

The Psychological Correlates of Bullying among Secondary School Students in Dublin

Nicola Byrne

Submitted in partial fulfilment of the requirements of the BA Hons in Psychology at Dublin
Business School, School of Arts, Dublin.

Supervisor: Dr. Lucie Corcoran

Head of Department: Dr. S. Eccles

March 2014

Department of Psychology

Dublin Business School

Table of Contents:	Page Numbers
List of Tables	2
List of Figures	2
Acknowledgements	3
ABSTRACT	4
INTRODUCTION	5
METHODOLOGY:	22
Participants	23
Design	23
Materials / Apparatus	23
Procedure	24
RESULTS	25
DISCUSSION	38
REFERENCES	44
APPENDIX:	52
Appendix 1 Principal Consent Form	53
Appendix 2 Instruction sheet for students	55
Appendix3 Contact details for support services	56
Appendix4 Questionnaires	57

List of Tables	Page Numbers
Table 1: Descriptive Statistics of Bullying Behaviour	27
Table 2: Descriptive Statistics of Psychological Measures	30
Table 3: A Pearson's r Correlational analysis illustrating the Relationship between Victims and Stress, Self-Esteem and Satisfaction with Life.	33
Table 4: A Pearson's r Correlational analysis illustrating the Relationship between Bullies and Stress, Self-Esteem and Satisfaction with Life	35
Table 5: A One-way Anova illustrating the levels of Self-Esteem in Relation to Victims, Bullies and Bystanders	36
Table 6: A One-way Anova illustrating the levels of Stress in Relation to Victims, Bullies and Bystanders	36
Table 7: Independent Samples Test illustrating Males and Females Victimization and Bully Behaviour scores	37
List of Figures	
Figure 1: Percentage of Bullying Behaviour between Victim and Bully	28
Figure 2: Types of Bullying Behaviour towards the Victim and carried out by the Bully	29
Figure 3: Reactions of the Bystander while observing Bullying Behaviour	30
Figure 4: Degree to which Students like School	32

Acknowledgements

I would like to thank the three secondary schools for their participation in this research, the guidance counsellors for coordinating and administering the questionnaire, and most importantly the students for completing the questionnaires.

I would like to thank my supervisor Dr. Lucie Corcoran, for all her support, great advice, and availability inside and outside of college hours.

A huge thanks is also due to my partner David, who stood by me for the past four years encouraging me all the way. His endless patience, constant motivation and never failing support helped me achieve my goal of completing this degree. I will always be grateful!

A special thanks to Ms. Patricia Callaghan the Academic Secretary of Trinity College Dublin, for her support and giving me the opportunity to further my education.

Finally, I would like to thank my mum and dad, sisters and brother, for their constant encouragement and support throughout the completion of this degree. This thanks is extended to my in-laws whose unconditional support never ceased to amaze me.

ABSTRACT

The aim of this research was to investigate the experience that students have of bullying in secondary schools in Dublin, and to identify if there are relationships between bullying behaviours and psychological issues. A sample of 138 students across 3 secondary schools in south Dublin completed a questionnaire comprised; The Olweus Questionnaire on Bullying for Students, (Olweus, 2006), The Rosenberg Self-esteem Scale (Rosenberg, 1989), The Perceived Stress Scale (Cohen, Kamarck & Mermelstein, 1983) and The Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985). Results indicate that levels of a minority of students are affected by bullying, primarily name calling. Victims are more affected by psychological issues than bullies and bystanders, finally males have significantly higher bullying behaviour scores than females.

Chapter One:
Introduction

“Being bullied is something that stays with you for life” (O’Moore, 2010, p. 11)

INTRODUCTION

School is about learning and developing new skills, including building relationships and self-esteem, how to communicating effectively, and to respect one another, however, this is not always the case. For some students it will have been another sad and lonely day, where their confidence is knocked, they do not feel safe and are being humiliated, they have become a victim of bullying behaviour (O’Moore, 2010, p. 11). It is generally accepted that bullying is an international problem that occurs in both primary and post-primary educational institutions (Berger, 2005; Olweus, 1993; O’Moore, 2010; Rigby, 2002).

Theorists agree that child victimisation is an unacceptable behaviour which can be the cause of significant emotional and psychomatic distress, resulting in suicide (Baron, Branscombe, & Byrne, 2009; O’Moore, Kirkham & Smith, 1997) and depression (Swearer, Song, Cary, Eagle & Mickelson, 2001). Interestingly, Kaltialo-Heino, Rimpelo, Marunen, Rimpela & Rantaneau (1999) reported that the greatest risk of suicidal thoughts were among adolescents who were bullies compared to bully-victims or other non-involved children. Based on 2009 data, the National Office for Suicide Prevention (2012) rated Ireland as having the fourth highest rate of youth suicide.

The consequences of bullying are vast and some of the more common effects are stress, low self-esteem and a general dissatisfaction with life (O’Moore, 2010, p. 78). This research aims to explore these consequences of bullying and the effects that it has amongst secondary school students in the Dublin area. Along with this, other theoretical information such as, types of bullying and the forms that bullying takes will be discussed. Prior to this, bullying will be defined and its characteristics discussed.

The earliest research on bullying was conducted by Olweus in the late 1970's (O'Moore, 2010, p. 25). Due to the international nature of the research on bullying there are a range of definitions for the term "bullying", however, while international definitions of bullying may vary, it is generally recognised in western schools that bullying involves three essential elements; repetition, power imbalance and physical harm (Olweus, 1993, 2011; O'Moore, 2010, 2012; Raskauskas & Stolz, 2007, Wurf, 2012).

Olweus (1993) developed the following definition of bullying: "A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (p. 9). In addition to this definition he went on to state that "bullying is an imbalance in strength (an asymmetric power relationship)" (p. 54). He goes on to identify negative actions as intentionally or attempted inflictions of harm which are carried out through physical contact, verbal or social attack such as spreading rumours, taunting or excluding someone from a group (p. 9).

According to Solberg, Olweus & Endresen (2007) bullying is regarded as a "subcategory of aggressive behaviour". Olweus (2003) also recognised bullying behaviour as "proactive aggression" which he described as usually occurring without provocation on the part of the victim and when the bully is more powerful than the victim, either physically or socially.

O'Moore (2010) also considers bullying to be a form of aggression that is "intentional, unprovoked and repeated over time, with some form of imbalance of power between the aggressor and victim involved" (p. 23). O'Moore then explains that aggression is a characteristic of bullying which can among other things be verbal, psychological, physical or sexual in nature (p. 23). However, Rigby (2008) is keen to note that aggressive behaviour does not always involve an abuse of power, for example two children of equal strength

fighting or quarrelling, although seen as undesirable behaviour is not considered bullying (p. 24).

Olweus (2011) refers to bullying as “(1) intentional negative behaviour that (2) typically occurs with some repetitiveness and is (3) directed against a person who has difficulty defending him or herself”. There is evidence to support researchers’ claims that an imbalance of size and strength is likely to play a role in bullying (Rigby & Slee, 1991). Swearer et al. (2001, p. 97) agree that this definition has gradually come to be accepted by most researchers in the field, and it is with this definition that this research will be based.

It is important to note that O’Moore (2010) believes that the current definition of bullying be revised to include “isolated acts of anti-social aggression”, while she recognises that “single incidents of aggressive behaviour are not accepted as bullying”, to a young child one incident could have a detrimental effect (p. 24-26).

It has been acknowledged that researchers provide different terminology for the same experience (Figueiredo-ferraz, Gil-monte, Grau-alberola, Llorca-pellicer & Garcia-Jeusas, 2012). Therefore it is important to recognise the term mobbing, which is sometimes used instead of the term bullying. However, in the case of aggression the question has been raised as to whether with mobbing there is intent to harm (Einarsen et al., 2003, as cited in Figueiredo-ferraz et al., 2012). Mobbing refers to “hostile and unethical communication that is direct in a systematic way by one or more persons, mainly towards one targeted individual” (Ertureten, Cemalcilar & Aycan (2013).

Recent advancement in technology gives rise to new types of bullying such as cyber-bullying (Burton, Florell & Wygant, 2013). A definition and explanation of cyber bullying is outlined below. While this new type of bullying is receiving a lot of attention from researchers and the media, this research will focus on traditional bullying. As described in the definition above, traditional bullying occurs when a child is a target of any behaviour that is

(a) harmful or done with intent to harm; (b) repeated or occurs over time; and (c) characterised by an imbalance of strength or power” (Olweus, 2011; O’Moore, 2012; Raskauskas & Stoltz, 2007).

Recent studies that have asked children to interpret their understanding of bullying find that a child tends to describe aggressive behaviours but often excludes the characteristics of intention, repetition and power imbalance (Green, Felix, Sharkey, Furlong & Kras, 2013). Further studies which were carried out by Baly and Cornell (2011) hold that even when students were shown an educational video which explained the differences between bullying and other forms of peer victimisation, they still reported lower rates of bullying than those who were given a written definition, which suggests that even when children are provided with a visual definition they may not take on board all aspects of bullying in their response (Green et al., 2013). However, Green et al. (2013) suggest that by providing a definition and using the term “bullying” researchers may unintentionally be encouraging a more favourable response.

As stated by William Shakespeare “O, it is excellent to have a giant’s strength, but it is tyrannous to use it like a giant” (Rigby, 2008, p. 21).

Bullying roles

Researchers have identified the traditional roles involved in bullying as, bully, victim, bully-victim (explained below) and non-involved (Smith, 2004). For the purpose of this research the non-involved will be referred to as the bystander. Contrary to popular belief bullies are not necessarily rejected by their peers, they often have a few admiring friends and are socially perceptive, victims on the other hand are generally rejected by their peers (Berger, 2005, p. 319-320). Some other assumptions are that bullying is a result of large class size, and that bullies suffer from low self-esteem and insecurity, studies have not supported

these assumptions (Olweus, 2001). It is recognised that many factors play a role in the origins of bullying problems including personality characteristics and environmental influences such as; attitudes, routines and behaviour of the adults in a school environment. Teachers' response to bullying is seen to have a major impact in determining how bullying problems will manifest themselves in a school environment (Olweus & Limber, 2010).

