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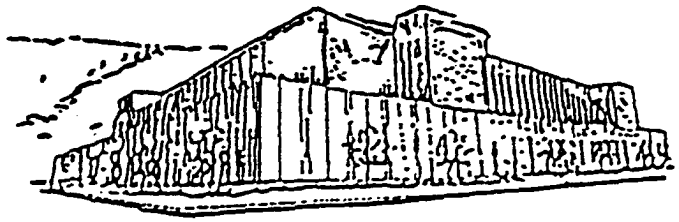
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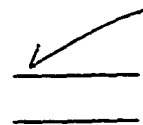
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BULLYING IN MONTANA'S K-8 SCHOOLS

by

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for the degree of

Doctor of Education

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May 1999

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Long thought of by adults to be a transient problem of childhood and “just a part of growing up,” bullying is the form of violence that is seen most often in schools and is least recognized by adults. Its effects on the victim and the bully as well are both immediate and long-lasting.

Through survey research this study examined the extent to which students are victimized by bullies in eight Montana schools. These schools ranged in size from a rural K-8 school of fewer than seventy-five students to a metropolitan middle school of over 1,000 students.

Using judgmental sampling, eight schools were selected to participate in the study. A survey instrument consisting of thirty-one multiple choice items was administered on site by three researchers. Two hundred and eighty-one respondents in grades two through eight were asked several questions which were designed to measure specific kinds of bullying and victimization. Still other questions asked respondents to admit to bullying behaviors.

In several categories the study found high levels of victimization in the subject schools. For example, as many as 36% of the students surveyed said they were either bullies or victims when asked about repeated and hurtful name calling and teasing. Rates of victimization and bullying by exclusion was found to be 19%, while physical bullying stood at 11%.

To examine whether or not the size of the school had any effect on the degree to which bullying occurred, the study compared the smallest to the largest school. Using the Mann-Whitney U-test and an alpha level of .05, the study found statistical significance in the difference between these schools in three of the categories measured. Bully/victim problems in these three categories were found to be worse in the small school.

The findings of this study have some broad implications, not only for further study, but for everyday, practical use for teachers, administrators, and other school personnel.

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CHAPTER I

THE STATEMENT OF THE PROBLEM

Introduction

In a Pearl, Mississippi, high school, Luke Woodham allegedly killed two students and wounded seven others. "I am not insane. I am angry," Luke later wrote. "I killed because people like me are mistreated every day." Luke was a chubby kid who was constantly picked on and ridiculed (Witkin, Tharp, Schrof, Toch, and Scattarella, 1998).

In a Springfield, Oregon, high school cafeteria Kip Kinkel pulled a rifle from under his trench coat and fired in excess of fifty rounds into the lunch hour crowd of students. Two boys died and twenty-three others were wounded. Kinkel was angry about being teased by older students (Witkin, et. al., 1998).

On a Butte, Montana, elementary school playground eleven-year-old Jeremy Bullock was mistakenly shot and killed by James Osmanson, a ten-year-old schoolmate who brought a gun to school to stop continual verbal and physical harassment by another student (K. Stetzner; personal communication, July 21, 1998).

Statement of the Problem

Much has been written about violence in America's schools; a shooting in a school always gets national media attention. Yet bullying, the form of violence that affects most children, goes mostly unrecognized by adults. Often thought of by adults as a "rite of passage," bullying may be the most prevalent form of violence in schools today. It is also the form of school violence that affects the greatest number of students (Batsche and Knoff, 1994). In schools, the very place where children should feel safe, a significant number of children are afraid through much of the day, much of the year, and

in some cases through much of their school careers. Parents, teachers, school officials, and other students all too often stand by while children are regularly degraded, humiliated, ridiculed, and beaten (Barone, 1995). Unchecked, bullying and victimization at school have adverse effects not only on the victims, but on the bullies themselves. Additionally, the school becomes a stressful and unwelcoming place filled with tension and fear (Ross, 1996). With a positive school climate being one predictor of academic success, it stands to reason that students will not flourish in such an atmosphere (Lundt, 1988).

