

**Haigazian University
Libraries**



0 0 0 0 3 8 2 1 9

Barsumian Library
Haigazian University

Beirut, Lebanon

HAIGAZIAN UNIVERSITY

THE RELATIONSHIP OF BULLYING TO SEVERAL ACADEMIC
VARIABLES

THESIS RELEASE FORM

by

VERA SISSERIAN

I, Vera Sisserian

Approved by:

Daoud Tawil Ph.D.
Name: Advisor

Ahlem Khalil, Ph.D.
Name: Member of Committee

Hanine Hant, Ed.D.
Name: Member of Committee

Signature

Date of thesis defense: May 20, 2002

May 20, 2002
Date

HAIGAZIAN UNIVERSITY

THE RELATIONSHIP OF BULLYING TO SEVERAL ACADEMIC
VARIABLES

THESIS RELEASE FORM

I, Vera Sisserian

- ☐ Authorize the Haigazian University to supply copies of my thesis to libraries or individuals upon request.

- ☐ Do not authorize the Haigazian University to supply copies of my thesis to libraries or individuals for a period of two years starting with the date of the thesis defense.

V. Sisserian

Signature

May 20, 2002
Date

ACKNOWLEDGEMENTS

To the memory of my father, I dedicate my thesis

When I started doing my Masters Degree, it was impossible for me to imagine the evolution that I was to experience as an individual, by the time the work on the thesis was completed.

I am happy that it was possible for me to overcome all the difficulties, challenges, moments of despair and weaknesses that I faced throughout my research and my writing of the thesis.

I was also very pleased when I realized that it was possible for me to say few words to people who supported me throughout this thesis and my life to become the person that I am now. I thank each one of them from the bottom of my heart. I specially thank:

Dr. Daoud Tawil, my advisor for his conscientious guidance.

Dr. Ahlam Klailat and Dr. Hanine Hout for their role in the committee.

My Husband, Ara for his unconditional love and support. He made it possible to surface the positive parts in me and to correct the negative.

My Father who gave me a vision.

My son, Varak, for his patience and support, for the times I was to spend with him, but instead I spent on working. I thank God for making him the way he is.

My mother who taught me to be objective and at the same time to take pleasure in small things in life.

My two sisters, Kohar and Tamar, for just being there whenever I needed them and for the circle of love between us.

My sisters' children Sanan, Alik and Purag for giving me the chance of loving them.

ACKNOWLEDGEMENTS

When I started doing my Masters Degree, it was impossible for me to imagine the evolution that I was to experience as an individual, by the time the work on the thesis was completed.

I am happy that it was possible for me to overcome all the difficulties, challenges, moments of despair and weaknesses that I faced throughout my research and my writing of the thesis.

I was also very pleased when I realized that it was possible for me to say few words to people who supported me throughout this thesis and my life to become the person that I am now. I thank each one of them from the bottom of my heart. I specially thank:

Dr. Daoud Tawil, my advisor for his conscientious guidance.

Dr. Ahlam Klailat and Dr. Hanine Hout for their role in the committee.

My Husband, Ara for his unconditional love and support. He made it possible to surface the positive parts in me and to correct the negative.

My Father who gave me a vision.

My son, Varak, for his patience and support, for the times I was to spend with him, but instead I spent on working. I thank God for making him the way he is.

My mother who taught me to be objective and at the same time to take pleasure in small things in life.

My two sisters, Kohar and Tamar, for just being there whenever I needed them and for the circle of love between us.

My sisters' children Sanan, Alik and Purag for giving me the chance of loving them.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACT	2
Chapter	
1. INTRODUCTION	
1.1. Context of the Problem	3
1.2. Purpose and the Statement of the Problem.....	7
1.3. Rationale of the Study	8
1.4. Significance of the Study	8
2. LITERATURE REVIEW	
2.1. Theoretical background	9
2.1.1 Definition	12
2.1.2 Data Collection	13
2.1.3 Types of Bullies	15
2.1.4 Effects	16
2.2. Factors That Contribute to the Development of Bullying	
2.2.1. Characteristics of the Bully and the Victim	24

2.2.2. Dyadic Relationship	27
2.2.3. Social Ecology	27
2.3 Intervention Plan	30
3. Method	
3.1. Subjects	37
3.2. Instruments	37
3.3. procedure	37
4. RESULTS	40
5. DISCUSSION	46
REFERENCES	52
APPENDIX	59

LIST OF TABLES

Table	page
1. Descriptive data of the of bullies, victims, bully-victims and children “not involved”.	40
2. Different types of bullying exercised by males and females.	43
3. Frequency of different types of bullying claimed by males and females.	45

A thesis
submitted in partial fulfillment of the requirements
for the degree of Masters of Arts
to the Department of Psychology
of the division of Social and Behavioral Studies
at Haigazian University

Beirut, Lebanon

May 20, 2002

Running Head: Bullying

THE RELATIONSHIP OF BULLYING TO SEVERAL ACADEMIC VARIABLES

by Vera Sisserian

Haigazian University

A thesis
submitted in partial fulfillment of the requirements
for the degree of Masters of Arts
to the Department of Psychology
of the division of Social and Behavioral Studies
at Haigazian University

Beirut, Lebanon

May 20, 2002

ABSTRACT OF THE THESIS

The present study investigated several hypotheses pertaining to interrelationships between bullying in school and several academically relevant variables, in 3rd, 4th, 5th and 6th elementary. H1, H2, and H3 investigated the relationship between grades and involvement in bullying. Hypothesis 4 dealt with an expected positive relationship between absence rates and victimization. Through hypothesis number 5 it was expected that children involved in bullying activities either as bullies or victims will be less happy than the rest. The 6th hypothesis investigated gender differences in the frequency and types of bullying. Hypotheses 1,2,3 were not supported. The results were discussed and it was concluded that the reliability and validity of the scoring system in the elementary grades had its effects on the results. H4 was also not supported; the results were explained in that the low socioeconomic level of families played a role in obtaining these results. It was suggested that a future study must be conducted on a more randomized sample. H5 and H6 were supported. As an ultimate project a nationwide intervention plan with zero-tolerance level to bullying was suggested.

CHAPTER 1

INTRODUCTION

1.1 Context of the problem

Violence is a very serious and dangerous problem all over the world. It has become the subject of interest of governments, human rights organizations, activists, psychologists, educators, administrators, teachers and parents. More and more there are violent acts on the news and these acts can extend from simple road rage to car bombs, shootings in schools, to violence in the family setting or even wars between nations.

The present concern however is with school violence, specifically, bullying. Weinhold (2000) states that bullying is truly the tip of the iceberg of general school violence and school violence is the tip of the iceberg of violence in society. Research shows that communities with higher rates of violence report higher figures of school violence (Silvernail, Yang, Kopp, 2000). According to Weinhold (2000), serious violence starts with seemingly innocent bullying that eventually escalates into violence involving guns or knives. The lack of respect for another person's human rights, the most common factor in all criminal behaviors, begins with school bullying.

Bullying is also important as an early symptom of Conduct Disorder.

Results of research done in different parts of the world indicate that bullying can be found in four settings: (a) school, (b) family, (c) workplace and (d) road. With all these settings, bullying is most pervasive in school environments, therefore it is extremely important to detect it, and stop the chain of violence as soon as possible.

Bullying is a type of aggression with special features. It is characterized by an imbalance of power (Atlas & Pepler, 1998). The power imbalance may not be limited to physical size, it may be manifested in the tone of voice, physical stance of the bully or the number of children engaged as bullies (Rigby, 2000). In a bullying interaction, the dominant person intentionally, repeatedly and systematically causes distress by tormenting or harassing another less dominant person (Atlas & Pepler, 1998). The bully engages in this type of interaction consciously without feelings of remorse.

Different kinds of bullying have been recognized. There are physical, verbal, sexual, racial or cultural bullies. Furthermore, bullying can be direct or indirect. Direct bullying refers to open attacks on the victim (like teasing, taunting, mocking), extorting property, name calling and threatening acts. Indirect bullying on the other hand, involves manipulating the social status of an individual within his or her peer group such as rumors and group ostracism (Bully Beware, 2000).

physical and mental health (Rigby, 1998), social problems, academic

Whether direct or indirect, the key component of bullying is the repeated physical and/or psychological intimidation that occurs over time creating as it were an ongoing pattern of harassment and abuse.

Some sources commonly distinguish between (a) bullies, (b) victims and (c) bully-victims.

Bullies have an aggressive personality and are highly emotional this emotionality coupled with physical activity reflect a lack of self-control and inhibition (Atlas & Pepler, 1989). Bullies don't feel any remorse for their actions and are unable to see another person's point of view. They dislike school and feel unhappy. The bullies who participate in bullying, but not take the initiative to start the act are called passive bullies (Olweus, 1993).

Victims of bullying are insecure and anxious. There are two kinds of victims, provocative and passive. Provocative victims usually provoke an attack and are easily angered (Olweus, 1993). The passive victims are cautious, rarely defend themselves and display signs of vulnerability by crying and withdrawing. They are low in assertiveness and lack social skills (Rigby & Slee, 1993).

The bully-victims are children who are bullied and they themselves bully weaker children (Atlas & Pepler, 1998).

Whether bully, victim or bully-victim, bullying contributes to poor physical and mental health (Rigby, 1998), social problems, academic

problems (Olweus 1993), ineffective peer relationships and to the development of negative school environment.