The bully

Bullies are identified as those who bully others but are not subject to bullying themselves (Olweus, 1993). The term "bully" refers to students who use aggressive and destructive behaviour to manipulate relationships so that their own psychological needs are met (O'Moore, 2010, p. 23). O'Moore (2010) explains that these psychological needs may be a need to "control, dominate, or gain attention", by showing off to their peers or looking cool to those around them (p. 23). There are three motives that stimulate bullying behaviour; "power and dominance" where they appear in control, "family conditions which lead to hostility towards the environment" which encourages a bully to inflict harm on other individuals, and finally "benefit component" in which the bully intimidates the victim to hand over money, cigarettes etc. (Olweus, 1993, p. 35). Olweus (1993) describes the characteristics of a bully as someone who would show aggression towards their peers and adults, have a positive attitude towards violence, and show little empathy for victims (p. 34). In addition bullies tend to assume a manipulative approach to how they deal with life and they distrust people in general, believing that the best way to respond to bullying is with aggression. They tend to believe that aggressive behaviour will bring them high levels of respect (Baron et al., 2009). Research carried out by Elliott (2002) found that a bully is more likely to change his/her behaviour when there is no audience (p. 4).

The victim

Victims are identified as those who are subjected to bullying behaviour but do not carry out bullying themselves (Olweus, 1993). Any student can be a victim, especially when faced with a more forceful person who has the intent to hurt and isolate (O'Moore, 2010, p. 58). Olweus (2003) identified two kinds of victims, the passive or submissive victim and the provocative or aggressive victim (p. 14-15). Olweus (1993) suggested that the behaviour and attitude of passive or submissive victims "signal to others that they are insecure and worthless individuals who will not retaliate if they are attacked or insulted" (p. 32). For provocative victims he suggested that they "cause irritation and tension around them" probing students in class which results in negative actions (p. 33). Furthermore, Olweus (1993) suggests that these victims are characterised by a mix of anxious, submissive and aggressive reaction patterns combined with physical weakness (p. 33). Further research carried out by Barhight, Hubbard & Hyde (2013) found that these students are at high risk of a host of negative outcomes and are more likely to be depressed, engage in self-harm, be anxious and experience psychosomatic complaints.

The bully-victim

Bully-victims are individuals who are bullied and who, in turn bully others (Swearer et al., 2001, p. 97). Students can be both the bully and the victim, hence the term bully-victim, however, they are usually in the minority (Berger, 2005, p. 320). Research carried out by O'Moore (2010) reported that it is impossible to differentiate bully-victims from "provocative or aggressive victims", suggesting that they have poor self-control, are provocative and confrontational (p. 73). Solberg et al. (2007) reported that, bully-victims

suffer from emotional and behavioural problems, can attract negative attention from teachers and have a difficult relationship with their peers and families.

The bystander

These students watch bullying occur and usually do not feel that they have the power to address the bully or they fear that they may be the bully's next target (Barhight et al., 2013; Espelage & Swearer, 2011, p. 234). Barhight et al. (2013) suggest that the bystander has the power to impact the outcome of a bullying episode, they can cheer the bully on, join in the bullying or just ignore the incident, which further reinforces the bullying behaviour. If the bystander choose to defend the victim it could end the incident and discourage bullying behaviour in the future. Research carried out by O'Moore (2010) implies that bystanders as well as bully-victims, also suffer physical and emotional symptoms, become fearful and as a result grow to dislike school (p. 85).

Types of bullying

It is important to note that children may experience a combination of bullying behaviours, both physical and non-physical (O'Moore, 2010, p. 23). It is possible to divide the different types of bullying into two categories, direct and indirect (Olweus, 1993; O'Moore, 2010; Rigby, 2008). O'Moore (2010) considers direct bullying to be overt behaviour such as open attacks, physical aggression and verbal attacks (p. 29). Indirect bullying is then seen as covert behaviour, where aggressive acts are more concealed and subtle such as writing nasty notes in school books or writing offensive graffiti in public places, cyber-bully is also a form of indirect bullying (O'Moore, 2010, p. 29). According to Olweus (1993) females are more exposed to indirect forms of bullying, while males were more exposed to direct bullying. Interestingly, research carried out by Smith (2004) found that although males engage more in physical aggression, the difference is less obvious for

verbal bullying, with male and female both engaging in this form of bullying behaviour (p. 98). However this could be dependent on the age of the bully involved. A limitation of the Olweus definition is that it only accounts for direct bullying not indirect bullying.

Physical

Physical bullying is a form of direct bullying. Olweus (1993) describes physical bullying as an act that is carried out in a negative action and often causes visible hurt (p. 9-10). It involves hitting, kicking, shoving, spitting, restraining another person, or any other form of physical attack, but only when there is a power imbalance (p. 9-10). As referred to in his definition of bullying, Olweus (1993) advocates that one of the main characteristics of a bully is their physical strength, which creates an immediate power imbalance, when the bully is stronger than their victim and this form of bullying usually applies only to males (p. 37).

Verbal

Verbal forms of bullying is indirect and carried out in a negative action by using threatening words, taunting, teasing and name calling (Olweus, 1993, p. 9). Although primarily used by females, males also use this form of bullying. A nationwide survey by the Irish National Teachers Organisation that was conducted in four hundred and fifty two schools, which included males, females and mixed schools, found that name calling was the most common form of bullying (Smith, Moirta, Junger-Tas, Olweus, Catalona & Slee, 1999, p. 118).

Relational and social bullying

Relational and social bullying is documented as an indirect form of bullying, which is closely linked to verbal bullying. It occurs when the bully attempts to harm the relationship of

the victims by peer exclusion and peer rejection through rumours, lies, embarrassment and manipulations (Espelage & Swearer, 2001, p. 234). According to O'Moore (2010) bullies who use this form of bullying are inclined to manipulate the social connections or relationships of their victims (p. 24). They do this in a covert manner such as ignoring, excluding, isolating, passing notes or spreading false and malicious rumours about their target. Their aim is to damage the victim's reputation and create rejection amongst peers (p. 29). O'Moore (2010) also states that females are more likely than males to engage in this form of aggression, with one in three females in secondary schools in Ireland having reported to have spread cruel tales about their peers, in comparison to one in five males (p. 29-30).

Cyber-bullying

Cyber-bullying is carried out electronically using; mobile phones, emails, internet sites and chat rooms (Rigby, 2008, p. 35). Electronic devices can be used to send abusive and destructive verbal and visual messages (O'Moore, 2010, p. 37). It is only in recent years that researchers have sought to examine cyber-bullying. Data that was collected for the World Health Organisation's Health Behaviour report showed that in Ireland "44 per cent of eleven-year-olds, 59 per cent of thirteen-year-olds and 65 per cent of fifteen-year-olds use electronic mode of communication five or more days a week" (O'Moore, 2010 p. 38). However, these figures are likely to have significantly increased in recent years due to the popularity of smart phones and tablet computers among secondary school students. Although the prevalence of cyber-bullying may vary between countries depending on available technology, recent research carried out in Canada suggest, that 25% of children are being targeted, while in Australia in 2005 it was estimated that 14% of children were bullied using electronic devices. Although it is recognised that cyber-communication can promote and strengthen friendships

it also has potential to cause serious damage through a form of indirect and covert bullying (O'Moore, 2010, p. 38).

Racial bullying

Randall (1996) found that ethnic minority groups are extremely prone to racist bullying (p. 18). Unfortunately, few studies have been carried out in this area.

Homophobic bullying

According to Poteat, O'Dwyer & Mereish (2012) many adolescents report to using, hearing or being called homophobic nicknames, which is the most common form of victimisation experienced by a sexual minority (p. 393). It was found that some males who directed homophobic nicknames toward others often put it down as harmless banter, as did some schools, however the victim of this "banter" always identify it as stigmatising, harmful and particularly offensive (Poteat et al., 2012, p. 394). Poteat et al. (2012) found that males reported to being the target of homophobic nicknames more so than females (p. 394).

Gender Differences

According to research carried out by Olweus (1993) there are considerable differences in how bullying behaviour is displayed between males and females. Olweus (1993) reported that as well as males being more exposed to bullying than females, a greater percentage of males participate in bullying. In addition, he reports that physical (direct) bullying is more common amongst males while females are more exposed to social exclusion or relational (indirect) bullying (p. 18-20). Research carried out by Roland (1989) suggests that females are less likely than males to answer truthfully about involvement in bullying others, which could help to explain Olweus's findings.

Psychological correlates of bullying

Several researchers have outlined a list of damaging effects that bullying has on its victims, such as high stress levels, low-self esteem and a negative impact on life satisfaction (O'Moore, 2010; Thompson, Arora & Sharp, 2002). These are the psychological associations that this research will use when measuring bullying behaviour.

Stress

Stress is defined as “our response to events that disrupt, or threaten to disrupt, our physical or psychological functioning” (Baron et al., 2009). Bullying behaviour in schools is increasingly recognised as a source of significant stress to pupils, where the victims are at risk of developing emotional and physical symptoms, as well as poor academic results (O'Moore, 2010, p. 78-79). Thompson et al. (2002) recognise that as a consequence of bullying stress can have an impact on those who are not directly involved, such as staff and other pupils (p .8). Thompson et al. (2002) also report that difficulties with peer relationships do cause stress (p. 76). They describe stress in three forms, chronic, acute and neutral stressors. It is important at this point to identify stressors as “specific kinds of stimuli, either physical or psychological, that place demands on us endangering our well-being” (Passer, Smith, Holt, Bremner, Sutherland & Vliek, 2009, p. 722). Chronic stressors would include long term illness or repeated abuse. Acute stressors are sudden, brief and intense, such as traumatic incidents and sudden injury, the final group of stressor, termed neutral would be described as generic, such as daily hassles. Although one stressor can lead into another, bullying relationships that persist over time tend to be described as chronic, while one-off incidents or occasional bullying could be classed as acute (Thompson, Arora & Sharp, 2002).

Self-esteem

Self-esteem (how positively or negatively an individual feels about themselves) is a very important characteristic of happiness, adjustment and personal well-being (Passer et al., 2009, p. 678). Researchers have consistently found low levels of self-esteem as a characteristic of children who are bullied (O'Moore, 2010 p. 81). This was found to be the case in a study carried out by O'Moore and Kirkham (2001) where victims aged eight to eighteen were compared to those who had not reported being bullied. They found that victims were shown to have greater feelings of inadequacy in all domains of self-esteem. The domains examined were, happiness and satisfaction, popularity, anxiety, physical appearance and attributes, intellectual and school status and behaviour. It is also important to note that victims with higher self-esteem find it easier to tell someone about the bullying (O'Moore, 2010, p. 51). This also supports the research carried out by O'Moore and Kirkham (2001) which implies that high self-esteem can actually protect children from involvement in bullying. A study that was carried out by Egan and Perry (1998) found that low self-esteem over time was found to contribute to victimisation by peers and that those children with low regard for themselves may contribute to their own victimisation by failing to assert themselves during conflict. Furthermore, they also found that victimisation led to decreased self-esteem over time, implying a vicious cycle may exist that feeds into a child's victim status.