Beyond the obvious pain that victims experience, bullying has farther-reaching societal effects. Research indicates that behaviors, which put teens into the criminal justice system, do not appear spontaneously during the teen years, but rather have their roots much earlier in the child's behavior patterns. Bullying at a young age is a predictor of violent behavior in a youth's later years; it is not a transient problem as commonly, but mistakingly, supposed by adults (Ross, 1996).

With respect to the study of the prevalence of school bullying, national research has not occurred in the United States to the extent that it has in Norway, Sweden, and England. Several studies, however, point to a severe problem in this country. As many as 75% of American students report victimization, and 14% of both boys and girls are estimated to suffer severe trauma from the abuse of bullies (Hazler, Hoover, and Oliver, 1992).

According to a report issued by the National Center for School Safety (1989), the chief school-related concern for students was their fear of being bullied, not their academic success. Both parents and teachers rated bullying as a minor problem, whereas

82% of the students surveyed indicated they had observed instances of bullying and 55% reported having been bullied themselves (Wilczenski, Steegman, Braun, Feely, Griffin, Horowitz, and Olson, 1994).

In a 1984 study by the National Association of Secondary School Principals, it was reported that 25% of the students surveyed stated that one of their most serious concerns was a fear of bullies. A 1993 survey of 63,844 American households, of which 12,829 contained at least one school-aged child, found that 42% of the children had witnessed bullying, 18% were concerned about bullying, and 8% were victims of bullies (Chandler, Nolan, and Davies, 1995).

Purpose of the Study

The purpose of the proposed study is to determine the extent to which bullying exists in Montana's elementary and middle schools. In order to conduct the study, a modified version of a questionnaire developed and copyrighted by Dr. Dan Olweus in 1997 will be used. His permission to use this instrument has been granted (see Appendix A). This survey has been used extensively in research in Norway, Sweden, England, The Netherlands, and Japan.

In rare cases, bullying leads to more extreme violence when victims use weapons to get the redress they can't get anywhere else. Recent shootings in America's high schools are timely reminders. Using information from this study to diminish the occurrences or frequencies of bullying may aid school personnel in reducing violence in schools.

Bullying itself must be considered a form of violence. It is insidious, affecting the everyday lives of victims and bystanders who do not view the school as a very safe place

to be. The documentation provided by this study will give school personnel insights into a serious problem, which has only received token attention.

As schools become safer, their climates will improve. Not only will victims feel more welcome at school, but also the school's nonvictim onlookers will be more comfortable when not in fear that a bully's wrath may turn on them. In turn, student achievement will improve with the improvement of school climate.

Research Questions

In survey projects, restatements of the study's purpose typically take the form of research questions (Creswell, 1994). The research questions for this study are as follows:

1. To what degree does bullying occur in Montana's schools?
2. Where within the school campus does bullying take place?
3. Is there a relationship between the size of the school and the amount of bullying that takes place?
4. Does the type of bullying follow the same gender lines as was found in European studies?
5. How often is bullying reported to adults?
6. Does being bullied cause the victim to avoid school?
7. Do the victims of bullying tend to become isolated, lonely, and friendless?
8. Does being victimized adversely affect academic achievement as measured by students' self-reported grades?

The research question rationale can be found in Appendix H.

Definition of Terms

The definition of bullying is critical to this study. As review of the literature shows, the most commonly accepted definition of bullying was developed by the Scandinavian researcher, Dr. Dan Olweus, and it is his definition that will be used in this study. Three things must be present in order for aggressive behavior to be labeled as bullying: (a) harm is inflicted intentionally; this harm can be physical, emotional, or psychological, ranging from hitting and kicking to threatening and teasing to humiliation and exclusion; (b) this harm is inflicted repeatedly over an extended period of time; one or two isolated incidences of abuse do not constitute bullying; and (c) bullying is an interpersonal relationship characterized by an imbalance of power, in which the bully is always stronger, physically and/or psychologically, than the victim who is incapable of successfully fighting back; it is not bullying, however, when two students of approximately the same strength fight or argue (Olweus, 1994).