Incidents of bullying occur most frequently in schools, but most of the time they go unnoticed for four reasons: (a) bullying occurs in places where there is less adult supervision, like toilets, playground, school bus etc. (b) Bullying is done in a very rapid way. (c) Teachers and adults consider it a natural part of growing up. (d) Sometimes bullying is not considered as an undesirable habit, on the contrary, it provides an ethos in which tough minded, insensitive attitude towards others are inculcated and reinforced (Askew, 1989 cited by Rigby & Slee 1991).

Researchers agree that prevention and elimination of bullying in schools requires a clearly stated and a zero-tolerance attitude towards bullying and a wholehearted team effort which involves teachers, administrators, support staff, parents and children.

The first step in the team effort against bullying is to reveal the true nature of bullying (its life long individual and social consequences). The second step is to convince people of the importance to put an end to it.

It was mentioned above that bullying remains undiscovered because collecting information on the perpetrators and targets of aggression in school is very difficult. Usually, a combination of methods is needed to have an accurate picture of bullies, victims and bystanders. This leads us to the second step in the fight against bullying, which is identification of the

participants of bullying. The third step naturally is intervention plans to stop bullying.

1.2 Purpose and the statement of the problem

In Lebanon there are rare reported studies about bullying. According to the personal experience of the researcher first as a teacher and then as a school psychologist, bullying is widespread in Lebanese schools. Few years ago an incident of bullying shook the families in one of the local secondary schools. A group of school bullies threatened a teenage girl, if she did not give them a large sum of money. The girl was obliged to steal the money from her parents. It is clear that this was not an isolated incident, there are large numbers of children who suffer from bullying acts.

The present study is probably one of the first attempts to study bullying in Lebanon and to provide estimates of actual bullying in Lebanese schools. To the day, studies are done in Europe, United States, Africa, Far East and Australia.

One of the purposes of this study is simply descriptive. To assess, the extent of bullying, in two Armenian elementary schools. Another concern is correlational; it studies the relationship between the rate of bullying and victimization on one hand and academic achievement on the other. A further aim is to examine the difference in academic achievement between bullies and victims. Gender differences in the kind and rate of bullying, the

happiness of the victims and the bullies in relation to the rest of the students, and the absence rate of the victims are also examined.

1.3 Rationale of the study

According to studies done in different parts of the world, bullying has not received the importance it deserves and people are not aware of the dangers and the long lasting effects it leaves on the lives of children it touches. This study is an attempt to inform parents, educators, administrators of schools about bullying and its negative consequences and to have an idea about the rate of bullying in Lebanese Armenian schools and possibly, by implication, in Lebanese schools in general.

1.4 Significance of the study

This is one of the first inquiries in an attempt to provide estimates of bullying in Lebanese Armenian elementary schools. The distinctive feature of the present study is that: (1) It will be one of the first studies about bullying in Lebanon. (2) The results will be more accurate in this study, due to detection methods used (questionnaire and individual interview with each participant).

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Background

Bullying is not a novel phenomenon, but starting 1970's efforts were made to study it systematically. In 1980's the attention of psychologists was focused on school environment because of incidents of aggression, violence and in some cases suicides. Where the most significant was in 1982 in Norway, three Norwegian boys aged 10-14 committed suicide. Further investigation revealed that the suicides were the result of severe bullying. In 1994 there were 3 suicides reported from Japan (Fredman, 1995). April 20, 1999 is an unforgettable date for the United States of America; two students who were bullied continuously by their classmates planned and executed their revenge by killing innocent victims in Columbus High School. In March 2001 a teenage boy, 15 years old killed two of his classmates and injured 23 others in Santana high school in the States. Each year ten to twelve students kill themselves in the United Kingdom because they are bullied (Bully On Line, 2000). Such events triggered nation wide campaigns against bullying and eventually led to the development of school based intervention programs in different parts of the world. The pioneer in the field is Dan Olweus in Norway. Since 1982 and especially over the past decade, there has been considerable interest in the problem of bullying in

schools. This is clearly evident in recent surveys about bullying, over 21 countries around the world (Rigby, 2000).

The result of research done in different parts of the world indicates that bullying can be found in: (a) schools, (b) families, (c) workplace, and (d) on the highway. According to Dickestein & Nadelsen (1989) cited by Weinhold (2000) there are 29 million physical attacks in the homes by older siblings against younger ones each year. Children who bully at school and get away with it, become serial bullies at work or at home, and the child who gets bullied at school later becomes target for bullying at work. It's worth mentioning here that the workplace bully is driven by jealousy and envy (Weinhold, 2000). Road rage is just another form of bullying. In 1996, 28 thousand Americans died because of aggressive driving (Nerenberg, 1999 cited by Weinhold, 2000). With all the settings mentioned, bullying is most pervasive in the school milieu (Atlas & Pepler, 1998).

Some children use bullying as a way of coping with difficult situations, for others bullying is a way to gain popularity and power. The incidents of being bullied lower their self-worth, bullying others serves as means of gaining power. They take out their humiliation and anger on children weaker than themselves and restore their self-esteem (Rigby & Slee, 1993). Others simply learn bullying through modeling, for these children bullying is the only way of communication in interpersonal relationships (Lewis &

Frenouw, 2000). No matter what the reasons are, bullies as their victims are not happy (Rigby & Slee, 1993; Kidscape, 2000) and they need help as much as their victims. In sum, bullying is a cry for help (Weinhold, 2000), especially when it is a criterion of a serious psychopathology which is Conduct Disorder (appendix D). Young children, who are unable to exhibit most of the symptoms of Conduct Disorder become bullies, initiate physical fights, destroy property and set fires (Kaplan, Sadock, 1994).

Recent studies show that bullying at school is not a rare event encountered by “abnormal” students (Rigby & Slee, 1998). In Australia about one child in six is bullied on a weekly basis, from students who are powerful physically, psychologically or numerically (Rigby & Slee, 1995). On the basis of different researches done in different parts of the world, it is known that bullying is a serious problem in all societies that have been studied so far, and that approximately 15% of the school population, in primary and secondary schools, are involved either as bullies or victims (Olweus, 1993).

Bullying starts in primary school but increases in junior high, that is it increases during early adolescence (Pellegrini, Bartini, 2000). According to Olweus (1993) the grade difference between bullies, victims and the rest are more obvious during junior high years, especially for bullies. The physical, biological and social changes (Szpiz, 1998) that children experience during this transition period promotes aggressive behavior (Pellegrini, Bartini &

Brooks, 1999). Although direct bullying assaults decrease with age, verbal abuse appears to remain constant over the years.

There are studies which indicate that boys bully more than girls (Baldry & Farrington, 1999. Rigby & Slee, 1991). However according to Atlas & Pepler (1998) boys and girls are equally likely to bully, but they use different kinds of bullying, boys use physical, while girls relational bullying, which is very difficult to detect (Olweus, 1993).

2.1.1. Definition

It is common that children call each other names, have conflicts with one another or even physically hurt each other. Many get teased and taunted at some point in their lives. Experts, however say that these episodes while uncomfortable are normal. Most children or adults realize that these are not appropriate ways of behaving and soon grow out of it (Walker, 1999). In the normal peer conflict situations, those who are involved: (a) Do not insist on getting their own way, (b) Give reasons why they disagree, (c) Apologize or offer win-win suggestions, (d) Will bargain and negotiate to get their needs met, (e) Can change the topic and walk away.

Bullying is a type of aggression with special characteristics. It is characterized with an imbalance of power (Atlas & Pepler, 1998). The power imbalance may not be limited to physical size, it may be manifested in the tone of voice, physical stance of the bully or the number of children engaged as bullies (Rigby, 2000). In the bullying interaction, the dominant

person intentionally, repeatedly and systematically causes distress by tormenting or harassing another less dominant person (Atlas & Pepler, 1998). The bully engages into this type of interaction consciously and he/she does not feel any remorse.

It is also important to mention here that bullying has been compared to a kind of brain washing with the victims ending up believing that somehow they deserve to be bullied. Victims feel vulnerable and unpopular, and their self-esteem is damaged (Kidscape, 2000).

2.1.2 Data Collection

In a study conducted by Pellegrini and Bartini (2000), different methods of identifying aggressive/bullying and victimized youngsters in middle school was compared, the result of different comparison methods showed that the most reliable way to identify bullies and victims is an umbrella of methods.

There are different methods of identification of bullies and victims. These methods are very useful but also have biased limitations. It is important to choose the methods in such a way to have one complementing the other.

Direct observational method is a good measure, if the observation is done in a variety of settings, which is sometimes impossible (toilets), it should extend throughout each school day for an entire school year, which is expensive and time consuming.

Self-reports tell us about the child's perception of the experience. The limitations of this measure are that the individuals may sometimes underestimate the problem, and aggressors may be reluctant to identify themselves. Diaries are useful and not have limitations of other measures in the sense that one can have information about the individual in different settings, but in this case the accuracy is insured if there are sampling rules (specific vocabulary, recording rules, specific days). Also survey questionnaires can be used as detection measures for bullies and victims (Lewis & Frenouw, 2000). Normative information can be derived from peers and teachers. In the case of teachers, through different studies it is mentioned that teachers most of the time are unaware of the problem of bullying, because bullying takes place in areas non supervised by adults, and children do not tell teachers or adults in general about incidents of bullying (Atlas & Pepler, 1998, Olweus 1993). Teachers cannot follow student activities in different settings, their interaction with the child is limited to classroom setting. Also teachers' ratings may be biased, they may have different attributions for boys and girls.