Life satisfaction

As discussed earlier, bullying is identified as a nationwide concern among school going children. The consequences of bullying behaviour are serious and pervasive in nature,

therefore it is of interest to measure how this behaviour effects life satisfaction among school children. Mental health problems including, low self-esteem and depression have been well documented as a result of bullying, in particular physical bullying (Moore et al., 2011). Research carried out by Moore et al. (2011) suggests that a modest although persistent relationship exists between electronic bullying, victimisation and life satisfaction. These results are consistent with traditional bullying and life satisfaction research, which indicates that students involved in bullying behaviour experience reduced life satisfaction and support from teachers and peers compared to students not involved in bullying behaviour, furthermore, those who fared the worst in the study were bully-victims (Flashpohler et al., (2009) as cited by Moore et al., 2011, p. 433).

Rational for this research

Bullying should not be considered as a normal part of a student's school experience, as its consequences, as outlined above, can be traumatic and long-lasting (Hughes, 2014). As mentioned, bullying is now documented as the most persistent form of aggression in schools and as such has attracted a lot of national and international attention (O'Moore, 1997). According to Swearer et al. (2001) bullying is the most prevalent form of school violence with 15-20% of students experiencing bullying during their school years. Research carried out by Batsche and Knoff (1994) also support the findings that "bullying may be the most prevalent form of violence in the schools" (Batsche & Knoff 1994, as cited in Moore et al., 2011). Even though we as a society are aware that bullying exists the behaviour often remains unchallenged until it develops itself into a problem that becomes too serious to ignore, such as depression or self-harm (Barhight et al., 2013). Bullying can be directed by an individual or a group and can happen anywhere to anyone irrespective of age, class, race, gender, religion and sexual orientation.

Schools around the world are increasingly aware of the prevalence, seriousness and negative impact that bullying has on individuals. Results from a Nationwide Survey on Bullying in Irish Schools, which was conducted by O'Moore (1997) estimates that 16% of secondary school students have been bullied at some time. Forty-seven per cent (47%) of those who were bullied reported that the most common place to be bullied was in the classroom, 37% in the corridors, 27% in the playground and 8.8% said that they were victimised on their way to or from school.

A survey conducted in Finland by Kaltialo-Heino et al. (1999), indicates that 1 in 10 schoolchildren, between the ages of 14-16, report to being bullied weekly at school. Their findings also found that males are more involved in bullying, both as victims and bullies, than females and that the number of bullies tends to remain constant between primary and secondary schools.

While the perception of bullying has traditionally been thought of in regard to direct physical or verbal attacks, the scope has now broadened to include indirect aggression such as damaged social status or peer relationships (Underwood, 2002).

Following a review of the 1993 "Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools", a working group to the Minister for Education and Skills recommended that the existing anti-bullying guidelines for schools be revised and that a new document clearly indicate the requirement on schools to have an anti-bullying policy in place, which forms part of the school's Code of Behaviour. Following the outcome of this report the Department of Education and Skills (2013) implemented new procedures to follow in all primary and secondary level schools, this report "Anti-bullying procedures for Primary and Post-Primary Schools" was issued in September 2013.

As a result of this report and under the Education (Welfare) Act, 2000 all schools are required to have an anti-bullying policy within the framework of their overall code of

behaviour, schools are also required to take into account the guidelines issued by the National Educational Welfare, whose publication “Developing a Code of Behaviour: Guidelines for Schools” was issued to schools in 2008.

Research carried out by Gina & Pozzoli (2009) has shown that bullying experiences in childhood and adolescence are connected with psychosomatic problems. The evidence suggests that the problems occur in both genders, in different age groups and in different countries around the world (Gina & Pozzoli, 2009). Those exposed to bullying were shown to have significantly higher levels of anxiety and depression compared to those who were not exposed to bullying.

According to Roland (2002) two motives appear to play a key role in bullying: holding power over others and the motive to be part of a group that is “tough” and therefore seen to have a higher status among peers. This was particularly true amongst males, their desire to gain power and be part of a powerful group were significantly related to bullying. While for females feelings of depression was noted as a third motive for bullying, aggression against someone who could not retaliate was seen as one technique for “countering the negative feelings of depression”, (Roland, 2002). When it comes to bullying, males and females approach it very differently. For instance, females tend to use more relational aggression (attacking relationships and friendships) while males tend to resort to physical bullying. This is not to say that females will not be physically aggressive or that males will not exclude others, but there are tendencies in bullying that are influenced by gender. A consistent research finding is that males are more likely than females to both bully and be bullied (Beran, 2012).

Further research on bullying behaviour will create a greater awareness and understanding of bullying and promote ways by which bullying behaviour could be prevented or reduced. This research aims to build on the current literature on bullying in Ireland.

Main Hypotheses/Research Questions

1. There will be a significantly positive relationship between victims and perceived stress.
2. There will be a significantly negative relationship between victims and self-esteem.
3. There will be a significantly negative relationship between victims and satisfaction with life.
4. There will be a significantly positive relationship between bullies and perceived stress.
5. There will be a significantly negative relationship between bullies and self-esteem.
6. There will be a significantly negative relationship between bullies and satisfaction with life.
7. Victims will display significantly lower self-esteem compared with bullies and bystanders.
8. Victims will display higher levels of stress compared with bullies and bystanders.
9. It is predicted that males will have significantly higher victimisation scores than females.
10. It is predicted that males will have significantly higher bullying behaviour scores than females.

Chapter Two:

Methodology

METHOD

Participants

A total of 138 students were involved in this research, 48 male and 90 female. The age range was 15 to 19 years old. The students consisted of fifth year students across 3 secondary schools in the south side of Dublin. These schools consisted of 1 female secondary school (n = 45), and 2 mixed secondary school (n = 37) and (n = 56). Unfortunately data from a male secondary school arrived too late to incorporate into this research.

Design

The design of this research is based upon a quantitative correlation design using questionnaires. The research is a between-subjects cross-sectional study. The Independent Variables (IV), relate to the traditional roles involved in bullying behaviours (1= Bully, 2 = Victim, 3 = Bully-Victim and 4 = Bystander (no involvement)), and the gender of the student. The Dependent Variables (DV) relate to the self-esteem scores, stress scores and life satisfaction scores. The research involved secondary school students who completed a series of questionnaires over a 20 minute period.

Materials /Apparatus

The following instruments were compiled into a questionnaire booklet and administered to each participant: The Olweus Questionnaire on Bullying for Students, (Olweus, 2006), the Rosenberg Self-esteem Scale (Rosenberg, 1989), the Perceived Stress Scale (Cohen et al., 1983) and the Satisfaction with Life Scale (Diener et al., 1985). See Appendix 4 for copies of these questionnaires. A principal consent form was sent (Appendix

1), instruction sheet (Appendix 2) and contact details for support services (Appendix 3). The analysis was carried out using SPSS Statistics 21 software.

Procedure

The guidance counsellor was contacted by phone in each of the schools. Permission was then sought from the principal of each school to hand out the questionnaires. Prior to permission being granted a consent form and a copy of the questionnaire was sent to the principal for review. Subsequent to a review of the content of the questionnaire, permission was granted by all three schools. As it was not possible for the researcher to administer the survey in person, the questionnaire was delivered to each of the schools where the guidance counsellor took charge of the administration. Prior to the students completing the questionnaire an instruction sheet was read out. The questionnaire was filled out anonymously by students in a classroom. Each questionnaire booklet contained a separate contact details sheet for support services, should the student require it. The quantitative questionnaire which was used to collect the data was compiled using The Olweus Questionnaire on Bullying for Students (Olweus, 2006), the Rosenberg Self-esteem Scale (Rosenberg, 1989), the Perceived Stress Scale (Cohen et al., 1983) and the Satisfaction with Life Scale (Diener et al., 1985). The research was approved by the Ethics Committee in the Dublin Business School.

The Olweus Questionnaire on Bullying for Students (Olweus, 2006) originally consisted of 39 questions although, for the purpose of this research 7 were removed, as it was felt they would not add to the current research. The questionnaire measures problems surrounding bully-victim behaviour such as exposure to various forms of bullying/harassment, forms of bullying other students, where bullying takes place and pro-bully and pro-victim attitudes. Examples of questions asked in the questionnaire are “How

often have you been bullied in the past couple of months?” and “How often have you taken part in bullying another student(s) at school in the past couple of months?” There is no psychometric data such as, reliability and validity available.

The Rosenberg Self-esteem Scale (Rosenberg, 1989), consists of 10 questions and measures how students feel about themselves, relative to high or low self-esteem or perceived self-worth. For example, “At times I think I am no good at all” and “I certainly feel useless at times”. A four point scale is used, strongly agree, agree, disagree and strongly disagree. Reverse scoring takes place, with questions 1, 3, 4, 7, 10, these convey positive self esteem, and questions 2,5, 6, 8, 9 convey negative self-esteem. Low scores indicate low self-esteem and high scores indicate high self-esteem.

The Perceived Stress Scale (Cohen et al., 1983) measures the degree to which situations in one’s life appear stressful. It contains 10 questions about feelings and thoughts in the last month. The questions were designed to examine how unpredictable, uncontrollable and overloaded respondents find their life, it also evaluates current levels of stress. Examples of the questions are “In the last month, how often have you been upset because of something that happened unexpectedly?” and “In the last month, how often have you felt that you were on top of things”? Reverse scoring takes place with four questions. The internal reliability of this scale assessed by Cronbach’s alpha is 0.75.

The Satisfaction with Life Scale (Diener et al., 1985) measures life satisfaction. It consists of 5 options. For example “I am satisfied with my life”. A study conducted by Pavot and Diener (1993), they found that when the questionnaire was tested for validity, it showed a bias towards emotional well-being measures. However, validity could be further investigated, focusing on the relationship between emotional well-being and cognitive life satisfaction (p. 168-169).