Research in Scandinavia shows that school size has no significant effect on the incidences of bullying (Olweus, 1993). However, Nolin, Davies, and Chandler (1996), found that in the United States the size of the school may indeed make a difference, with the incidences of bullying declining as school size decreases. Although this study does not define large and small schools, it will determine if there is a point at which the size of the school has an impact on the incidences of bullying.

Delimitations and Limitations of the Study

This study will be confined to Montana schools and will survey students in grades two through eight. Kindergarten and first grade students will not be surveyed because Dr. Olweus found that they do not adequately understand the questions. The literature

consistently shows that incidences of bullying decline in the high school years, and for that reason only students through the eighth grade will be surveyed. Additionally, this is the age group that was studied in extensive Scandinavian research, and for the purposes of comparison, this study will focus on the same age group.

In that they often deal with a select clientele, private schools will not be included in the study. Since Montana is a rural state with a fairly homogeneous population, results of the study may not necessarily be generalizable for metropolitan areas with a diverse racial and ethnic composition. Implications concerning bullying for racial or ethnic reasons should not be drawn from this study.

Assumptions

This study recognizes the social and cultural differences between the United States and Scandinavia. The characteristics of bullies, however, are similar. This study assumes, for the purposes of comparison, that the two populations are culturally comparable.

Significance of the Study

National research in Norway, Sweden, and England has identified both short- and long-term adverse effects of bullying on both the bully and the victim. Adverse societal effects have also been well documented. For example, bullies have a greater chance of running afoul of the law and being incarcerated than do their non-bullying counterparts (Ross, 1996). Research on bullying in the United States has been sporadic and the problem largely ignored. The first step in addressing a problem is documenting its existence (Olweus, 1993). One of the goals of this study will be to do just that.

In the United States, little research has been done in the area of student victimization by bullies and virtually none has been done in the western part of the country. This study will contribute to the sparse knowledge base that currently exists. The literature shows that effective measures can be taken to reduce the incidences of bullying, and thus the study could improve practice in that the awareness of a problem precedes the implementation of solutions.

CHAPTER II

A REVIEW OF THE LITERATURE

Bullying Defined

An examination of the literature finds that bullying has been defined in several ways. Kikkawa (1987) has reported that “bullying is an aggressive behavior which occurs in most cases on the personal relations among bullies, victims, and bystanders in formal or informal social groups.” Besag (1989) has stated that to fit the definition of bullying, the actions must occur over a prolonged period of time, must involve an imbalance of power, and can be verbal and psychological as well as physical in nature. Greenbaum (1988) has defined bullying as “one or more individuals inflicting physical, verbal, or emotional abuse on another individual or individuals.” Smith (1991) has defined bullying as harassing behavior directed toward weaker members of a group rather than toward individuals able to defend themselves. According to Lane (1989), bullying includes any action or implied action intended to cause fear and distress. Whitney and Smith (1993) have stated that a child is bullied when another child or groups of children say nasty things to him or her. They go on to say that a child is being bullied when he or she is hit, kicked threatened, teased, sent nasty notes, or ostracized from the group. These things happen frequently, and the victim is unable to defend him or herself. Stephanson and Smith (1989) have defined bullying as a form of social interaction in which a more dominant individual, the bully, exhibits aggressive behavior which is intended to cause distress in the less dominant individual, the victim. Askew (1989) has maintained that bullying is a continuum of behavior that involves the attempt to gain power and dominance over another.

All of the above authors acknowledge Dr. Dan Olweus's pioneering research on bullying in Norway and Sweden. Olweus's most recent definition of bullying is the most widely accepted. He states, "a student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 1993). Bullying does not occur, however, when two individuals of the same strength engage in a fight or quarrel. The term "bullying" only applies when there is an imbalance of power (Olweus, 1993; Whitney and Smith, 1993).

Factors at Home which Contribute to Bullying Behavior

Bullies are not born; they are made. They learn their intimidating behavior and coercive style from others, usually parents or other primary caregivers (Ross, 1996). Several factors have been identified in a child's home life that lead to bullying behavior in school.

