0.00
63.	I was punched.	0.00
84.	I was slapped.	0.00
9.	I was thrown against a fence.	0.00
42.	I was kicked.	0.00
3.	One friend ended up treating me like dirt.	0.82
21.	People hate me because I'm different.	0.90
20.	I was judged about what I did.	0.51
5.	I was bullied about my good marks.	0.15
7.	I was teased about what I wanted to be when I grew up.	0.10
25.	I was teased about my weight.	0.10
11.	I was teased about my height.	0.09
18.	I was bullied about wearing braces.	0.10
6.	Teachers didn't do anything.	1.00
17.	Other people were afraid to be nice to me.	0.80
14.	Some of my friends joined the bully in bullying me.	0.72

Cluster #2		Bridging Index
2.	My grades dropped.	0.76
30.	I lost most of my friends.	0.74
16.	If it's all about looks you sometimes feel that's all they see in you.	0.76
49.	I lost confidence in myself.	0.44
27.	I started to believe what the bully said about me.	0.46
45.	I was afraid to tell the teacher.	0.54
32.	I couldn't concentrate in class.	0.57

Cluster Average = 0.61

Cluster #3   **Bridging Index**

15.	I wished I was someplace else.	0.49
91.	I wanted them to leave me alone.	0.50
26.	I wished I was someone else.	0.49
51.	I was glad when the bully decided to pick on someone else.	0.65
71.	I was too scared to fight back.	0.62
35.	I wanted to crawl into a hole and stay there.	0.50
40.	I was too afraid to cry.	0.48
90.	I was afraid about what would happen next.	0.47
47.	I wished the bully felt what I felt.	0.40
22.	I was scared to go to school.	0.38
56.	Being bullied hurt me more inside than outside.	0.35
39.	I wondered why they chose me.	0.43
76.	I kept everything inside.	0.48

Cluster Average = 0.48

Cluster #4   **Bridging Index**

8.	I felt lonely.	0.10
73.	I felt used.	0.09
46.	I felt like a loser.	0.09
80.	I felt that I couldn't do anything right.	0.11
52.	I felt that nobody cared.	0.13
64.	I felt that everyone was against me.	0.13
41.	I felt out of place.	0.13
34.	I felt like I did something wrong.	0.10
59.	I felt stupid.	0.10
37.	I felt as small as an ant.	0.09
65.	I felt like a nothing, sometimes a lesser person than the bully.	0.09
69.	I felt unwanted.	0.09
61.	I felt that I did not deserve to exist.	0.09
38.	I felt sad.	0.13
57.	I felt annoyed.	0.13
43.	I felt nervous.	0.14
85.	I felt frustrated.	0.12
12.	I felt like killing myself.	0.18
28.	I felt I did something wrong to deserve being bullied.	0.21
33.	I felt relieved when school was over.	0.30
24.	I really got down on myself.	0.29
54.	I wondered whether my life was worth this abuse.	0.25
31.	I felt I couldn't trust anyone.	0.17
50.	I felt mad.	0.24

Cluster Average = 0.14

Cluster #5

		Bridging Index
29.	I became stronger as a person.	0.74
44.	I wanted to be as cool as they were.	0.66
89.	I wanted to stay home all the time.	0.76
48.	I felt better when my friends told the bully to stop.	0.90
78.	I never told Mom/Dad because they might have gone to the teacher.	0.80
36.	I started to cry.	0.76
82.	I thought about bullying someone else.	0.72
62.	I wanted to cry but didn't because they would bug me more.	0.67
74.	I wanted to trade places with the bully to show him how it felt to be bullied.	0.66
70.	I wanted to kick their ass.	0.62
79.	I pointed out someone else they could bully instead,	0.46
81.	I tried to act as if I didn't care.	0.50

Cluster Average = 0.63

Cluster #6

		Bridging Index
53.	I yelled at the bully.	0.17
58.	I told them to stop bullying me.	0.17
60.	I ran away from the bully.	0.19
68.	I smart-mouthed the bully but it didn't work.	0.21
55.	I ignored the bully but it didn't work.	0.23
72.	I pretended to look brave.	0.19
77.	I tried to talk to the bully.	0.19
75.	I tried to avoid the bully.	0.25
87.	I fought back.	0.23
66.	I tried not to show the bully that I was hurting inside but it was hard.	0.27
88.	I was nice to the bully so that he/she would stop bullying me.	0.25
67.	I shared everything with Mom/Dad.	0.57
83.	I hid from the bully.	0.28
86.	I pretended to be sick so I didn't have to go to school	0.42

Cluster Average = 0.26