Chapter Three:

Results

RESULTS

Level of involvement students had in bullying

Descriptive statistics such as means, standard deviations and Cronbach's alpha were conducted to analyse data using SPSS (version 21). The Olweus Bully/Victim Questionnaire (Olweus, 1996) was used to collect this data.

Descriptive statistics were carried out to determine the level of involvement students had in bullying behaviour. Question 4 (victim) and question 24 (bully) of the Olweus Questionnaire on Bullying for Students (Olweus, 2006) was measured. The mean score of students for victims (n=136) is 0.21 with a standard deviation (SD) 0.55. The range is 4.00 with a minimum score of 0.00 and a maximum score of 4.00. For bullies the mean score of students (n=138) is 0.08 with a standard deviation (SD) 0.30. The range is 2.00 with a minimum score of 0.00 and a maximum score of 2.00.

Table 1: *Descriptive Statistics of Bullying Behaviour*

Variable	Mean	Standard Deviation
Victim	0.21	0.55
Bully	0.08	0.30

Figure 1 below illustrates the level of involvement students had in bullying behaviour. Eighty three point eight percent, 83.8% (n=114) of students have not experienced bullying in the past couple of months, while 16.1% (n=22) of students have been a victim of bullying answering "only once or twice" to several times a week. These results imply that the majority of students do not believe themselves to be a victim of bullying behaviour. Results show that

while 96.4% (n=133) of students have not participated in bullying in the past couple of months, 3.6% (n=5) of students have bullied another student, answering “it happened once or twice”.

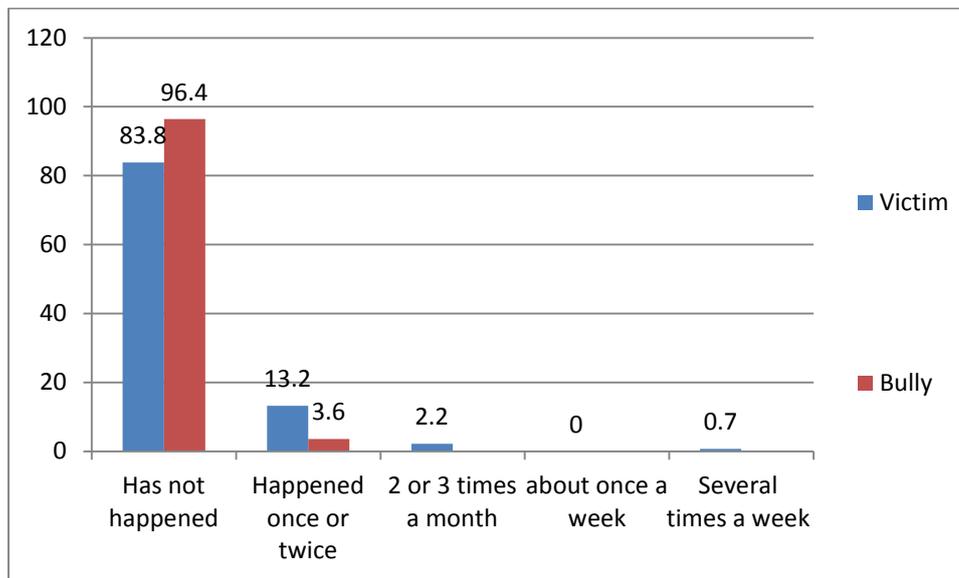


Figure 1: *Percentage of Bullying Behaviour between Victim and Bully*

Types of bullying that took place in schools

Further descriptive statistics were then carried out to determine the types of bullying that took place in schools. Data was used from question 5 to question 13 (victim) and question 25 to questions 32a (bully) of the Olweus (2006) questionnaire. It is significant that the most common form of bullying behaviour that took place from the victims perspective 19.8% (n=27) and the bullies perspective 7.2% (n=10) was “Calling another student(s) mean names, making fun of or teasing him or her in a hurtful way”, see Figure 2 below. The mean score for this question for the victim was 0.29 (SD = 0.69) and the bully was 0.08 (SD = 0.30).

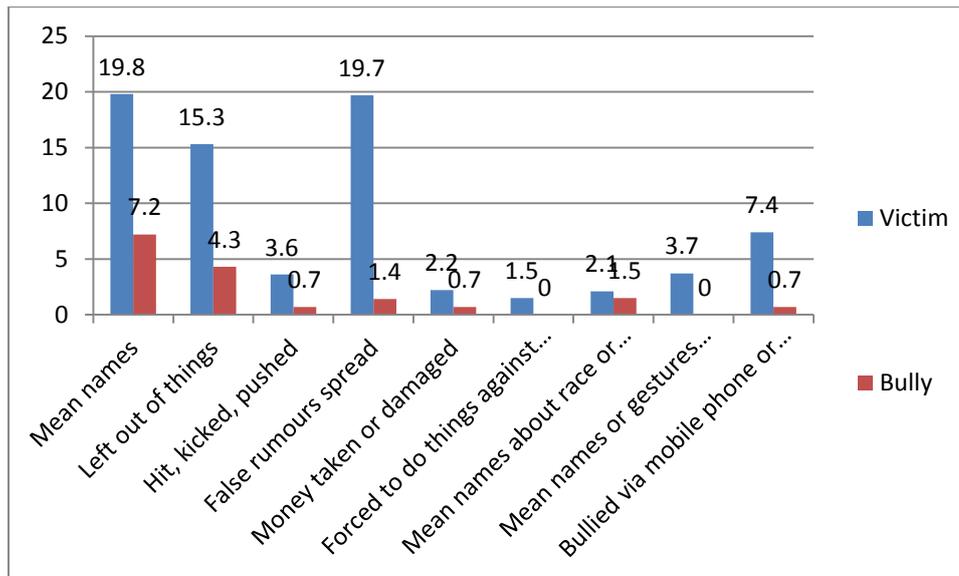


Figure 2: *Types of Bullying Behaviour towards the Victim and carried out by the Bully*

Bystander reaction

Descriptive statistics were carried out to see how students usually react if they see or understand that a student is being bullied by another student(s), in this research they are called the bystander. The percentage of students who said “I have never noticed that students my age have been bullied” was 28.1% (n=38), 0.7% (n=1) said that “I take part in the bullying”, 0.7% (n=1) said “I don’t do anything but I think the bullying is ok, 2.2% (n=3) said “I just watch what goes on”, a significant 37.8% (n=51) said “I don’t do anything, but I think I ought to help the bullied student”, while 30.4% (n=41) said “I try to help the bullied student in one way or another”.

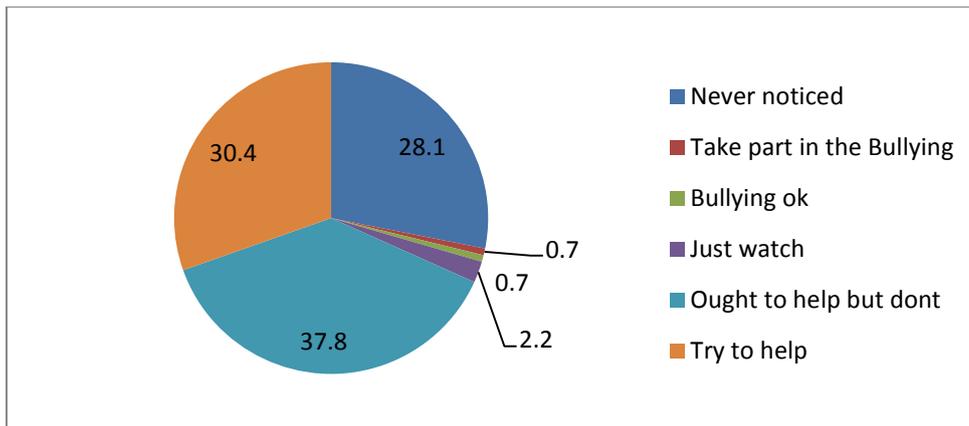


Figure 3: *Reactions of the Bystander while observing Bullying Behaviour*

Reliability of the scales

Descriptive statistics such as means, standard deviations (SD), and Cronbach's alpha, were calculated to examine the reliability of the scales. The results of the Cronbach's alpha checks are all above 0.8 therefore this indicates a high level of reliability.

Table 2: *Descriptive Statistics of Psychological Measures*

Variables	Mean	Standard Deviation
Stress	19.09	8.31
Self-esteem	18.76	6.33
Satisfaction with life	23.14	7.47

As can be seen from Table 2 above, the Perceived Stress Scale (Cohen et al., 1983) has a mean score of 19.09 (SD = 8.30, Cronbach's alpha 0.84). On a range of 0 to 40, the mean is a little under half way. Therefore, it can be said, that of the 10 questions asked, respondents recorded feeling a certain way as "almost never" and "sometimes". The higher the overall total scores the greater the amount of perceived stress the student is experiencing.

Using the Rosenberg Self-esteem Scale (Rosenberg, 1989) the mean score was 18.76, (SD = 6.33, Cronbach's alpha 0.91). On a range of 0 to 30, the mean is a little over half way. The results indicate that of the 10 questions asked, respondents "agree" and strongly agree" with regard to general feelings about themselves. The higher the total score is, the greater the self-esteem.

The Satisfaction with Life Scale (Diener et al., 1985) scores show a mean of 23.14 (SD = 7.47, Cronbach's alpha 0.87). On a range of 5 to 35, the mean is well over half way. This suggests that of the 5 questions asked respondents indicated feeling "slightly satisfied" with their life. The higher the scores, the greater the degree is of satisfaction with life.

Degree to which students like school

Descriptive statistics were carried out to determine the degree to which students like school. The percentage of students who said "I dislike school very much" was 7.3% (n=10), 75.2% (n=103) students said "I neither like nor dislike school" or "I like school. Ten point nine percent (10.9%) indicated that "I dislike school" (n=15) while 6.6% (n=9) stated that "I like school very much".