Children who are the objects of capricious, physical punishment at home are at risk of becoming bullies; victims at home become bullies at school. Parents of bullies are over-punitive at times and lax at other times when dealing with the same types of behaviors on the part of their children (Besag, 1989).

A negative emotional attitude on the part of parents toward their children produces a need for affiliation in these children. Bullies look for victims in order to get the power and control they lack at home (Wilczenski, et al., 1994). This negative emotional attitude toward children in the home increases the risk the children will become aggressive and hostile toward others. A lack of warmth and parental involvement, especially by the mother, has been found by Dr. Olweus (1994) to have a

significant impact on a child's positive attitude toward aggression throughout his or her life.

A permissive or positive attitude toward aggression on the part of one or both parents has also been identified as a factor, which contributes to bullying behaviors in children. If parents are generally tolerant or indifferent toward a child's aggressive behaviors toward siblings, peers, or adults, aggression will not only continue, but will escalate (Olweus, 1994). These parents often positively reinforce aggression and fail to reward more prosocial behaviors. In fact, non-aggressive behavior on the part of their children is often punished (Morton, 1987). Such parents see the use of physical aggression as socially acceptable (Besag, 1989).

Power-dependent relationships in the home contribute to bullying behaviors on by children raised in that environment. A dominant male-submissive female situation, for example, provides a model for bullying that is itself based on a need for power, control, and affiliation (Wilczenski et al., 1994). Young children growing up in a coercive home environment may very well develop into coercive young people (Straus, Gelles, and Steinmetz, 1980).

Characteristics of Bullies

Bullies are impulsive and have a strong need to dominate others. They are quick to start a fight and use force to get their way (Olweus, 1991). Bullies bolster their own self-esteem by degrading, humiliating, and abusing others (Hazler, Hoover, and Oliver, 1991).

Having a positive attitude toward aggression, bullies selectively seek victims who

are physically weaker than themselves (Wilczenski, et al., 1994). In fact, this is one of the distinguishing factors between bullies and other generally aggressive children. Bullies consciously select victims who are physically weaker and thus ill equipped to fight back.

Unlike other aggressive children, bullies are popular with their peers and are usually surrounded by a group of passive bullies, henchmen who usually don't initiate the bullying, but are quick to participate once the bullying begins. In high school a bully's popularity decreases, but seldom reaches the low levels of their victims' popularity (Olweus, 1991).

Contrary to popular opinion, bullies have little anxiety and do not suffer from low self-esteem (Olweus, 1984). They do, however, lack prosocial behavior; they do not know how to relate to others. Lacking empathy, they do not understand the feelings of others and thus deny their suffering (Hara, Estroff, and Marano, 1995). Those who bully, do it consistently. Their aggression starts at an early age, peaks in the middle grades, and tends to diminish during their high school years.

Gender Differences Among Bullies

The aggression of girls has been underestimated and largely overlooked because it takes a different form (Hara, et al., 1995). Less is known about typical characteristics of girls who bully (Olweus, 1993). Yet, the findings of worldwide research consistently point to some significant gender differences among bullies. A higher incidence of bullying occurs among boys than among girls. Although figures have recently been disputed, studies have shown bullying among boys to be two to three times higher than among girls (Ahmed and Smith, 1994; Olweus, 1985; Roland, 1980; Lowenstein, 1977).

Girls use a subtler means of harassment. The power motive is more prevalent among boy bullies, whereas the need for affiliation is more significant among girls (Lane, 1989; O'Moore, 1988). Boys tend to bully by physical assault; girls use exclusion (Roland, 1989). Other subtle means of harassment used by girls are slandering, the spreading of rumors, and the manipulation of friendships. Although boys sometimes use these forms of harassment, they are much more common among girls (Olweus, 1994). These actions by girls, although psychological in nature, still constitute harassment and aggression because they are meant to cause harm (Galen and Underwood, 1997).

Olweus (1987) has found that boys will bully both boys and girls of their own age or younger. Girls, on the other hand, almost exclusively bully other girls in their own age group.