Peers are reliable sources because peer aggression may be accessible to insiders more than outsiders. Aggression takes place in front of other children; bullies deliberately victimize peers in front of other children.

These measures are sensible of detection of severe cases; clandestine brief aggression and relational bullying can be missed.

There is evidence that personal interviews with children, where confidentiality is assured can give accurate and useful information about bullying (O'Connell & Farrington, 1996). There is also reference about individualized interviewing techniques by Train (1995, appendix A).

The importance of data collection methods is obvious in the issue of gender difference and bullying. There is conflicting evidence regarding gender differences. There are studies which indicate that boys bully more than girls (Baldry & Farrington, 1999; Rigby and Slee, 1991), while others seem to suggest that boys and girls engage in bullying to the same extent (Atlas & Pepler, 1998; APA News Release, 1998). One possible explanation for these contradictory results may lie in different types of bullying that boys and girls engage in. Boys use direct bullying and more specifically physical bullying, which is very easy to detect, due to its overt nature, and the physical pain it causes for the victim. Girls on the other hand tend to use more indirect bullying (e.g. indirect gossip, exclusion by spreading rumors and false information about the victim ; Olweus, 1993). This covert nature of relational or indirect bullying gives the impression that girls bully less than boys. One of the aims of this study was an attempt to detect the true rate of bullying between boys and girls.

2.1.3 Types of Bullies

There are different kinds of bullying. (a) Physical, this kind of bullying includes hitting or kicking the victim, or damaging the victim's property. This is the least sophisticated type of bullying and it is easy to identify. (b) Verbal bullies use words to hurt or humiliate another person. Verbal bullying includes name calling, insulting, making comments and constant teasing. This type of bullying is quick and to the point. It can be done in the least amount of time and its effects can be more devastating than the physical bullying, because there are no visible scars. (c) Sexual harassment is unwanted attention that makes people feel uncomfortable, attacked or humiliated. It can be taunts or touching of sexual nature, remarks about an individual's body, obscene letters or gestures (Kidscape, 2000). (d) Racial and cultural bullying includes racist comments, taunts and graffiti.

Bullying can be direct or indirect (Atlas & Pepler, 1998). Direct bullying refers to open attacks on the victim, like teasing, taunting, mocking, threatening, intimidating and extorting of property. Indirect bullying involves manipulating the social status of an individual within his or her peer group by changing the way others perceive and respond to that individual. Indirect bullying can be called relational bullying, and it is linked to verbal bullying and usually occurs when children spread rumors about others and exclude an ex-friend from the peer group (Bully B'ware, 2000).

2.1.4. Effects

In the following section, the consequences of bullying will be discussed.

1. Bullying and psychopathology.

Bullying is one of the criteria for Conduct Disorder in DSM IV (appendix D). Average onset for conduct disorder in young boys and girls is 10-12 and 14-16 respectively. A young child will be unable to exhibit most of the symptoms of conduct disorder, however they may become bullies, initiate physical fights, destroy property or set fires (Kaplan, Sadock, Grebb, 1994).

In this sense it is crucially important to look into bullying not just as a distinct behavior by itself, but as a part of a disorder which needs special attention, prevention and treatment and to uncover it as early as possible.

2. Physical Health Consequences

There is reliable evidence that the experience of frequent victimization by peers at school has physical health consequences. Since 1960's experts in the field started to believe that poor health might result from stressful life events, which are mostly social in nature and involve difficult and complex interpersonal relationships. Recently it has been recognized that the health of young people can be seriously affected by the quality of their relationships with their peers at school, where young people approximately spend 14-15 years (Rigby, 1998). According to Rigby & Slee (1998), physical health symptoms were significantly more common among students bullied in junior high (Rigby & Slee, 1998; cited by Rigby, 1998). Also in

another study (William, Chambers, Loggan & Robinson, 1996, cited by Rigby, 1998), researchers found out that, symptoms of poor health stomach aches and headaches are common among children reported as bullied by peers. Other studies (Rigby, Martin, Cunningham, 1996) revealed that victim's report of feeling dizzy and sick every morning.

3. Mental Health Consequences

Bullying has mental health consequences for bullies, victims and bystanders (Rigby, 1998, cited by Rigby and Slee, 1993). Olweus (1993) mentioned that bullying is a cry for help. Bullies are not happy since they are rejected, have conflicts and problems with the school authority and with most of their friends. Victims on the other hand are not happy because they are anxious, frightened and insecure (Atlas & Pepler, 1998). Another aim of this study was to compare the state of happiness of victims and bullies with the rest of the students.

Olweus in a study (1993) reports that being bullied during middle school is predictive of low self-esteem later. By the age of 23, children who were bullied in middle school were more depressed and had lower self-esteem than their peers who had not been bullied. Victims report cases of anorexia and bulimia after being told continuously that they are fat and ugly. The victims feel isolated and rejected by their peers. They often reject the victims out of fear that they can become the targets of bullies. The victims

sometimes feel that suicide is their only way out or victimization leads them to eventual violent retaliation.

Researchers were interested whether sick children get bullied and a research was conducted by Rigby & Slee (1997) where students were asked whether they believed their health had been adversely affected by the nature of their personal relations with other students, their response indicated that bad personal relations had affected their health.

4. Bullying and Academic Achievement (1993) revealed that there was

Bullying may interfere with the academic progress of bullies, victims and bystanders. Olweus (1993) states that both bullies and victims appear to earn somewhat lower than average marks, these differences become more pronounced in sec./junior high, particularly more for bullies.

According to a study done by Atlas and Pepler (1998), bullies similar to other aggressive children are at risk of school failure. Bullies are destructive and disruptive, they lack the attention needed to concentrate during schoolwork (Patterson, 1986; Patterson, DeBaryshe & Ramsey, 1989). The victims on the other hand also have deficiency in schoolwork, they are anxious, insecure, frightened, and therefore unable to attend academic tasks (Atlas & Pepler, 1998).

Patterson et al (1989) stated that aggressive or antisocial children show poor academic achievement. One explanation for this is that the child's noncompliance and uncontrolled behavior directly impedes learning.

Classroom observations of these children show that they spend less time on task than their nondeviant peers, they are also deficient in academic survival skills necessary for effective learning. They do not have adequate academic and attentional skills and cannot work independently; consequently the bullies are not good candidates for the task of learning and may experience failure. According to Olweus (1994) cited by Rigby (1998), bullies are less likely to finish college or locate a good job.

It is worth mentioning here that Olweus (1993) revealed that there was nothing in the results that suggested that the behavior of aggressive boys was a consequence of poor grades or failure at school.

An extension of the case can be drawn and said that the more bullying the less grades. The natural implication is that the frequency and intensity of bullying is negatively related to academic achievement. So is the case of victims, the more victimized the less school achievement. In this study these two issues are addressed. Frequency of bullying and victimization is negatively related to academic achievement, measured by grades.

Victims on the other hand are frightened, anxious or insecure. They avoid school whenever they can. Their emotional state and their absence from school days do not let them follow academic work as a student who is not involved in bullying, either as bullies or victims. According to a study done by Weinhold & Weinhold (1998) cited by Weinhold (2000) in the States 10% of students who are dropouts of school do so because of

repeated bullying. Based on the study done by Patterson (1986) and as an extension, it can be said that bullies have more school failure than the victims. Bullies are disrupted and inadequate for schoolwork. On the other hand victims are frightened and unable to concentrate normally on schoolwork in the presence of bullies, however in the absence of bullies, victims have nothing to fear and thus they can attend to schoolwork and obtain relatively better grades than bullies. Research in the field shows that in otherwise a well structured classroom, with tight teacher's supervision, where bullies are kept under supervision and busy, victims are found to concentrate and go about their schoolwork in relatively normal fashion (Atlas & pepler, 1998). This leads us to another point in this study. Bullies as a group have lower academic achievement than the victims.

Research shows that victims prefer to stay at home in order to escape contact with bullies. And as it was mentioned this situation has its impact on the academic achievement of the victim. According to National Association of School Psychologist (Seppa, 1999) there are 160 thousand students who miss school everyday and this brings us to another hypothesis. Victims have more absence from school than the rest of the students.

The students around the bullies and victims are also affected of this situation, because the school environment is not safe, and it is poisoned by bullying and put downs raising the fear and the anxiety of all students (Johnson & Johnson, 1995, cited by Weinhold, 2000).

5. Bullying and Social Issues

Bullying has social consequences. Because of their aggressive values and behavior, bullies are rejected by their peers and viewed negatively by teachers. This general rejection and the need for social interaction pushes bullies towards more aggressive youngsters, which leads to more disruptive behavior, followed by school failure and eventually dropping out of school (Pellegrini, Bartini, Brooks, 1991).

Olweus (1994, cited by Rigby, 1998) states that by the age of 24, about 60% of the boys identified as bullies in middle school had at least one criminal conviction and 35% and 40% had 3 or more convictions. Bullies are less likely to finish college or locate a good job. In a 35 year longitudinal study by psychologist E. Eron at the University of Michigan, revealed that children who were named by their schoolmates, at the age of 8 as the bullies of the school, asked for more help from government agencies (Wallace, 1995). For example, these children had more court convictions, they used more alcohol, had more anti-social personality disorders, and used more health services than others (Bully B'ware, 2000).