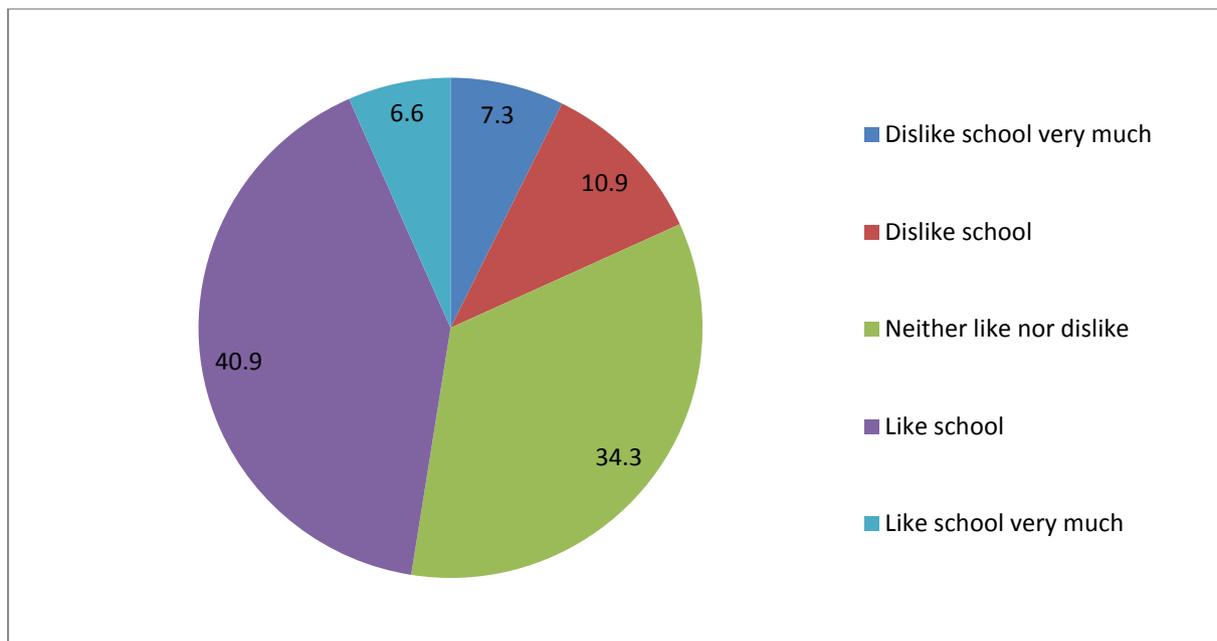


Figure 4: *Degree to which Students like School*

Correlation between victims and perceived stress, self-esteem and satisfaction with life

A Pearson's r correlation analysis was carried out to examine if there was a relationship between victims and perceived stress. Although it was found that the correlation was not perfect there is a trend and a positive linear relationship. As outlined in Table 2 above, the mean scores for stress was 19.09 (SD = 8.31). A Pearson's r correlation coefficient found that there was a moderately positive significant relationship between victims and perceived stress ($r(125) = 0.33, p < .01$). However, it is important to note that a correlational relationship does not always imply causation (Dancey & Reidy, 2011, p. 169). Therefore the positive relationship found between victims and perceived stress could also be due to exam pressure or family environment.

A Pearson's r correlation analysis was also carried out to examine if there was a relationship between victims and self-esteem. An imperfect negative linear relationship was found, which implies that students could still have low self-esteem and not be a victim of

bullying behaviour. As outlined in Table 2 above, the mean scores for self-esteem was 18.76 (SD = 6.33). A Pearson's r correlation coefficient found that there was a moderately negative significant relationship between victims and self-esteem ($r(128) = -0.39, p < .01$).

Lastly, a Pearson's r correlation analysis was carried out to examine if there was a relationship between victims and satisfaction with life. As outlined in Table 2 above, the mean scores for satisfaction with life was 23.14 (SD = 7.47). A Pearson's r correlation coefficient found that there was a weak negative significant relationship between victims and satisfaction with life ($r(125) = -0.28, p < .01$). This is also an imperfect negative linear relationship, which implies that being a victim of bullying behaviour does not always have a negative effect on life satisfaction.

Table 3: A Pearson's r Correlation analysis illustrating the Relationship between Victims and Stress, Self-Esteem and Satisfaction with Life.

		Victim
Stress	Pearson Correlation	-.329**
	Sig. (1-tailed)	.000
	N	127
Self-esteem	Pearson Correlation	-.394**
	Sig. (1-tailed)	.000
	N	130
Satisfaction with life	Pearson Correlation	-.280**
	Sig. (1-tailed)	.001
	N	127

** Correlation is significant at the 0.01 level (1-tailed).

Correlation between bullies and perceived stress, self-esteem and satisfaction with life

A Pearson's r correlation analysis was carried out to examine if there was a relationship between bullies and perceived stress. Although it was found that the correlation was not perfect there is a trend and a positive linear relationship. A Pearson's r correlation coefficient found that there was a negative relationship between bullies and perceived stress ($r(127) = 0.07, P < .23$). This is an imperfect negative linear relationship, which implies that bullying and stress are not correlated.

A Pearson's r correlation analysis was also carried out to examine if there was a relationship between bullies and self-esteem. A Pearson's r correlation coefficient found that there was no significant relationship between bullying and self-esteem ($r(128) = 0.03, p < .24$).

A final Pearson's r correlation analysis was carried out to examine if there was a relationship between bullies and satisfaction with life. A Pearson's r correlation coefficient found that there was no significant relationship between bullying and satisfaction with life ($r(124) = 0.01, p < .31$).

Table 4: A Pearson's *r* Correlation analysis illustrating the Relationship between Bullies and Stress, Self-Esteem and Satisfaction with Life

		Bully
Stress	Pearson Correlation	-.065
	Sig. (1-tailed)	.231
	N	129
Self-esteem	Pearson Correlation	-.063
	Sig. (1-tailed)	.236
	N	131
Satisfaction with life	Pearson Correlation	-.045
	Sig. (1-tailed)	.307
	N	127

Differences in the means of victims, bullies and bystanders with regard to self-esteem

A one-way Anova, non repeated test was carried out to examine the differences in the means of victims, bullies and bystander with regard to levels of self-esteem. Table 5 below demonstrates that the level of self-esteem for victims ($F(2, 128) = 8.90, p < .001$) was much lower than for bullies or bystanders. More specifically Turkey HSD post hoc analyses highlighted that the victims ($M = 15.38, SD = 6.37$), had scored significantly lower in self-esteem compared to bullies ($M = 20.90, SD = 4.84, p = .915$) and bystanders ($M = 20.10, SD = 5.91, p = .915$).

Table 5: A One-way Anova illustrating the levels of Self-esteem in Relation to Victims, Bullies and Bystanders

Variables	Groups	Sum of square	<i>df</i>	Mean square	<i>F</i>	<i>P</i>
Self-esteem	Between Groups	636.83	7.7	318.42	8.90	.000
	Within Groups	4577.35	128	35.76		
	Total	5214.18	130			

Differences in the means of victims, bullies and bystanders with regard to stress

A one-way Anova, non- repeated test was carried out to examine the differences in the means of victims, bullies and bystander with regard to levels of stress. Table 6 below demonstrates that the levels of stress among victims, bullies and bystanders differed significantly between the three groups ($F(2,122) = 8.14, p < .001$). More specifically Turkey HSD post hoc analyses highlighted that the victims ($M = 23.58, SD = 7.70, p < .001$), displayed higher levels of stress compared with bullies ($M = 17.3, SD = 7.18, p = .979$) and bystander ($M = 17.79, SD = 7.37, p = .979$).

Table 6: A One-way Anova illustrating the levels of Stress in Relation to Victims, Bullies and Bystanders

Variables	Groups	Sum of square	<i>Df</i>	Mean square	<i>F</i>	<i>p</i>
Stress	Between Groups	905.19	2	452.60	8.14	.000
	Within Groups	6784.04	122	55.61		
	Total	7689.23	124			

Difference between males and females victimisation scores

An Independent Samples t-test was carried out to assess whether there is a statistically significant difference between males and females victimisation scores. Table 7 below demonstrates that females (mean = 1.11, SD = 1.93) were found to have higher victimisation scores than males (mean = 0.80, SD = 2.63). The 95% confidence limits show that the population mean difference of the variables lies somewhere between -.482 and 1.101. An independent samples t-test found that there was a statistical difference between victimisation scores of males and females ($t(132) = 0.77, p = .441$).

An Independent Samples t-test was carried out to determine if there was a statistically significant difference in gender with regard to bullying behaviour. Table 7 below demonstrates that males (mean = 0.32, SD = 0.73) were found to have significantly higher bullying behaviour scores than females (mean = 0.18, SD = 0.60). The 95% confidence limits show that the population mean difference of the variable lies somewhere between -.385 and .106. An independent samples t-test found that there was a statistical difference between bullying behaviour of males and females ($t(79.22) = -1.13, p = .261$).

Table 7: *Independent Samples Test illustrating Males and Females Victimisation and Bully Behaviour scores*

Variables	Groups	Mean	SD	<i>T</i>	<i>df</i>	<i>P</i>
Victim	Female	1.11	1.94	0.77	132	.441
	Male	0.80	2.63			
Bully	Female	0.18	0.60	-1.13	79.22	.261
	Male	0.32	0.73			

Chapter Four:

Discussion

DISCUSSION

Bullying behaviour in primary and secondary schools is a well-documented topic and as a result has become an issue of public concern (Olweus, 1993, Rigby, 2002, O'Moore, 2010). Although bullying is not exclusive to schools, researchers found that schools were a natural starting point where they had a "captive" population of young people who could be carefully studied (Rigby, 2002, p. 11).

The aim of this research is to build upon previous research findings in Ireland by examining the experience that students may have of bullying in secondary schools in Dublin, and to identify if there are relationships between bullying behaviour and stress, self-esteem and satisfaction with life. It was predicted that students involved in bullying behaviour would have higher stress levels, lower self-esteem and lower satisfaction with life, it was further predicted that males would be more involved in bullying behaviours than females. One hundred and thirty eight (138) students from 3 secondary schools were surveyed.

Prevalence of bullying

Out of a sample of 138 students (90 female and 48 male) 16.1% of students reported to have been victims of bullying. These findings are very similar to those found in a national study carried out by O'Moore et al. (1997) who found that 16% of secondary school pupils were bullied using a sample size of 20,442. While the results from this research imply that the majority of students do not believe themselves to be a victim of bullying, there is evidence to suggest that females in particular tend to under-report (O'Moore et al., 1997).