Victims

Being a victim is also a learned behavior. A child may learn helplessness at home when there is no escape from adult or sibling abuse (Bennett, 1990). Many victims have close relationships with their parents and tend to come from overprotective families. They get no practice in handling conflict; the overprotection from home, especially by their mothers, keeps them from learning the skills necessary to avoid exploitation by others (Hara, et al., 1995; Batsche and Knoff, 1994). Victims have poor social skills and have a negative view of themselves and their situation, looking upon themselves as failures. They also have low self-esteem, feeling stupid, ashamed, and unattractive. They are lonely and abandoned at school where they may not have a single good friend (Olweus, 1994).

Passive Victims

The largest and most common group of victims is the passive victims. They are anxious and insecure, not provoking attacks and not defending themselves when attacked (Olweus, 1978). Some characteristics found in this group include low self-esteem, social isolation, and physical weakness (Gilmartin, 1987; Kaufman, 1985). Interestingly enough, physical deviations such as obesity do not account for the fact that some children are bullied. The only significant physical characteristic that distinguished victims from the rest of the student population was physical weakness (Olweus, 1978). Their entire demeanor signals to potential bullies they would be unlikely to retaliate if attacked.

Provocative Victims

Provocative victims intentionally provoke the antagonism of others. In the overall group of victims, Olweus (1978) found that about one seventh fit into this category. These children would be at risk even if they were not bullied, and in extreme cases may be in need of professional help (Besag, 1989). Provocative victims may be hot-tempered and attempt to fight back, but are usually ineffective in doing so. They will retaliate when attacked, but are not adept enough to win. In a bully/victim situation, retaliation always escalates the situation (Wilczenski, et al., 1994).

Other Types of Victims

Colluding victims are those individuals who take the role of victim to gain acceptance (Olweus, 1978). Called “willing victims” by Wolfson (1989), they accept the role of victim to get attention from bystanders. These victims may be the class clown or join in disruptive behavior to safely be included in the group (Besag, 1989).

Besag (1989) has identified false victims, children who complain often and unnecessarily about others in the group. Usually this is a cry for attention, but it may be a cry for help. A dangerous effect of the false victim is that his/her constant complaints may desensitize teachers or other adults to the plight of real victims whose legitimate complaints may fall on deaf ears (Ross, 1996). Some children are bullies in one situation and victims in the next. This group of bully-victims is small because the characteristics of the bully and the characteristics of the victim vary so widely (Olweus, 1985).

Vicarious or surrogate victims are children who witness bullying and thus become victims of a climate of fear in the school or neighborhood (Ross, 1996). Although they feel sympathy for the victims, they do not go to their aid for fear of becoming targets themselves. Their awareness of their own vulnerability, combined with the guilt they feel for not aiding bullying victims, creates a great deal of stress in the vicarious victim (Greenbaum, 1989).

Effects of Bullying on Bullies

Bullying behavior has both immediate and long-term effects on the bully. More immediately, the bully feels a sense of control, and this is more important to the bully than any sense of empathy for the victim (Batsche and Knoff, 1994). In their early school years, bullies are popular and admired, but this diminishes by junior high school age (Ross, 1996).

The long-term effects of bullying behaviors are disturbing. Some bullies outgrow their bullying behavior, but with others these behaviors often persist into adulthood (Olweus, 1979). Here bullies' power relationships and coercive style are usually

unsuccessful in maintaining relationships (Olweus, 1978). Students who habitually use force to get their way were most likely to have dropped out of school, have difficulty in holding a job, and by age thirty have a record for crimes and violence (Goleman, 1995). Dr. Olweus (1991) has followed thousands of boys from grade school to adulthood and found that 60% of those identified as bullies in grades six through nine had at least one felony conviction by age twenty-four. Of these, 35% to 40% had three or more convictions. This was true of only 10% of the control group.

Childhood bullies become antisocial adults who are far more likely to batter their wives and abuse their children, thus creating a new generation of bullies (Hara, et al., 1995). In a longitudinal study of third graders in the American Midwest, Eron and Huesmann (1987) found that children identified as bullies were below the nonbully group professionally and socially. They were more abusive to their wives and children, and their children were often bullies.