6. Bullying and Social Learning Theory

Based on Social Learning Theory, individuals acquire novel behaviors and expend their behavioral repertoires by observing the behavior of others. This model suggests that observational learning is equally important in shaping new behavior as is classical and operant conditioning (Bandura,

1965, 1973, cited by Lewis & Tremouw, 2000). It is also suggested that individuals can learn new behaviors without performance and without reinforcement (Lewis & Tremouw, 2000). So from the perspective of Social Learning Theory, bully-victim interaction is not only harmful to the victim and the bully, but also to the bystanders who can engage in aggressive activities through modeling.

7. Bullying and Post Traumatic Stress Disorder

The act of bullying is traumatic for those bullied, as a result of research done by Weinhold & Weinhold (1999, cited by Weinhold, 2000). It was discovered that most conflict situations involve stimulus conditions that remind the parties involved of previously unresolved conflicts and traumas. People have post-traumatic stress reaction in these conflicts and actually regress back to the original trauma or conflict. What they do is: (a) re-experience the previous unresolved traumatic event, when a current event with similar stimulus qualities occurs. (b) Compulsively avoid all situations that could have similar stimulus qualities. (c) Become hypervigilant. These are classic symptoms of Posttraumatic Stress Disorder.

Traumatized people are in persistent hyperaroused state. They are likely to fight, flee or freeze at the slightest hint of situation to that triggers their fear. When bullies pick on other children, they are already triggered by a memory of an old trauma. They hope they can discharge the accumulated anger and hurt by picking on those they perceive as weaker than they do.

On the basis of information and data presented above, it is clear the importance of treatment of bullying in its early stages to prevent future complications and development.

A further distinction may be made between active and passive bullying.

2.2 Factors that contribute to the development of bullying

A study carried out by Atlas & Pepler (1998) sheds light on different factors that may contribute to the development of aggressive behavior.

These factors are:

2.2.1 Characteristics of the bully and the victim.

Olweus (1993) describes boys who bully as having aggressive personality style that predispose them to respond aggressively. Aggressive children are highly emotional (Pellegrini, Bartini, Brooks, 1999). High emotionality and physical activity together indicate a lack of self-control and inhibition. They are hot-tempered and impulsive. Bullies have characteristics of such aggressive children plus the fact that they lack empathy, don't feel remorse for their actions and especially they are unable to see the other person's point of view. Bullies are usually unhappy children who dislike school, because they are always in conflict with school authority and unable to follow proper schoolwork (Rigby & Slee, 1993). Also, they are extroverted (Slee & Rigby, 1993), more self-confident (Rigby & Slee, 1991) and less anxious (Olweus, 1993). The issue of self-esteem is controversial, there are no evidence that they suffer from low self-esteem,

but probably more investigation in the field will reveal a threatened self-esteem rather than high or low (Baumeister, Smart, Bode, 1996). According to Train (1995) the bully has distorted perception of the self.

A further distinction may be made between active and passive bullying. Students who participate in bullying, but do not take the initiative to start bullying are called passive bullies (Olweus, 1993).

Victims of bullying are also insecure and anxious, they are cautious, rarely defend themselves when confronted by the bullies and display signs of vulnerability by crying and withdrawing. They are low in assertiveness and lack social skills and friends (Rigby & Slee, 1993).

Victims can be passive or provocative (Olweus, 1993). Provocative victims differ from passive victims in that they usually provoke an attack, are easily incensed, may retaliate when attacked and often complain about being attacked (Olweus, 1993). Aggressive victims are highly emotional and hot-tempered. They easily lose self-control. Aggressive victims are rejected by their peers and have few if any friends in any particular clique (Rigby, Cox & Black, 1997).

Passive victims are depicted as passive, isolated and weak children who acquiesce to an aggressor's demands and display signs of vulnerability by crying or withdrawing. Victims are "different" in some way or another. They are fat, belong to a different ethnic group, wear glasses, have ginger hair, acne, higher or lower IQ than the average, accent (BBC News, Online:

UK, 2001). Some research indicated that adolescence who feel over controlled at home are more likely to be bullied at school and also to feel unhappy and depressed (Rigby & Slee, 1998). Habitual victims are often introverted, anxious, low in assertiveness and often physically weaker than others. They fail to express, feel anxious in social situations, and lack self-esteem (Rigby & Slee, 1993). When the bully is not around the passive victim is a normal child.

Many bullies & victims of bullying show signs of Posttraumatic Stress Disorder (Weinhold, 2000).

It is worth mentioning here, that some sources as mentioned above categorize bullies, passive and provocative victims into categories, but there are also studies (Rigby & Slee, 1993) which mention that these distinctions are not clear since there are children who frequently bully others, and they themselves are bullied. These findings suggest that tendencies to bully others and to be victimized are not simply at opposite ends of a single continuum.

Research done in the field also reveals that there is still another group involved in bullying. This is referred to as the bully-victim. The bully-victims are those children who are victims in the presence of bullies, but during their absence they bully “weaker” children (Atlas & Pepler, 1998, Olweus, 1993).

Olweus (1993) reported that the results of the study conducted in Norway in 1983-84 (primary and junior high classes), showed that 9% of children participated (568.000) in the study are victims, 7% bullies and 1.6 % bully-victims (17% of the victims).

2.2.2 Dyadic relationship

The most salient feature in the dyad is the power imbalance between the bully and the victim.

Presence of the power imbalance distinguishes bullying from other forms of aggressive behavior (Olweus, 1993). The bully's power over the victim can derive from relative individual characteristics (strength, size) or from the alignment of others within the social context (peer aligning with the bully).

2.2.3 The third variable is the social ecology

The third variable is the social ecology of bullying that extends beyond the bully and the victim to include other individuals (peers, teachers and family members) and the structure of the social context in the classroom plus the family environment and the model of interaction between the family members. Aggression usually arises within the group context and may be influenced by the group.

Teachers are usually unaware of the problem of bullying, because bullying occurs in places where there is less adult supervision, like the cafeteria, toilets or in the classroom, during group work or during solitary activities. Sometimes teachers do not know how to deal with bullies, so they often ignore the incidents (Olweus, 1994, cited by Weinhold, 2000).

It has also been proposed that school sometimes provide an ethos in which tough-minded, insensitive attitudes towards others are inculcated and reinforced. Schools encourage dominant, independent, competitive, ambitious, aggressive, never to show weakness attitude. When children are exposed to such an attitude, unsystematic attitude towards the victim must be expected (Rigby & Slee, 1991).

Peers on the other hand are aware 85% of the time but they do not interfere, not because they lack empathy, but most of the time because of fear from the bullies, this fear sometimes makes them participate in bullying activities. Peers spent 54% of their time reinforcing bullies by passively watching, 21% actively modeling bullies, 25% intervening on behalf of the victim (O'Connell, Pepler, Craig, 1999).

Also we must not forget family or cultural values towards bullying and victimization. In study reported by Rigby (1997) children said that even if they sometimes wanted to hurt others, they stopped because they felt shame. Shame as a motivational force to prevent bullying is evidently felt by many students and how it arises is suggested in a study of students' perception of

their parents' attitude towards bullying (Rigby, 1997). Also the kinds of interaction the members of the family have with one another have an influence on the act of bullying, like a lack of solid bonding attachment between parents and children, poor supervision and neglect of child's needs (Weinhold & Weinhold, 2000). According to Train (1995), both bullies and victims may be seen as having an inappropriate level of involvement with the parent.

Parental attitudes opposing bullying and positive family relationships evidently play a significant role in developing in children a propensity not to bully others, arguably because children in such families feel it is wrong (Rigby, 1997).

According to Olweus (1993) more precisely the basic emotional attitude of the parents, mainly that of the mother is very important. A negative basic attitude characterized by lack of warmth and involvement clearly increases the risk that the child will later become aggressive and hostile towards others.

A second factor is the extent to which the primary caretaker has been permissive and allowed aggressive behavior on the part of the child. If the caretaker is generally permissive and tolerant without setting clear limits to aggressive behavior, the level of child's aggression increases. In sum, too little love and too much freedom contributes to the development of an aggressive reaction pattern.

A third factor is use of “power-assertive” child rearing such as physical punishment and emotional outbursts. It is important to set limits and impose limits on a child’s behavior, but not with physical punishment. A parent must supervise the child’s activities outside school and monitor him/her very carefully. Bullying or any other unwanted behavior takes place when the child is unsupervised.

Frequent conflicts discord or open arguments between parents, whether or not they lead to discord, will create insecure relationships and will contribute to the development of bullying interactions.

A negative school climate, where negative behavior gets most of the attention encourages the formation of cliques and the bully (Weinhold & Weinhold, 2000).

2.3 Intervention plans

The research and the studies in the field of bullying aimed to understand the problem and develop methods to prevent or reduce it.

Different methods were developed to decrease bullying in schools. From the most important ones we can mention the following:

1. The kindness campaign.

The kindness campaign is based on the idea that the best way to eliminate a negative behavior (bullying, put downs, aggressive behavior) is by focusing everyone’s attention on the opposite of these behavior, “kindness”. The program addresses each of the hidden elements of the

culture of violence (Weinhold,2000). The first step in the program is to use a systematic approach to violence prevention, promote humanistic values, create a positive school and community climate, and deal with student traumas. Address parental abuse and neglect (Kindness. 2000).

2.The No-Blame approach

The idea here is that it is important to solve the problem rather than punish the bully. In the first place the victim is interviewed and asked to draw a picture or write a poem about the effect bully has had. Then a meeting is held between the teacher and the group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find solution. The main point is that when the bullies are not being blamed for what they had done they are not threatened and can be part of finding a solution. Those who are bystanders are supposed to be able to see that by doing nothing they are supporting the bullying. They are encouraged to take part in the solution and asked for their ideas, by doing so they feel responsible and they come up with creative solutions, and thus the victim has a protector (Bully On Line, 2000).