Of the students who were bullied, 19.8% said "I was called mean names, made fun of, or teased in a hurtful way", and 19.7% said "Other students told lies or spread false rumours about me and tried to make others dislike me". Note that these percentages are higher than those students who said that they were bullied (16.1%). This might imply that some students

do not recognise this form of behaviour as bullying. These forms of bullying are indirect, which according to researchers such as Olweus (1993) and O'Moore et al. (1997) females are more exposed to. It is interesting that in the Olweus (1996) bully-victim questionnaire 40% of students reported that "I like school" and only 7.1% stated that "I dislike school very much". It is of importance to note that this research contains a higher percentage of females (n=90 to males (n=48).

Types of bullying

Previous research conducted by O'Moore et al. (1997) found that "general name calling" was the main form of bullying with students in secondary schools (p. 260). This research supports O'Moore et al. (1997) findings, see Figure 2 above. Victims (19.8%) and bullies (7.2%) state that the most predominant form of bullying is "calling mean names, made fun of, or teased in a hurtful way". As mentioned earlier, physical harm is one of the three elements to bullying (Wurf, 2012), of the 138 students surveyed 3.6% of victims and 0.7% of bullies described being "hit, kicked, pushed, shoved around, or locked indoors". It is of importance to note that only two of these students consider this form of behaviour as bullying.

Bystander

This research also investigated the role of the bystander. As mentioned earlier the bystander plays a significant part in that they have the power to impact the outcome of the bullying behaviour (Barhight et al., 2013). In this research 37.8% of students said "I don't do anything, but I think I ought to help the bullied student", while 2.2% said "I just watch what goes on". This is a clear demonstration of the "bystander effect" which states that "people are unlikely to help a person in need if there is a diffusion of responsibility among observers"

(Gazzaniga & Heatherton, 2005, p. 610). This statement implies that a person is less likely to help if other bystanders are around, therefore inadvertently, reinforcing the behaviour, in this case bullying.

Psychological correlates of bullying

Following an examination of the correlations conducted on the scales and bullying behaviour, various relationships were established. There was a moderately positive relationship between victims and perceived stress, a moderately negative relationship between victims and self-esteem and a moderately negative relationship between victims and satisfaction with life. These results demonstrate that victims of bullying behaviour experience higher levels of stress, lower self-esteem and lower satisfaction with life. All are significantly strong correlations at a level of 0.01. The results support the first three hypotheses. There was a moderately negative relationship between bullies and perceived stress. This implies that bullying and stress are not correlated. There was no significant relationship between bullying and self-esteem or for bullying and satisfaction with life. Therefore the null hypotheses would be accepted for all three of these tests. These results support many of the findings in previous studies, such as research carried out by Barhight (2013), O'Moore (2010) and Thompson, Arora & Sharp (2002) who all describe the negative outcomes and damaging effects that bullying has on its victims such as; high stress levels, low-self esteem and a negative impact on life satisfaction.

One-way Anova's were carried out to examine the difference in the means of victims who display lower self-esteem and higher levels of stress compared with bullies and bystanders. There was a significant difference in the results which showed that victims scored significantly lower in self-esteem and higher levels of stress compared to bullies and bystanders. The results support the hypotheses that victims will display significantly lower

self-esteem compared to bullies and bystanders and that victims will display higher levels of stress compared to bullies and bystanders. These results support findings from a nationwide study conducted by O'Moore et al. (1997) and Olweus (1994). Finally, Independent samples t-tests were carried out to determine the difference between male and female victimisation and bullying. Females were found to have higher victimisation scores than males, therefore the hypotheses that predicted that males would have higher scores was rejected. However males were found to have significantly higher bullying behaviour scores than females. As previously noted the sample size of females in this research, are far greater than males.

Conclusion

As previously mentioned, the bystander plays a significant role in bullying behaviour. Some of the reasons stated for not helping are the fear that they may be drawn into bullying because of peer pressure or the fear of rejection by their peer group (O'Moore, 2010, p. 85). This fear needs to be addressed in a positive manner in schools, otherwise reinforcement of the bullying behaviour may occur (Barhight et al., 2013; Olweus 2000, as cited by Smith 2004, p. 99). Therefore, in order for any real change to occur in the prevention of bullying behaviour it is of utmost importance that more effective education for both staff and students takes place in the area of bullying roles. An interesting finding from this research was that the percentage of students who said that they were a victim of bullying was far lower than student who said that they were called mean names, or that other student told lies or spread false rumours about them. This implies that the definition of bullying is not clear to students and this also needs to be addressed in schools. Indirect forms of bullying are considered to be the most prevalent form of bullying in this research. Although it is recognised in the definition and by researchers (Olweus, 1993, 2011; O'Moore, 2010, 2012; Raskauskas & Stolz, 2007, Wurf, 2012) that the three essential elements of bullying are; repetition, power

imbalance and physical harm, it is clear that verbal and relational & social forms of bullying play a critical role. Also, indirect forms of bullying have the potential to lead onto more direct forms of bullying.

This study has several limitations. First to note is the sample size, although it was moderate at 138, there was a significance disparity between males and females as data from one of the male schools unfortunately arrived too late to incorporate into this research. Another limitation is that the three schools involved in the research are from the same area. This research did not explore the influences of cyber-bullying, which is becoming more prevalent and would be an important area for further research. However, despite these limitations the research has produced useful findings as outlined above.

Academically this research adds to the existing literature on bullying in Ireland by examining the psychological correlates of bullying such as, stress, self-esteem and satisfaction with life, among second level students in south Dublin.

Finally, it was pleasing to discover that this research will have a real world application as one of the schools requested to use the questionnaire to address bullying throughout the whole of their school.

References

REFERENCES

Barhight, L.R., Hubbard, J.A., & Hyde, C.T. (2013). Children's physiological and emotional reactions to witnessing bullying predict bystander intervention. *Child Development, 84*(1), 375-390.

Baron, R.A., Branscombe, N.R., & Byrne, D. (2009). Aggression: Its Nature, Causes, and Control. In S. Hartman (ed). *Social Psychology* (pp.337-375). Boston: Pearson International Edition.

Baron, R.A., Branscombe, N.R., & Byrne, D. (2009). Social Psychology: Applying its principles to law, health and business. In S. Hartman (ed). *Social Psychology* (pp. 416-457). Boston: Pearson International Edition.

Berger, K. (2005). The School Years: Psychosocial Development. In J. Bayne (ed.) *The Developing Person: Throughout the Life Span*. (pp.313-336). New York: Worth Publishers.

Beran, T. (2012) Bullying: What are the Differences between Boys and Girls? Retrieved 26 January 2014, from http://www.education.com/reference/article/Ref_Bullying_Differences/

Bosworth, K., Espelage, D.L., Simon, T.R. (1999). Factors associated with bullying behaviour in middle school students. *Journal of Early Adolescence, 19*(3), 341-362.

Burton, K., Florell, D., & Wygant, D.B., (2013). The role of peer attachment and normative beliefs about aggression on traditional bullying and cyberbullying. *Psychology in the schools, 50*(2), 103-115.

Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behaviour, 24*, 385-96.

Cohen, A.L. (2008). Bullying. *Research Starters Education (Online Edition)*.

Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment, 49*, 71-75.

Egan, S.K., & Perry, D.G. (1998). Does Low Self-Regard Invite Victimization? *Developmental Psychology, 34*(2), 299-309.

Elliott, M. (2002). Bullies and victims. In M. Elliott (ed). *Bullying: A practical guide to coping for schools* (pp.1-11). London: Pearson Education Limited.

Ertureten, A., Cemalcilar, Z., & Aycan, Z. (2013). The Relationship of Downward Mobbing with Leadership Style and Organizational Attitudes. *Journal of Business Ethics, 116*(1), 205-216

Espelage, D.L., Bosworth, K., & Simon, T.R. (2000). Examining the social context of Bullying Behaviours in Early Adolescence. *Journal of Counseling & Development, 78*(3), 326.

Espelage, D.L., & Swearer, S.M (2011). Bully Busters. In D.L. Espelage & S.M Swearer (eds). *Bullying in North America Schools* (pp. 227-240). Oxon: Routledge.

Figueiredo-ferraz, H., Gil-monte, P.R., Grau-alberola, E., Llorcan-pellicer, M., & Garcia-juesas, J.A. (2012). Influence of Some Psychosocial Factors on Mobbing and its Consequences Among Employees working with People with Intellectual Disabilities. *Journal of Applied Research In Intellectual Disabilities*, 25(5), 455-463.

Gazzaniga, M.S., and Heatherton, T.F (2005). Social Psychology: Chapter 15. In J. Durbin (ed.) *Psychological Science, 2nd edition* (pp. 607 – 657). New York: W.W. Norton & Company

Gianluca, G and Pozzoli T. (2009). Association between bullying and psychosomatic problems: A Meta-analysis. *Paediatrics* 123(3): 1059-1065

Green, J., Felix, E.D., Sharekey, J.D., Furlong, M.J., & Kras, J.E. (2013). Identifying bully victims: Definitional versus behavioural approaches. *Psychological Assessment*, 25(2), 651-657.

Kaltialo-Heino, R., Rimpelo, M., Martunen, M., Rimpela, A., and Rantaneau, P. (1999). Bullying, Depression and Suicidal Ideation in Finnish Adolescents: School Survey. *British Medical Journal*, Vol. 319 (1999), pp. 348-351.

Minister for Education and Skills (2013). *Action plan on bullying*. Retrieved 20 January 2014, from <http://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf>

Moore, M., Huebner, E.S., Hills, K.J. (2011). Electronic Bullying and Victimization and Life Satisfaction in Middle School Students. *Soc Indic Res*, 107, 429-447.

National Office for Suicide Prevention (2012) Annual Report 2011 Dublin: Health Service Executive. P.53

Olweus, D. (1993). *Bullying at school: What We Know and What We Can Do*. Oxford: Blackwell Publishers.

Olweus, D. (2001). Bullying at School: tackling the problem. *OECD Observer*, (225), 24.

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, 60(6), 12.

Olweus, D. (2006). *Questionnaire on Bullying for Students*. Department of Psychology, University of Bergen.

Olweus, D. (2011). Bullying at school and later criminality: Findings from three Swedish community samples of males. *Criminal Behaviour and Mental Health*, 21(2), 151-156.

Olweus, D., & Limber, S.P. (2010). Bullying in School: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, 80(1), 124-134.

O'Moore, M. (2010). School Bullying: Definitions and the forms it takes. In B.Croatto (ed.) *Understanding School Bullying: A guide for parents and teachers*. (pp. 23-45). Dublin: Veritas Publications.