Effects on Victims

Avoidance and withdrawal behaviors are likely to occur in the victims of bullies. In a 1993 study, Johnson, O'Mally, and Bachman found that 16% of eighth graders did not go to school at least once during the previous month because they felt unsafe. Additionally, victims report feeling isolated and lonely, and that these feelings can persist long after they leave school (Batsche and Knoff, 1994). Many victims are rejected by once-friendly peers and former friends who look at the victims as pariahs (Perry, et al., 1988).

Although less well understood, bullying seems to have an adverse effect on the victim's academic performance. Hazler, et al. (1992) have reported that 90% of students who said they were bullied also reported a drop in grades. It stands to reason that if school climate plays an important role in student achievement, victims of bullies will suffer academically, existing, at least for them, in the worst of school climates.

Greenbaum's research (1988) found that 9% of the eighth graders and 10% of the tenth graders reported bringing a gun, knife, or club to school at least once during the previous month out of fear of bullies. He also reported that in extreme cases students have committed suicide as a result of being bullied or have killed the bully.

Worldwide Research

Scandinavia

The most extensive research into bullying has been done by Dr. Dan Olweus, who has done national studies in both Norway and Sweden (Olweus, 1973, 1978, 1991, 1994). Prompted by the suicides of three bullying victims within a week, the Norwegian government undertook a national anti-bullying campaign and commissioned Dr. Olweus to study the extent of the problem. He sampled 25,000 to 50,000 students and found that 15% of students were involved in bully/victim problems now and then, with 9% being victims and 7% being bullies. When using a stricter criterion of "once a week or more," the numbers were 3% victims and 2% bullies.

England

Stephanson and Smith (1989) have reported that 23% of English students experienced bullying during their school years. In a separate study in the South Yorkshire

area. Ahmad and Smith (1989) found that being bullied now and then was reported by 20% of the middle school students and 18% of the high school students. The numbers fell to 6% and 8%, respectively, when a stricter criterion of once a week or more was applied. Eight percent of middle school students and 10% of high school students defined themselves as bullies sometimes; these numbers dropped to 2% and 3% respectively when a “once a week or more” criterion was applied.

The United States

Although national research has not been conducted in the United States to the extent that it has in Norway, Sweden, and England, several studies point to a severe problem in this country. Hazler, Hoover, and Oliver (1992) have reported that as many as 75% of American students report victimization, and that 14% of both boys and girls are estimated to suffer severe trauma from the abuse of bullies. According to a report by the National Center for School Safety (1989), the chief school-related concern for students was bullying, not academic success. Both parents and teachers rated bullying as a minor problem, whereas 82% of the students surveyed indicated that they had observed incidences of bullying, and 55% reported having been bullied themselves (Wilzenski et al., 1994).

In a study by the National Association of Secondary School Principals, it was reported that 25% of the students surveyed stated that one of their most serious concerns was a fear of bullies. A 1993 survey of 63,844 American households, of which 12,829 contained at least one school-aged child, it was found that 42% of the children had witnessed bullying, 18% were concerned about bullying, and 8% were victims of bullies

(Chandler, et al., 1995). In 1988 Perry, Kusel, and Perry categorized approximately 10% of their sample as extreme victims.

Other Research Worldwide

In Dublin, Ireland, it was found that when using the once a week or more criterion with seven to thirteen-year-olds, 8% of the students were seriously victimized, and nearly 3% of the students were identified as bullies (O'Moore and Hillery, 1989). Rigby and Slee's Australian research (1991) found that victimization by bullies was at least 8% and ran as high as 17%. In Spain, Garcia and Perez (1989) found that 17% of the eight to twelve-year-olds surveyed were bullied during the current term. Prompted by a rash of suicides due to *ijime* (bullying), Japan undertook a massive study to determine the extent of the problem. Among eleven- and twelve-year-old Japanese students, it was found that 15% were victims of bullies, and 12% were bullies "sometimes or more." When twelve to fourteen-year-olds were studied using the sometimes or more criteria, the numbers were 10% and 14% respectively (Hirano, 1991).