3.The Pikas Method of Shared Concern

A counselor first speaks to the ringleader and then his/her associates one after the other, before speaking to the victim. The counselor then explains

that there is no intention of attributing blame, there is also explanation about the condition of the victim. The bullies are each asked of how things could be improved for the victim. They make suggestions. The counselor has individual meetings with the victims and the groups to discuss further developments and long-term ideas (Bully On Line, 2000).

4.Circle Time

Children sit in a circle and play games or do something enjoyable for a short time, and then they can discuss matters as a group, including bullying. This is a way for everyone in the class to take part in a structured way. This includes listening to the person talking in the group without making remarks or laughing. Some schools have a toy or emblem and the only person speaking is the one holding it (Bully On Line, 2000).

5.Peer group programs

Everyone in school knows that bullying is unacceptable, older students undergo intensive training over a number of months into the effect of bullying and how to care for younger who are unhappy because of it. These volunteers, who are mostly girls are then identified by badges or ribbons and pupils know they have someone of their own age who will take their concerns seriously. Boxes are placed around the school in order, to give a chance to students, who do not want to approach volunteers directly (Bully On Line, 2000).

According to other studies effective intervention must involve the school community.

In one of his famous books about bullying Olweus (1993) stresses the importance of adult supervision (teachers and parents) in the reduction of bullying activities. It is really important that the teachers are informed about the problem and a survey data must tell them exactly about bullying activities in their school. According to different studies done in different parts of the world, teachers are unaware of the ongoing problem, since bullying takes place in unsupervised areas and in rare cases it is considered a natural part of growing up and encouraged as a sign of strength and toughness. The first step is to increase public awareness and knowledge about the subject and consequences if not stopped. Also, the importance of adult intervention and sensibilization of general school population is very important. The study also mentions meetings with the children individually and collectively, and serious talks with the bullies and victims about the subject. Role playing of non-aggressive behavior with bullies and teaching assertiveness skills to victims (Olweus, 1993).

Rigby & Slee (1991) suggested that in addition to being part of the problem and suffering from the consequences of bullying, the peer group is a part of the solution. According to Herbert (1989, cited by Rigby & Slee, 1991), perhaps the most important factor in combating bullying is the social pressure that can be brought by the peer group, the lack of intervention most

of the time is due to peers' absence of strategies and fear rather than an attitude of apathy.

Peers also can be utilized in formal roles as peer counselors. It is suggested that the focus of counseling could be shifted from just supporting the victim towards also working with students in other participant roles (Salmivalli, 1999).

An important factor in bully-victim problem is the lack of skills of cooperativeness (cooperativeness defined as acting together in an coordinated way at work, leisure or in social relationships in pursuit of shaped goals and that will encourage the blossom of relationships (Lu & Argyle, 1991, cited by Rigby, Cox & Black, 1997). Bullies prefer to dominate rather than cooperate. While victims lack social skills associated with cooperativeness, such as making friends which could afford them some solutions (Rigby, Cox & Black, 1997).

According to a study done by Smith, Siegel, O'Conner, Thomas (1994) cognitive-behavioral therapy has positive results for aggressive children, in reducing aggressive behavior and increasing self-control.

The goal of cognitive therapy is to correct faulty information processing and have individuals modify assumptions that maintain maladaptive behavior and emotions. It removes systematic biases in thinking. The behavior therapy on the other hand emphasizes corrective learning experiences in which individuals acquire new coping skills, improve

communication or learn to break maladaptive habits and overcome self-defeating emotional conflicts in cognitive, affective and behavioral functioning. Cognitive and behavioral methods are used to challenge dysfunctional beliefs and to promote realistic adaptive thinking (Corsini, Wedding, 1995). Assertiveness skills training in behavior therapy is mentioned by Corsini & Wedding (1995).

Another study done by Rigby & Slee (1991), showed that interventions to reduce bullying appear more likely to succeed when the child is young, both boys and girls (O'Connell, Pepler & Craig, 1999), since developmental changes in young children makes them more sensitive to the "general plight" of life's chronic victims, the poor, the handicapped and the socially outcast. This opens the way to pro-victim activity (Rigby & Slee, 1991). Also in the same study it was revealed that girls are more pro-victim than boys are, because females are commonly more empathic than males both in recognizing someone else's feelings and in feeling the same emotions themselves. Females also are more empathic than males towards the victims of aggression than boys of the victims of bullying (O'Connell, Pepler, Craig, 1999).

Weinhold (2000) mentions that what supports the culture of violence are a dominator system of values. These values are behind the aggressive and bullying behaviors we see. We must teach children partnership values in order to counter this trend (appendix, B).

From the above mentioned literature review we can conclude that some of the methods mentioned overlap one another and others complement each other. The best way is to involve the school community (to consider all the participants and settings) and to be eclectic in the methods of intervention, in the sense that one must choose the methods that best suits the community and the country he lives in.

To recapitulate, the hypotheses tested are:

Hypothesis 1: Frequency of bullying is negatively related to scholastic achievement scores.

Hypothesis 2: Frequency of victimization is negatively related to scholastic achievement scores.

Hypothesis 3: Bullies as a group has lower academic achievement than the victims.

Hypothesis 4: Victims have higher absence records than the rest of the students.

Hypothesis 5: Bullies and victims are less happy than the rest of the students.

Hypothesis 6: Boys and girls differ in the type of bullying not in frequency.

CHAPTER 3

METHOD

3.1 Subjects

238 students (113 males and 125 females) from 2 Armenian elementary schools in a suburb of Beirut, participated in the study. The participants had the same ethnic, religious and socioeconomic background. The students were from 3rd, 4th, 5th and 6th elementary, ages varied between 9-12 years.

3.2 Instruments

1. A questionnaire adapted from Bullying Survey Questionnaire (Silvernail, Thompson, Yang and Kopp, 2000), was used in the study (Appendix C).
2. A measure of overall happiness consisting of pictorial response of seven faces depicting expressions from heavy frown (1) to smile (7) (Peer Relations Questionnaire by Ken Rigby). And a question about general happiness followed by 5 alternative answers (Appendix C).
3. School grades (2000-2001).
4. Absence days during 2000-2001 school year.

3.3 Procedure

The first step in the study was to identify bullies and victims, and this was done by bullying survey (appendix C), and individual interviews. The questionnaires were distributed during a session assigned for each class. The researcher explained the participants about the aim of the study, also about the importance to answer accurately and with care. Children were reassured about the respect of secrecy of their answers.

The session was followed by individual interview with each of the participants.

The collection of data was designed of two parts questionnaires and interview. The general explanation, directions to answer the questions, writing the name, age, gender and school name etc., took at least 25 minutes for each class. The interview was used to clarify doubt about the questions or if there were discrepancies between two similar or complementary questions.

The role of the interview in clarifying responses was indispensable. In the case of students who said that they were bullied and at the same time they bully others, in the personal interview the child was further asked, “whom do you bully”, if the answer was “the person who hurts me first”. The researcher asked another question “Did you ever try to hurt anybody who did not hurt you and you felt that he/she was weaker than you”. If the participant gave a negative answer he was not considered a bully, but

defending himself/herself. If the answer was affirmative the participant was considered a bully-victim.

The students were honest and the rapport with the researcher was made possible during the first meeting between the researcher and the participants, where there was a clear explanation about the research and the importance to answer honestly and correctly. An assurance about confidentiality of the answers helped in this respect.

Three participants were left out from data, because they mentioned that they were bullied outside school. The 4th child's response was not related to bullying.

Table 1. Descriptive data of bullies, victims, bully-victims and children not involved in bullying acts *

Group	Bullies	Victims	Bully-victim	Not involved	Total
Males	7	31	54	21	113
Females	4	73	29	19	125
Total	11	104	83	40	238

*The group of children not involved in bullying is called "not bullied" in the study.

The most noteworthy result for our concern in table 1 is the category bully-victims (83) which outnumbers the bullies (11). Such a result has never been reported in the literature known to the investigator.

Results of general hypothesis CHAPTER 4

H1: Frequency of bullying is negatively related to scholastic achievement scores. RESULTS

To test H1 a Pearson product-moment correlation coefficient was computed between grades and the frequency of bullying. The results were not significant ($r = -0.00$, $p > 0.05$ $df = 102$). The results of the ANOVA test for mean grades of different frequency of bullying (minimized every day, once or twice a week, more than once a week) were also not significant ($F = 0.31$, $p > 0.05$ $df = 103$).
Two hundred forty two children participated in the study; four were left out of the study, three mentioned that they are bullied outside the school , and one child’s response was not related to bullying. Descriptive data for four categories are shown in table 1.

Table 1.

Descriptive data of bullies, victims, bully-victims and children not involved in bullying acts *

Group	Bullies	Victims	Bully-victim	Not involved	Total
Males	7	31	54	21	113
Females	4	73	29	19	125
Total	11	104	83	40	238

*The group of children not involved in bullying is called “not bullied” in the study.

The most noteworthy result for our concern in table 1 is the category bully-victims (83) which outnumbers the bullies (11). Such a result has never been reported in the literature known to the investigator.

Results of general hypothesis:

H1: Frequency of bullying is negatively related to scholastic achievement scores.