O'Moore, M. (2012). Cyber-bullying: the situation in Ireland. *Pastoral Care in Education*, 30(3), 209-223.

O'Moore, A.M., Kirkham, C., (2001). Self-Esteem and its Relationship to Bullying Behaviour. *Aggressive Behaviour*, 4, 269-283.

O'Moore, A.M., Kirkham, C., & Smith, M. (1997). Bullying in Schools in Ireland: A nationwide study. *The Irish Journal of Psychology*, 18, (2) 141-169.

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, Ed., Vliek, M. (2009). Health Psychology: Adjusting to life. In R. Hale & H. Cooper (eds). *Psychology: The science of mind and behaviour* (pp. 719-773). Berkshire: McGrath-Hill Higher Education.

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, Ed., Vliek, M. (2009). Personality. In R. Hale & H. Cooper (eds). *Psychology: The science of mind and behaviour* (pp. 659-718). Berkshire: McGrath-Hill Higher Education.

Passer, M., Smith, R., Holt, N., Bremner, A., Sutherland, Ed., Vliek, M. (2009). Health Psychology: Adjusting to life. In R. Hale & H. Cooper (eds). *Psychology: The science of mind and behaviour* (pp. 719-773). Berkshire: McGrath-Hill Higher Education.

Pavot, W., Diener, E., (1993). Review of the Satisfaction With Life Scale. *American Psychological Association, Inc.* 5 (2), 164-172

Poteat, V., O'Dwyer, L.M., & Mereish, E.H., (2012). Changes in how students use and are called homophobic epithets overtime: Patterns predicted by gender, bullying and victimisation status. *Journal of educational psychology*, 104(2), 393-406.

Raskauskas, J., & Stoltz, A. D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43(3), 564-575.

Randall, P. (1996). Schools are not to blame. In BPC Wheatons (ed.). *A community approach to bullying* In (pp.18-25). London: Trentham Books Limited.

Rigby, K (2008). The nature of bullying. In K, Rigby (ed). *Children and Bullying: How parents and educators can reduce bullying at school.* (pp. 21-30). Oxford: Blackwell Publishing.

Rigby, K., & Slee, P. T. (1991). Bullying among Australian school children: Reported behaviour and attitudes toward victims. *Journal of Social Psychology*, 131(5), 615-627.

Roland, E. (1989). Bullying in schools. *Bullying: The Scandinavian Research Tradition*. In D.P. Tattum & D.A. Lane (eds). London: Trentham Books

Roland, E. (2002). Aggression, depression, and bullying others. *Aggressive Behaviour* 28, (3) 198-206.

Rosenberg, M. (1965). Self-esteem questionnaire

Rosenberg, M. (1989). *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

Sesar, K., Barisic, M., Pandza, M., & Dodaj, A. (2012). The relationship between difficulties in psychological adjustment in young adulthood and exposure to bullying behaviour in childhood and adolescence. *Acta Medica Academica*, 41(2), 131-144.

Smith, P.K. (2004). Bulling: Recent Developments . *Child & Adolescent Mental Health*, 9(3), 98-103.

Smith, P.K., Morita, Y., Junger-Tas, J., Olweus, D., Catalona, R., & Slee, P. (1999). Ireland, Brendan Byrne. In P.K. Smith, Y.Morita, J. Junger-Tas, D.Olweus, R. Catalona and P. Slee (eds). *The Nature of School Bullying: A cross national perspective* (pp.112-127). London: Routledge.

Solberg, M.E., Olweus, D., & Endresen, I.M. (2007). Bullies and victims at school: Are they the same pupils? *British Journal of Education Psychology*, 77(2), 441-464.

Swearer, S.M., Song, S.Y., Cary, P., Eagle, J.W., & Mickelson, W.T. (2001). Psychosocial correlates in bullying and victimization: The relationship between depression, anxiety, and bully/victim Status. *Journal of Emotional Abuse*, 2(2/3), 95-121.

Thompson, D., Arora, T & Sharp, S (2002). Understanding Bullying. In P. Blatchford (ed.). *Bullying. Effective strategies for long-term improvement.* (pp15-89). London: RoutledgeFalmer.

Wurf, G. (2012). High School Anti-Bullying Interventions: An evaluation of curriculum approaches and the method of shared concern in four Hong Kong International Schools. *Australian Journal of Guidance & Counselling*, 22(1), 139-149.

Appendices

Appendix 1

Principal Consent Form

Research Topic: “The Psychological correlates of Bullying among second-level students in Dublin”.

Researcher: Nicola Byrne E-mail:
Supervisor: Dr. Lucie Corcoran E-mail:

Dear Ms Maher,

My name is Nicola Byrne and I am a final year psychology student at the Dublin Business School (DBS). As part of my final year of study, I am required to complete an independent research project. For my research project I am interested in finding out how common/widespread bullying is across mixed or single sex schools within the Dublin area, and identifying the relationship that bullying has, if any, on stress, self-esteem and life satisfaction, among second-level students.

Your students are invited to be a part of the research study “The Psychological correlates of Bullying among second-level students in Dublin”. I would like to seek your consent for your students to participate in my research study.

Participation is completely voluntary. Your students do not have to participate in the research and they may withdraw at any time. Furthermore their anonymity will be protected as no names will be recorded. The data will be stored safely and nobody will have access to it other than myself. At no point will any student be identifiable and no school will be named in any thesis or publication. In addition, students will be provided with contact information for support services such as ChildLine, upon completion of the research.

The questionnaire will take approximately 20 minutes. Although there is the possibility that participation could cause distress to some students, the questionnaires have been widely used in international research.

The questionnaire will examine the following:

- Experiences of traditional bullying;
- Stress, self-esteem and satisfaction with life;
- Behaviour when they witness bullying (bystander behaviour).

The responses gathered from the questionnaire will help provide more of an understanding about bullying that may be taking place in schools, it will also help to create a greater awareness and understanding of bullying and promote ways by which bullying behaviour could be prevented or reduced. This study aims to build on the current research on bullying in Ireland.

This research has been approved by the Ethics Committee in the Dublin Business School.

For this study we require only principal and student consent. Students will provide consent by ticking a box at the beginning of the questionnaire.

If you have any questions please contact Nicola Byrne by email at

Thank you very much for supporting this research study.

Consent

I declare that I have read and understood the above information sheet. I also give permission for my students to be involved in the Research Project.

Principal's Name: _____

Signature: _____ Date: _____

Please give each student a questionnaire and a sheet with contact details before reading out the instructions below.

Instructions for students

This questionnaire will ask you about bullying in your school, including your own experience or involvement and/or seeing others involved in bullying. You will be asked questions about how you feel about yourself and your life during the last while.

Dr. Dan Olweus of Norway, is a pioneer in the field of bullying prevention, he has come up with a definition of bullying:

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself”.

Your participation in this research is optional and you may stop at any time. The questionnaire is anonymous, so please do not write your name on it so that your anonymity will be protected. This means that your answers will not be shared with your teachers, principal or parents and your name will not appear anywhere in the research.

You do not have to answer the questionnaire if you do not wish to.

It is important to remember that traditional bullying refers to intentionally hurting or upsetting someone. It does not refer to playful banter with friends.

Many of the questions will offer a number of possible answers. In this case you should tick the box beside the answer you want to choose. If there is anything that you are not sure about, please feel free to ask your guidance counsellor.

Please read each question carefully.

The sheet with contact details, at the end of the questionnaire, is for you to keep.

Thank you for your participation.

Nicola Byrne

Contact details for support services

Should you require assistance or support the following organisations can be of help.

Childline:

Contact Childline anytime - calls are free and confidential, 24 hours a day

Telephone: 1800 66 66 66

Or Text Talk to: 50101

<https://www.childline.ie/>

Anti-Bullying Centre:

<https://www4.dcu.ie/abc/index.shtml>

ReachOut.com

<http://au.reachout.com/Emergency-Help>

Questionnaire

Researcher: Nicola Byrne
 Supervisor: Dr. Lucie Corcoran

You will find questions in this questionnaire about your life in school, experience of bullying and how you feel about yourself and your life during the last while. You will also be asked for your opinion as a witness to bullying. There are several answers next to each question. Answer each question by ticking the box or circling one of the options, if you tick the wrong answer or circle the wrong number you can change your answer by placing an **X** through the wrong one.

It is important that you answer carefully and tell how you really feel. Sometimes it is hard to decide what to answer, but just try to give your best answer, there is no right or wrong answer. If you have any questions, please raise your hand.

Most of the questions are about **your life in school in the past couple of months**. So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now**.

Your participation in this research is optional and you may stop at any time.

Please tick the box to indicate that you give your consent to take part in this study?

1. What is your gender?

- Female
 Male

2. What is your age?

3. What is your nationality?

- Irish
 other nationality

If other nationality, please write where: _____

4. How do you like school?

- I dislike school very much
 I dislike school
 I neither like nor dislike school
 I like school
 I like school very much

5. How many good friends do you have in your class(es)

- None
- I have 1 good friend in my class(es)
- I have 2 or 3 good friends
- I have 4 or 5 good friends
- I have 6 or more good friends

Here are some questions about being bullied by other students. First I will define or explain the word bullying. We say **a student is being bullied when another student, or several other students:**

- say mean or hurtful things or make fun of him or her or call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her
- and other hurtful things like that

When we talk about bullying, these things happen **repeatedly**, and it is **difficult for the student being bullied to defend himself or herself**. We also call it bullying, when a student is teased repeatedly in a mean and hurtful way.

But we **don't call it bullying** when the teasing is done in a friendly and playful way. Also, it is **not bullying** when two students of about equal strength or power argue or fight.

Have you been bullied at school in the past couple of months? Circle one of the following options in questions 6 – 15 below:

- 0 it hasn't happened to me in the past couple of months
- 1 only once or twice
- 2 2 or 3 times a month
- 3 about once a week
- 4 several times a week

6.	How often have you been bullied at school in the past couple of months?	0	1	2	3	4
7.	I was called mean names, made fun of, or teased in a hurtful way	0	1	2	3	4
8.	Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	0	1	2	3	4
9.	I was hit, kicked, pushed, shoved around, or locked indoors	0	1	2	3	4
10.	Other students told lies or spread false rumours about me and tried to make others dislike me	0	1	2	3	4
11.	I had money or other things taken away from me or damaged	0	1	2	3	4

12.	I was threatened or forced to do things I didn't want to do	0	1	2	3	4
13.	I was bullied with mean names or comments about my race or color	0	1	2	3	4
14.	I was bullied with mean names, comments, or gestures with a sexual meaning	0	1	2	3	4
15.	I was bullied with mean or hurtful messages, calls or pictures, or in other ways on mobile phones or over the Internet (computer). (Please remember that it is not bullying when it is done in a friendly and playful way).	0	1	2	3	4

15b. In case you were bullied on your mobile phone or over the Internet, how was it done?