The School

Bullying is uniquely a school problem. Although some bullying takes place on the way to and from school as well as other locations within the community, studies consistently show the great majority of this type of victimization takes place at school (LaFontaine, 1991; Olweus, 1993; Smith and Sharp, 1994).

Studies in Scandinavia have found that class size and school size made no difference in incidences of bullying, and have consistently disproved the common assumption that bullying increases as the student population increases (Ekman, 1977;

Lagerpetz, et al., 1982; and Olweus, 1973, 1978, and 1993). Research in the United States, however, has found that school size does indeed make a difference, with incidences of bullying decreasing as the size of the school decreases (Nolin, Davies, and Chandler, 1996).

Whitney and Smith (1993) reported that at the middle school level most bullying occurs on the playground. In secondary schools, however, bullying in classrooms and hallways was only slightly less than that which occurred on the playground.

Prevention and Intervention

Although bullying in schools may never be eradicated, authorities agree that schools can do much to reduce it to a point that it is confined to a small group of hard-core offenders (Besag, 1989; Olweus, 1993; and Ross, 1996).

Before any attempts at prevention and intervention can occur, the school's adults (who almost always underestimate the problem) must become aware of the prevalence of bullying in their school (Olweus, 1993; and Ross, 1996). This can be done by issuing a questionnaire to the school's students in order to document the problem. Once the extent of the problem is documented, these same adults must arrive at some level of commitment to do something about it (Olweus, 1993). Olweus (1993) has gone on to say all stakeholders, including students, teachers, counselors, parents, and support staff, should be apprised of the problem and what measure the school is going to take to address it.

Once the problem has been identified and adult commitment toward action obtained, a code of conduct must be established school-wide. This code of conduct

should cover all aspects of student behavior and expectations, and become a fact of life within the school. Once this occurs, specific problems such as bullying can be addressed (Ross, 1996). Besag (1989) has also spoken to the necessity of a strong school-wide anti-bullying policy. This policy should include sanctions for offenders, which are applied immediately and enforced consistently. Care should be taken, however, to prevent these sanctions from being physical or overly harsh, thus reinforcing the bully's idea that he/she can dominate over another by force--the exact bullying behavior the school is trying to change (Ross, 1996; Olweus, 1993; and Besag, 1989).

Schools must reduce the opportunities for bullies to exert their dominance over others. Adequate supervision is the key, and supervising adults must intervene immediately when bullying behavior is observed or reported (Olweus, 1993). As part of the school's questionnaire to determine the extent of bullying, an attempt should be made to find out where in the school bullying takes place and whether adequate supervision is provided in those areas (Besag, 1989). Ross (1996) stated that bullying is allowed to occur in "bully friendly" schools. Among other things, these schools lack proper supervision of students in areas where bullying is likely to occur. She has further suggested the possibilities of video monitoring of students; a student watch program in which specific students are trained to observe bullying behavior; a telephone hotline from which reluctant students can seek help anonymously; and support groups in which bullied children, who often feel alone and isolated, can bond with children sharing similar problems and concerns.

A school ethos should be developed in which all children feel safe. Olweus (1993) suggested that curricular modifications such as the use of literature, role playing, and drama can be used to discuss and address bullying. Besag (1989) has also maintained that any anti-bullying campaign should be addressed, at least in part, through the curriculum. Ross (1996) has written of the telling school, one in which students are encouraged to report any behavior which harms other students. In the telling school there are no bystanders when it comes to hurting peers or damaging school property. Students are not encouraged, however, to report minor infractions and thus become tattlers. Olweus (1993) has insisted that the confidentiality of students who report infractions must be respected.

At the classroom level, teachers can do several things to address the problem in addition to having strong rules against bullying. Olweus (1993) has identified praise from teachers as a key ingredient in dealing with bullies. These students are more likely to accept sanctions and modification of their bullying behavior if they are praised for the good things they do. He goes on to identify cooperative learning as a teaching strategy that mitigates bullying problems in the classroom. Students who learn in groups are more positive toward one another. Other positive, common activities have the same effect of bonding students and having them interact with each other on a more positive level.