To test H1 a Pearson product-moment correlation coefficient was computed between grades and the frequency of bullying. The results were not significant ($r = -.023$, $p > 0.05$ $df. = 9$). The results of the ANOVA test for mean grades of different levels of bullying (bullied everyday, once or twice a week, month and year) were not significant ($f = 0.00$, $p > 0.05$ $df. = 10$).

H2: The frequency of victimization is negatively related to scholastic achievement scores.

Contrary to expectation H2 was also not supported ($r = -.055$, $p > 0.05$, $df. = 102$). The results of the ANOVA test for mean grades of different levels of victimization (victimized everyday, once or twice a week, month and year) were also not significant ($F = 0.31$, $p > 0.05$ $df. = 103$).

H3: Bullies as a group have lower academic achievement than the victims.

A t-test was run to test hypothesis 3. The results were not significant ($t = 0.44$, $p > 0.05$, $df. = 113$).

In line with Olweus's (1993) suggestion that both bullies and victims appear to earn somewhat lower than average marks and these differences are more pronounced in sec./junior high, particularly for bullies, in the current

study, the grades of first intermediate class were separated from the rest (3rd, 4th, and 5th elementary). A t-test was run to detect significant differences between bullies and victims. The results were not significant ($t = 1.02$, $p > 0.05$, $df. = 19$). Considering the limited number of “pure” bullies in the First Intermediate, further analysis of the results was conducted.

A t-test was run to detect differences between the grades of the “not bullied” and the rest (3rd, 4th, 5th elementary). The three groups (bullies, victims, bully-victims) were collapsed into one group referred to as “the rest”. Results were not significant ($t = 0.64$, $p > 0.05$, $df. = 185$). However when a separate t-test was conducted on the 6th elementary between the “not bullied” and the rest (bullies, victims, bully-victims) a significant result was obtained ($t = 1.85$, $p < 0.05$, $df. = 49$).

Another t-test was run between the grades of first Intermediate and the rest (3rd, 4th, and 5th elementary). The results were significant ($t = 2.5$, $p < 0.05$, $df. = 236$).

Hypothesis four stated that victims have higher absence rates than the rest of the students. A t-test was run to test the difference of absence rates between the victims and the rest of the students. The results were not significant ($t = -1.05$, $p > 0.05$, $df = 236$).

H5: Bullies and victims are less happy than the “not bullied”.

A t-test was run between the happiness rate of bullies and the “not bullied”, the results were significant, bullies were less happy than the

victims ($t = 2.07, p < 0.05, df. = 49$). Similarly the t-test of happiness between the victims and the not-bullied was also significant ($t = 2.13, p < 0.05, df. = 142$). The victims were less happy than the “not bullied”.

H6: Boys and girls differ in the type of bullying not in frequency.

Results showed that there is a difference between the types of bullying exercised by males and females. Table 2 shows that 39% of males use relational (leaving out) bullying, while the percentage of females is 52%. Such a difference is statistically significant at $p < 0.05$. A t-test was run to detect gender differences in the frequency of bullying. Results showed that there was no significant difference between these two groups, in the frequency of bullying ($t = -0.40, p > 0.05, df. = 92$) as expected.

Table 2. Different types of bullying exercised by males and females* .

Groups	Leave out	call name	hit	tease	threaten	Extort
Males/61**	24	43	46	36	37	5
	39%	70%	75%	59%	61%	8%
Females/33	17	16	14	18	10	0
	52%	48%	42%	55%	30%	0%

*The percentages are rounded.

**The number of males or females who exercise the particular category of bullying, over the total number of males or females.

Group	Leave out	call names	hit	tease	threaten	extort
-------	-----------	------------	-----	-------	----------	--------

Box number 1 (24/61.) should be read out of 61 males 24 (39%) reported that they use relational (leave out) bullying.

The number of females using relational bullying is 17/33 (52%).

On the other hand, out of 61 males 46 (75%) reported hitting, while in the case of females 14 out of 33 (42%) reported hitting.

* The percentages are rounded.

In table 3 the frequencies of bullying are reported for males and females. It can be noted that males reported 191 claims of bullying, while females reported 75 claims of bullying. Out of 191 claims of bullying males reported that 24 were relational bullying (leave out), whereas females reported 17 relational bullying out of 75. That is, 13% of males and 23% of females reported using relational bullying. Males reported 46 claims of hitting, out of 191 and females 14, out of 75 , that is 24% for males and 19% for females.

All of the above results argue for the tendency of males to exercise direct bullying, and females more indirect and relational bullying.

Table 3.

Frequency of different types of bullying claimed by males and females* .

Group	Leave out	call names	Hit	tease	threaten	extort
Males	24	43	46	36	37	5
Claims/191**	13%	23%	24%	19 %	19%	3%
Females	17	16	14	18	10	0
Claims/191	23%	21%	19%	24%	13%	0

* The percentages are rounded.

**Frequency of particular type of bullying claims, over the sum of all types of bullying claims by males and females.

Box number 1(24/191) should be read, out of 191 claims of bullying 24 is relational bullying (leave out).

CHAPTER 5

DISCUSSION

This is one of the first inquiries into the incidence of bullying in Lebanese schools. Data, indicated that the incidence of bullying is widespread in these schools. Eighty percent of children are involved in bullying. 5% as bullies, 44% as victims and 35% as bully-victims. Another important factor is the relatively large number of bully-victims. This group was mentioned in several studies (Atlas & Pepler, 1998; Olweus 1993), but there was no reference to this group outnumbering the bullies. If the majority of the bullies had experiences of victimization at one point in their lives, probably the act of bullying and victimization are not at the opposite ends of the same continuum. But they are implemented and experienced interchangeably.

This observation may lead to the conclusion that children cannot be labeled as bullies or victims. There exists a probability that victimized children who have aggressive personality regain their self-confidence by bullying others in the absence of their bullies. Further research is necessary to shed further light on this remarkable aspect of bullying. Our suggestion is that in future studies a question must be added in the survey-questionnaire pertaining specifically to incidents of bullying outside school. This will

allow the testing of the hypothesis concerning the relationship between bullying and previous experience of victimization.

The expected relationship of H1 (frequency of bullying is negatively related to scholastic achievement scores), H2 (Frequency of victimization is negatively related to scholastic achievement scores) and H3 (Bullies as a group have lower academic achievement than the victims) were not supported.

In a literature review Olweus (1993) pointed to the grade differences between bullies, victims and children not bullied, stressed that these differences will be pronounced in sec./junior high. There was no explanation about why the differences are more pronounced in junior high.

The evaluation techniques used in these two elementary schools, and probably in many others, are not reliable and valid, usually grades suffer from a ceiling effect. Thus according to the grades in the elementary, most of the children are academically in “good shape”. If this was true, what explains the fact that only relatively small number of kindergarten graduates finish the high school successfully. Most of the drop outs are those students whose learning problems are not diagnosed properly in the elementary school, since they are masked by “good” grades. The illusion of the “fantasy world” created by the grades are shattered in the Intermediate school, where there is serious preparation for the official exams. Unfortunately helping

these children in the intermediate becomes extremely difficult. This issue however is behind the scope of this research.

The present study referred to the relationship between the grades and bullying, in order to emphasize the negative effects of bullying on academic life of the child. The results of this study did not support the expected relationships. The grading system in the elementary played a role in obtaining these results, an evidence for this is the significant difference between grades of Intermediate first and the rest (3rd, 4th, and 5th elementary). For future studies the relationship between the academic performance and involvement in bullying must be investigated in intermediate 2nd, 3rd, and 4th, where the grading system is more reliable and valid.

It is worth mentioning here that bullying occurs as early as age 4 and an effective intervention should be when the child is 8-9 years old (Silvernail, Thompson, Yang, Kopp, 2000). This was one of the reasons, why this study was conducted in the elementary school in the first place. Data collected showed that bullying exists in the elementary, contrary to what directors or responsible of school administration thought.

The results of Hypothesis 4, which stated that victims have higher absence rates than the rest of children, were not supported.

Based on the interview information, in the case of victimization and refusal to go to school, some mentioned that although they were victimized at school, they preferred to go to school rather than stay home. For these

children “home is no better place than the school”, or as they said, “when we come to school we are with our friends”. It is likely that both parents work during school hours and there would be nobody to take care of them if they decided to stay home.

It is important to mention here the importance and value of the role of individual interviews, which provided important information about the nature of the conflict, their opinion about the whole issue, their personal lives and problems.

According to the results of our interviews, children differentiated clearly between acts of bullying and peer conflict. However they did not seem to be offended by the acts of bullying, because as it was said by a student “it is the way of life”. Probably the Middle-Eastern culture, and the patriarchal nature of society, plays its role here, and it’s the natural course of life everywhere, home, school, road.

Results of H5 which stated that bullies and victims are less happy than the children not involved in bullying were in agreement with the hypothesis.

In the literature review there was conflicting opinions about involvement of males and females in the acts of bullying. Some studies mentioned that boys bully more than girls (Baldry, Fingleton, 1999), while others insisted that there is no gender difference in the frequency of bullying (Atlas & Pepler, 1998). However there might exist a difference between the means of

bullying used by males and females. Results in the present study supported the hypothesis. There was no significant difference between males and females in the mean frequency of bullying. Further analysis of data relating to the type of bullying, showed differences in relational bullying and physical bullying, as was predicted. Females used more relational bullying and males more physical bullying.

This study was a shy attempt to address the serious problem of bullying, but it was a start. Serious examination and analysis of the results led us to the following suggestions for future studies.