- only on the mobile phone
- only over the Internet
- in both ways

Please describe in what way:

16. Have you been bullied by **boys or girls**?

- I haven't been bullied at school
- mainly by 1 girl
- by several girls
- mainly by 1 boy
- by several boys
- by both boys and girls

17. **How long** has the bullying lasted?

- I haven't been bullied at school
- 1 or 2 weeks
- about 1 month
- about 6 months
- about 1 year
- several years

18. **Where** have you been bullied? (You may tick more than one box)

- I haven't been bullied at school
- playground/athletic field (during lunch or break time)
- in the hallways/stairwells
- in the classroom
- in the bathroom
- in the gym locker room/shower
- in the lunch room
- on the way to or from school
- Somewhere else in school

In the case of somewhere else, please write where:

19. How often do **other students** try to put a stop to it when a student is being bullied at school?

- almost never
 once in a while
 sometimes
 often
 almost always

20. When you see a student your age being bullied at school, what do you **feel or think**?

- that it's probably what he or she deserves
 I don't feel much
 I feel a bit sorry for him or her
 I feel sorry for him or her and want to help him or her

Have you bullied another student(s) at school in the past couple of months in one or more of the following ways? Circle one of the following options in questions 21 – 31 below.

- 0 it hasn't happened in the past couple of months
 1 it happened once or twice
 2 2 or 3 times a month
 3 about once a week
 4 several times a week

21.	How often have you taken part in bullying another student(s) at school in the past couple of months?	0	1	2	3	4
22.	I called another student(s) mean names, made fun of or teased him or her in a hurtful way	0	1	2	3	4
23.	I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her	0	1	2	3	4
24.	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	0	1	2	3	4
25.	I spread false rumours about him or her and tried to make others dislike him or her	0	1	2	3	4
26.	I took money or other things from him or her or damaged his or her belongings	0	1	2	3	4
27.	I threatened or forced him or her to do things he or she didn't want to do	0	1	2	3	4
28.	I bullied him or her with mean names or comments about his or her race or color	0	1	2	3	4
29.	I bullied him or her with mean names, comments, or gestures with a sexual meaning	0	1	2	3	4
30.	I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on a mobile phone or over the Internet (computer)	0	1	2	3	4

30b. In case you bullied another student(s) on your mobile phone or over the Internet (computer), how was it done?

- only on the mobile phone
- only over the Internet
- in both ways

Please describe in what way:

31. Do you think you could join in bullying a student whom you didn't like?

- yes
- yes, maybe
- I don't know
- no, I don't think so
- no
- definitely no

32. How do you **usually react** if you see or understand that a student is being bullied by other students?

- I have never noticed that students my age have been bullied
- I take part in the bullying
- I don't do anything, but I think the bullying is OK
- I just watch what goes on
- I don't do anything, but I think I ought to help the bullied student
- I try to help the bullied student in one way or another

33. How often are you **afraid of being bullied** by other students in your school?

- never
- seldom
- sometimes
- fairly often
- often
- very often

Questions 34 – 43, will ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. For each question circle one of the following options:

- 0 never
- 1 almost never
- 2 sometimes
- 3 fairly often
- 4 very often

--	--	--	--	--	--

34.	In the last month, how often have you been upset because of something that happened unexpectedly?	0	1	2	3	4
35.	In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
36.	In the last month, how often have you felt nervous and stressed?	0	1	2	3	4
37.	In the last month, how often have you felt confident about your ability to handle your personal problems?	0	1	2	3	4
38.	In the last month, how often have you felt that things were going your way?	0	1	2	3	4
39.	In the last month, how often have you found that you could not cope with all the things you had to do?	0	1	2	3	4
40.	In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
41.	In the last month, how often have you felt that you were on top of things?	0	1	2	3	4
42.	In the last month, how often have you been angered because of things that happened that were outside of your control?	0	1	2	3	4
43.	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

Below is a list of statements dealing with your general feelings about yourself. Circle one in questions 44 – 53 below.

If you *strongly agree* with the statement circle SA
 If you *agree* with the statement circle A
 If you *disagree* with the statement circle D
 If you *strongly disagree* with the statement circle SD

44.	On the whole, I am satisfied with myself	SA	A	D	SD
45.	At times, I think I am no good at all	SA	A	D	SD
46.	I feel that I have a number of good qualities	SA	A	D	SD
47.	I am able to do things as well as most other people	SA	A	D	SD
48.	I feel I do not have much to be proud of	SA	A	D	SD

49.	I certainly feel useless at times	SA	A	D	SD
50.	I feel that I'm a person of worth, at least on an equal plane with others	SA	A	D	SD
51.	I wish I could have more respect for myself	SA	A	D	SD
52.	All in all, I am inclined to feel that I am a failure	SA	A	D	SD
53.	I take a positive attitude toward myself	SA	A	D	SD

Below are five statements that you may agree or disagree with. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 Strongly agree
- 6 Agree
- 5 Slightly agree
- 4 Neither agree nor disagree
- 3 Slightly disagree
- 2 Disagree
- 1 Strongly disagree

___ In most ways my life is close to my ideal

___ The conditions of my life are excellent

___ I am satisfied with my life

___ So far I have gotten the important things I want in life

___ If I could live my life over, I would change almost nothing

Thank you for helping me with my research.

Instructions

The questions in this scale ask you about your feelings and thoughts during the last month.

In each case, you will be asked to indicate how often you felt or thought a certain way.

For each question circle one of the following options :

0 = **never** 1 = **almost never** 2 = **sometimes** 3 = **fairly often** 4 = **very**

		0 = never	1 = almost never	2 = sometimes	3 = fairly often	4 = very
1	In the last month, how often have you been upset because of something that happened unexpectedly?	0	1	2	3	4
2	In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
3	In the last month, how often have you felt nervous and stressed?	0	1	2	3	4
4	In the last month, how often have you felt confident about your ability to handle your personal problems?	0	1	2	3	4
5	In the last month, how often have you felt that things were going your way?	0	1	2	3	4
6	In the last month, how often have you found that you could not cope with all the things you had to do?	0	1	2	3	4
7	In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
8	In the last month, how often have you felt that you were on top of things?	0	1	2	3	4
9	In the last month, how often have you been angered because of things that happened that were outside of your control?	0	1	2	3	4
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

often

Scoring.

Reverse the scores for the positively worded items (4, 5, 7 & 8) eg 0=4, 1=3, 2=2,3=1,4=0.

Add the reversed scores together with the original scores for the remaining items (1, 2, 3, 6, 9 & 10).

The higher the overall total score the greater the amount of perceived stress the person is experiencing.

References

COHEN, S., KAMARCK, T. and MERMELSTEIN, R. (1983). 'A global measure of perceived stress', *Journal of Health and Social Behavior*, 24, 385-96.

Appendix 6

Below is a list of statements dealing with your general feelings about yourself.

If you *strongly agree* with the statement circle **SA**.

If you *agree* with the statement circle **A**.

If you *disagree* with the statement circle **D**.

If you *strongly disagree* with the statement circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.	SA	A	D	SD
6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.	I wish I could have more respect for myself.	SA	A	D	SD
9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Scoring.

Items 1,3,4,7 & 10 are scored : SA=3, A=2, D=1, SD=0.

Items 2, 5, 6, 8 & 9 are reverse scored : SA=0, A=1, D=2, SD=3.

Sum the scores for the 10 items. The higher the overall total, the greater the self esteem.

References

Rosenberg, Morris. 1989. *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

Further Reading

<http://www.bsos.umd.edu/socy/research/rosenberg.htm>

Appendix 7

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

____ In most ways my life is close to my ideal.

____ The conditions of my life are excellent.

____ I am satisfied with my life.

____ So far I have gotten the important things I want in life.

____ If I could live my life over, I would change almost nothing.

Scoring

Add the scores together from the 5 items for an overall total. Higher scores indicate greater degree of satisfaction with life. The authors have used the following cutoffs to rank the categories of satisfaction with life -

- 31 - 35 Extremely satisfied
- 26 - 30 Satisfied
- 21 - 25 Slightly satisfied
- 20 Neutral
- 15 - 19 Slightly dissatisfied
- 10 - 14 Dissatisfied
- 5 - 9 Extremely dissatisfied

Understanding SWLS scores :

<http://internal.psychology.illinois.edu/~ediener/Documents/Understanding%20SWLS%20Scores.pdf>

Reference

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

Appendix 8

Copyright: Dan Olweus 1996 - 2006

BVP-Olweus

Questionnaire on bullying for students

Name of school : _____
Grade and classroom: _____ date: _____

You will find questions in this booklet about your life in school. There are several answers next to each question. Answer the question by marking an X in the box next to the answer that best describes how you feel about school. If you really dislike school, mark an X in the box next to "I dislike school very much". If you really like school, put an X in the box next to "I like school very much", and so on. Only mark **one of the boxes**. Try to keep the mark inside of the box.

Now put an X in the box next to the answer that best describes how you feel about school.

1	How do you like school ?	<input type="checkbox"/> I dislike school very much
		<input type="checkbox"/> I dislike school
		<input type="checkbox"/> I neither like nor dislike school
		<input type="checkbox"/> I like school
		<input type="checkbox"/> I like school very much

If you **mark the wrong box**, you can change your answer like this: Make the wrong box completely black: . Then put an X in the box where you want your answer to be .

Don't put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from start of school after summer/winter holiday vacation until now**. So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now**.

2	Are you a boy or a girl ?	<input type="checkbox"/> girl
		<input type="checkbox"/> boy

3	How many good friends do you have in your class(es)	<input type="checkbox"/> none
		<input type="checkbox"/> I have 1 good friend in my class(es)
		<input type="checkbox"/> I have 2 or 3 good friends
		<input type="checkbox"/> I have 4 or 5 good friends
		<input type="checkbox"/> I have 6 or more good friends in my class(es)