1. The detection methods (Introduction and explanation of the study, survey-questionnaire, individual interviews) used in this study was satisfactory.

However It is suggested that in any future study, a question should be included in the questionnaire, about the acts of bullying and victimization outside school. This additional information will make it possible to address the question of “pure” bullies and the bully-victims, as separate groups.

2. Whether the results of this study can be generalized to other elementary schools with the same socioeconomic background, remains to be seen. A research based on randomized sample of schools in Lebanon will solve this problem.

3. The importance of grades in the academic life of the student, not as mere numbers but a way of evaluation for teacher, student and the program, is stressed in the study. The negative effects of bullying on the academic life

of the student was not supported in the study. The validity and reliability of the scoring system in the elementary probably played a crucial role in this respect. It is suggested that, in future studies the classes of Intermediate section must be taken into consideration.

Yet a further step in the field will be a nationwide sensitization program about the issue of bullying in public and private schools, starting from kindergarten till the secondary classes. Followed by an intervention plan with zero-tolerance to bullying. Such a plan must involve all, teachers, school administrators, parents and children.

APA News Release (1998) Boys and Girls Are Cruel to Each Other in Different Ways-But The Effects Are Equally harmful. <http://www.apa.org>

U.S. Department of Education (1999) Bullying in Schools. Washington, DC: U.S. Department of Education.

Nathan, S. (2000) Keeping Schoolyard safe From Bullies. APA Monitor. <http://www.apa.org>

Baldry, A.C. & Farrington, D.P. (1999) Types of Bullying Among Italian School Children. *Journal of Adolescence*, 22 (3).

Ellen West (2000) Bullying: The Worst of Times. The National Bully B'ware (2000) More Information on Bullying. <http://www.ellenwesthamerican.com>

Bully On Line (2000) Those who can, Do. Those Who Can't, Bully. <http://www.sussexunited.co.uk/child.html>

REFERENCES

Atlas, S. & Pepler, D.J. (1998) Observations of Bullying in the Classroom. The Journal of Educational Psychology, 92 (2).

APA News Release, (1998) Bullying is Not Limited to Unpopular Loners, Say researchers; many Children Bully Each Other Especially in Middle School. <http://www.apa.org>.

APA News Release (1998) Boys and Girls Are Cruel to Each Other in Different Ways-But The Effects Are Equally harmful. <http://www.apa.org>.

Nathan, S. (2000) Keeping Schoolyard safe From Bullies. APA Monitor. <http://www.apa.org>.

Baldry, A.C. & Farrington, D.P. (1999) Types of Bullying Among Italian School Children. Journal of Adolescence, 22 (3).

Bully B'ware (2000) More Information on Bullying. <http://www.ellsworthamerican.com>

Bully On Line (2000) Those who can, Do. Those Who Can't, Bully. <http://www.successunlimited.co.uk/child/html>.

BBC News Online: UK (2001) What makes a Child a Bully and Another a Victim? <http://www.bbc.co.uk/education/>

Bullying On Line (2000) Bullying Policies.
<http://www.successunlimited.co.uk/costs.htm>.

Kidscape (2000) Preventing Bullying-A parents' Guide

Baumeister, R.F., Smart, L. & Boden, J.M. (1996) Relation of Threatened egotism to Violence and Aggression Dark Side of high Self-Esteem. Psychological Review, 103 (1), 5-33.

Connell, A. & Farrington, D.P. (1996) Bullying Among Incarcerated Young Offenders: developing an Interview Schedule and Some Preliminary Results. Journal of Adolescence, 19 (1).

O'Connell, P., Pepler, D. & Craig, W. (1999) Peer Involvement in Bullying

Corsini, J.R. & Wedding, J. (1995) Current psychotherapies. F.E. Peacock Publishers, Inc. Itasca, Illinois.

Fredman. H. (March,1995) *Bullied to Death in Japan*. The Nikkei Weekly, Tokyo.

Kaplan,H.I., Sadock,B.J., Grebb,J.A., 1994 Synopsis of Psychiatry. Williams & Wilkins, Baltimore, Maryland, USA.

Kindness (2000) How can We Prevent Bullying and School Violence?

<http://www.uccs.edu>

Kidscape (2000) What is Bullying? <http://kidscape.com>

Kidscape (2000) Preventing Bullying-A parents' Guide.

<http://www.kidscape.com>

Lewis, S.F. & Fremouw, J. (2001) Dating Violence: A critical review of the literature. Clinical Psychology Review, 2 (1), 105-127.

Marks, J. (1993) Our son is becoming a bully. Parents Magazine, 68 (11), 302-304.

O'Connell, P., Pepler, D. & Craig, W. (1999) Peer involvement in bullying: Insights and challenges for intervention. Journal of Adolescence, 22 (4).

Olweus (1993) Bullying at School: What We Know and What can We Do. Oxford, UK: Blackwell publishers.

Patterson, G.R., DeBaryshe, B.D., & Ramsey, E. (1989) A Developmental Perspective on Antisocial behavior. American Psychologist, 44 (2), 329-335. Journal of Social Psychology, 13 (1), 33-42.

Patterson, G.R. (1986) Performance Models for Antisocial Boys. American psychologist, 41 (4), 432-444. The Journal of Social Psychology, 137 (3), 357-368.

Pellegrini, A.D. & Bartini, M. (2000) An Empirical Comparison of Methods of Sampling Aggression and Victimization in School Settings. Journal of Educational Psychology, 92 (4), 360-366.

Pellegrini, D. Bartini, M. & Brooks, F. (1991) School Bullies, Victims and Aggressive Victims: Factors Relating to Group Affiliation and Victimization in Early Adolescence. Journal of Educational Psychology, 91 (2), 216-224. Slee, P.T. & Cunningham, R. (1999) Effects of Parenting on the Peer Relation of Australian Adolescents. The Journal of Social

P. Rigby, K. & Slee, P.T. (1991) Bullying Among Australian School Children: Reported Behavior and Attitudes to Victims. Journal of Social Psychology, 131 (5), 615-627. bullying? Define bullying: A new look at an old concept. <http://www.indicent.unisa.edu.au/bullying/>

Rigby, K. & Slee, P.T. (1993) Dimensions of Interpersonal Relations Among Australian Children and Implication for Psychological Well-Being. The Journal of Social Psychology, 13 (1), 33-42.

Rigby, K., Cox, I. & Black, C. (1997) Cooperativeness and Bully/Victim Problems Among Australian Schoolchildren. The Journal of Social Psychology, 137 (3), 357-368.

Rigby, K. (1997) What Children Tell Us About Bullying in School. Children Australia, 22 (2), 28-34.

Rigby, K. (1998) Peer Relations at School and Health of Adolescents. Youth Studies, 19 (1), 13-17.

Rigby, K., Slee, P.T. & Cunningham, R. (1999) Effects of Parenting on the Peer Relation of Australian Adolescents. The Journal of Social Psychology, 139 (3), 387-388.

Rigby, K. (2000) What is bullying? Define bullying: A new look at an old concept. <http://www.indegenet.unisa.edu.au/bullying/> .

Salmivalli, Ch. (1999) Participants Role Approach to School Bullying: Implications for Interventions. Journal of adolescence, 22 (4).

Silvernail, D.L., Yang, Zh., Kopp, H.J.P. (2000) A Survey of Bullying Behavior Among Maine Third Graders. <http://lincoln.midcoast.com> .

School Children. British Medical Journal, 313, 17-18.

Smith,S.W., Siegel, E.M., O'Connor, A.M. & Thomas, S.B. (1994) Effects of Cognitive-Behavioral Training on Angry behavior and Aggression of Three Elementary-Aged Students. Behavioral Disorders, 19 (2), 126-135.

Szpir, M. (1998) Angry Adolescent Brains (possible causes of aggressiveness in adolescence) American Scientists, 86 (4), 331-332.

Train, A. (1995) The Bullying Problem. The Guernsey Press Co. ltd, Guernsey, Channel Island, Great Britain.

Walker, N. (1999) How to Protect Your Child From Bullies. Ebony, 54 (9), 134.

Wallace, W. (Nov.,1995) Rough Guide to Playground. Time Educational Supplements.

Weinhold, B.K.(2000).Bullying and School Violence: the Tip of The Iceberg <http://weinhold.org/bullyindex.htm>.

Table A. Partnership and Dominator Values

William, K., Chambers, M., Logan, S. & Robinson, D. (1996)

Association of Common Wealth Symptoms With Bullying in Primary School Children. British Medical Journal, 313, 17-18.

intimidation and exploitation to bully others	findings win-win for resolution of conflicts
Exploits women & children and treats them as their property	Respects the human rights of everyone and treats them as equals
Never admits mistakes	Readily admits mistakes
Has no regard for the rights and needs of others	Treats the human rights of everyone and treats them as equals
Blames others for causing their problem	Takes responsibility by offering to make amends
Emphasizes winning at all costs	Emphasizes winning only if everyone wins

APPENDIX A

Table A. Partnership and Dominator Values

The dominator value system	The partnership value system
Uses violence, threats of violence, intimidation and exploitation to bully others	Uses negotiation that emphasizes findings win-win for resolution of conflicts
Exploits women & children and treats them as their property	Respects the human rights of everyone and treats them as equals
Never admits mistakes	Readily admits mistakes
Has no regard for the rights and needs of others	Treats the human rights of everyone and treats them as equals
Blames others for causing their problem	Takes responsibility by offering to make amends
Emphasizes winning at all costs	Emphasizes winning only if everyone wins

APPENDIX B

	Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	never
Name					
Family name					
School					
Age					
Date					
Extortion of property and money					
• Think about each question carefully. Put an X in the box that best describes you.					

1. This is how I feel in general.

	Very happy and good
	Sometimes happy and good
	So-so
	Sometimes sad and unhappy
	Very sad and happy

2. How often have these things happened to you at school?

	Everyday	1 or 2 times a month	1 or 2 times a month	1 or 2 times a year	never
Teased in a mean way.					
Called hurtful names					
Left out of things on purpose					
Threatened					
Extortion of property and money					
Hit or kicked or pushed					

We call bullying when someone is repeatedly hurting or frightening someone weaker than himself/herself for no good reasons. This may be done in different ways: by hurtful teasing, threatening, name calling, hitting or kicking, taking his belongings or money or leaving him/her out of the group.

3. How often are you bullied

Everyday	1 or 2 times a week	1 or 2 times a month	1 or 2 times a month	Never

4. At school who has:

	Boys and girls	A group of boys	A boy	A group of girls	A girl	nobody
Left you out of the group and games						
Threatened						
Teased you in a mean way						
Name calling						
Took your money or belongings						
Hit or kicked you						

5. In what grade is the student who bullied you.

In my class	In the same grade but in a different class	In a lower grade	In a higher grade	I haven't been bullied

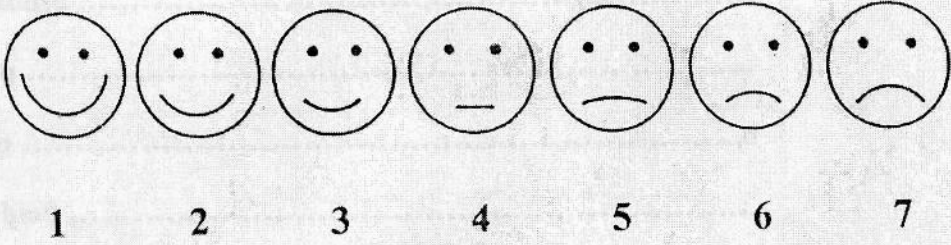
6. How often you bully other children.

Every day	1 or 2 times a week	1 or 2 times a month	1or 2 times a year	Never

7. How often do you:

	every day	1 or 2 times a week	1 or 2 times a month	1 or 2 times a year	Never
Threaten					
Tease others and say mean things					
Call other children names					
Hit and kick other children					
Leave other children out of games or the group					
Take money or belongings from other children					

8. Look at these pictures and place a circle around the letter under the face which is most like you generally.



9. What do you want to become when you grow up.

.....

.....

.....

.....

2. Ի՞նչ յոճախակամութեամբ այս գեղերը կը պատասխին քեզի

Անուն

Մականուն

Դպրոց

Տարիք

Թուական

- Լա՛ւ մտածէ իւրաքանչիւր հարցումին մասին եւ խաչ մը դիր այն պատասխանին դիմաց, որ կը նկարագրէ քեզ կամ կը պատասխանէ հարցումին:

1. Ընդհանրապէս հետեւեալը կը զգամ:

	շատ լաւ եւ ուրախ
	երբեմն լաւ եւ ուրախ
	երբեմն ուրախ,երբեմն տխուր
	երբեմն տխուր
	շատ տխուր

2. Ի՞նչ յաճախականութեամբ այս դէպքերը կը պատահին քեզի դպրոցին մէջ:

	ամէն օր	շաբաթը 1 կամ 2 անգամ	ամիսը 1 կամ 2 անգամ	տարին 1 կամ 2 անգամ	երբեք
նեղացնել անհաճոյ ձեւերով					
անուն կախել					
դիտմամբ դուրս ձգել խաղերէ կամ խումբէն					
խալառնալ					
մեզի պատկանող առարկաներ կամ դրամ առնել					
ըտրով կամ ձեռքով զարնել					

Քոնադատում կ'ըսենք երբ մեզմէ տկար անձ մը շարունակ եւ առանց պատճառի կը նեղենք, կը սպառնանք, անոր անուն կը կախենք, ձեռքով կամ ոտքով կը զարնենք անոր, ապրանքները կ'առնենք ու կը փճացնենք եւ զանազան միջոցներով զինք դուրս կը ձգենք շրջանակէն:

3. Ի՞նչ յաճախականութեամբ բռնադատուած ես:

ամէն օր	շաբաթը 1 կամ 2 անգամ	ամիսը 1 կամ 2 անգամ	տարին 1 կամ 2 անգամ	երբեք

4. Գալուցը ո՞վ՝

	տղաք եւ աղջիկներ	խումբ մը տղաք	տղայ մը	խումբ մը աղջիկներ	աղջիկ մը	եշ ոը
դիտմամբ դուրս կը ծգէ քեզ խաղերէն կամ խումբէն.						
կը սպառնայ.						
կը նեղէ քեզ եւ գէշ խօսքեր կ'ըսէ.						
անուն կը կախէ կամ կը ծաղրէ.						
քեզի պատկանող առարկաներ կամ դրամ կ'իւրացնէ.						
կը փորձէ ցաւցնել, ոտքով կամ ծեռքով կը զարնէ:						

5. Ո՞ր դասարանն է այն աշակերտը, որ կը բռնադատէ քեզ:

իմ դասարանս	նոյն կարգէն բայց տարբեր դասարան	աւելի ցած կարգէ	աւելի բարձր կարգէ	բնաւ բռնադատուած չեմ

6. Ի՞նչ յաճախականությամբ այլ երեխաներ կը բռնադատես:

ամէն օր	շաբաթը 1 կամ 2 անգամ	ամիսը 1 կամ 2 անգամ	տարին 1 կամ 2 անգամ	երբեք

7.Ի՞նչ յաճախականությամբ՝

	ամէն օր	շաբաթը 1 կամ 2 անգամ	ամիսը 1 կամ 2 անգամ	տարին 1 կամ 2 անգամ	երբեք
կը սպառնաս.					
կը նեղես ուրիշները, օրինակ գէշ խօսքեր կ'ըսես.					
անուն կը կախես անոնց կամ կը ծաղրես.					
ոտքով կամ ձեռքով կը զարնես.					
դուրս կը ձգես խումբէն կամ խաղէն.					
առարկաներ կամ դրամ կ'իւրացնես:					

8. Նայէ՛ այս նկարներուն եւ շրջագծէ թիւը այն նկարին, որ կը
համապատասխանէ տրամադրութեանդ:

Interviewing techniques

These are the steps to be followed during an interview



1 2 3 4 5 6 7

4. Try not to mention personal traits, do not refer to his family.

5. Make it clear that do not know anything about him and you are not

accusing him about anything, and that we all make mistakes and we

9. Ի՞նչ կ'ուզես ըլլալ երբ մեծնաս:

we do not know how to correct ourselves, and an outsider help will be useful in such cases.

6. Tell him that you are going to ask several questions, he has to think

carefully and try to answer them correctly.

APPENDIX C

Interviewing techniques

These are the steps to be followed, during an interview

1. Insure the child that the interview is confidential.
2. Begin by asking something that does not have anything to do with the topic (about his or her sports preferences, latest matches in the town etc.)
3. Tell him that it is really difficult to discuss things with strangers.
4. Try not to mention personal traits and do not refer to his family.
5. Make it clear that do not know anything about him and you are not accusing him about anything, and that we all make mistakes and we often regret them, and sometimes we do not know how to correct ourselves, and an outsider help will be useful in such cases.
6. Tell him that you are going to ask several questions, he has to think carefully and try to answer them correctly.

Appendix D

Conduct Disorder

A. A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past 6 months:

Aggression to people and animals

- (1) often bullies, threatens, or intimidates others
- (2) often initiates physical fights
- (3) has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)
- (4) has been physically cruel to people
- (5) has been physically cruel to animals
- (6) has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)
- (7) has forced someone into sexual activity

Destruction of property

- (8) has deliberately engaged in the fire setting with the intention of causing serious damage
- (9) has deliberately destroyed others' property (other than by the fire setting)

Deceitfulness or theft

- (10) has broken into someone else's house, building, or car
- (11) often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others)

- (12) has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking and entering; forgery)

Serious violations of rules

- (13) often stays out at night despite parental prohibitions, beginning before age 13 years
- (14) has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)
- (15) often truant from school, beginning before age 13 years

B. The disturbance in behavior causes clinically significant impairment in social, academic, or occupational functioning.

C. If the individual is age 18 years or older, criteria are not met for Antisocial Personality Disorder.

Code type based on age at onset

312.81 Childhood-onset Type: onset of at least one criterion characteristic of Conduct Disorder prior to age 10 years

312.82 Adolescent-Onset Type: absence of any criteria characteristic of Conduct Disorder prior to age 10 years

312.89 Unspecified Onset: onset of Conduct Disorder is unknown

specify severity

Mild: few if any conduct problems in excess of those required to make the diagnosis **and** conduct problems cause only minor harm to others (e.g. lying, truancy, staying out after dark without permission)

Moderate: number of conduct problems and effect on others intermediate between “mild” and “severe” (e.g. stealing without confronting a victim, vandalism)

Severe: many conduct problems in excess of those required to make the diagnosis **or** conduct problems cause considerable harm to others (e.g. forced sex, physical cruelty, use of a weapon, stealing while confronting a victim, breaking and entering).