On an individual basis, there are several ways to deal with bullies. As previously mentioned, punishment must be immediate, consistent, and not overly harsh or physical. Olweus (1993) has suggested that a serious talk with the bully is necessary, and that the bully's parents should be contacted and their support enlisted. Besag (1989) has echoed

the belief that parents must be partners if a bully's behavior is to be changed.

The victim cannot be forgotten. In fact, Besag (1989) has maintained that any anti-bully policy, which fails to address the needs of the victims, is doomed to failure. Children with socialization difficulties must be helped. Talks with the victim by responsible adults are in order, and the victim must be guaranteed protection from further harassment (Olweus, 1993). Ross (1996) has found big brother programs to be useful in the emotional support of victims. In this type of program, older students adopt younger students and help them in a variety of ways. Research has found that male victims exhibit a certain body anxiety and are physically weaker than their tormentors. Olweus (1993) suggested the development of physical skills of these weaker students can go a long way to solving the victim's problems.

Conclusion

Bullying is uniquely a school problem in that most bullying occurs at school. It is a problem with both short-term and long-term effects on not only the victim, but on the bully as well. The problem, however, is seldom addressed by school personnel who usually don't understand the extent of the problem or its implications. They also underestimate the impact of bullying on the victims and bullies in particular and on the student body and the school's climate in general.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The Survey Design

Survey research attempts to generalize from a sample population so that inferences can be made about some characteristic, attitude, or behavior of this population (Babbie, 1990). Additionally, survey research enables the researcher to gather large amounts of information in a relatively short amount of time. This study's survey was cross-sectional; that is, data was collected within specific points in time rather than over an extended period of time.

For the purposes of this study, a modified form of a questionnaire developed and copyrighted in 1997 by Scandinavian researcher Dr. Dan Olweus was used. His permission for the use of this survey was secured (see Appendix A). This instrument has been used extensively in large-scale studies in Norway, Sweden, England, The Netherlands, and Japan. Once permission was granted by the schools selected for the study, the parents of the student subjects, and those students' teachers, the survey was administered by the researcher and two research assistants.

Population and Sample

Students in grades two through eight were sampled. Kindergarten and first grade students were not included because of their limited ability to understand the survey's questions (D. Olweus; personal communication, January 15, 1998). High school students were not surveyed for two reasons. First, the literature consistently shows that bullying begins at a young age, peaks in the middle grades, and although it does not disappear, declines during the high school years. The scope of this study was narrowed to include age groups within which it has been found that most bullying occurs. In addition, Scandinavian research did not include high school students, and for the purposes of comparison, they were not included in this study.

For the purposes of this study, purposeful sampling was used. Sometimes called judgmental sampling (Sudman, 1976), this method allowed the researcher to select sites that were representative of Montana's schools and provided the best information to address the purpose of the research.

Instrumentation

The instrument that was used in this study was a modified form of the instrument used by Dr. Dan Olweus in his extensive Scandinavian research. Permission had been obtained to use this copyrighted questionnaire. Reliability and validity have been established by Dr. Olweus because this questionnaire was used in extensive research throughout the world. However, since the instrument has been slightly modified, pilot testing was done to ensure that the questions are properly understood. This pilot study was conducted by the researcher and two trained research assistants in two phases. In the first phase, twenty-two second graders, fifteen fifth graders, and fourteen sixth graders were surveyed. The researchers then met, discussed any concerns that arose during the first phase, and determined the necessity of a second phase. The second phase of the research took place at the same site, but at grade levels not surveyed in phase one.

The survey was read by the researchers to second through fifth graders; sixth through eighth graders read their own questionnaire with help, if necessary. Additionally, the survey was presented in two versions; a junior version for grades two through five and a senior version for grades six through eight (Appendices B and C). With both versions, the teacher read the instructions, which included a definition of bullying and assurances that respondents would remain anonymous.

The question of student honesty in self-reported data has been addressed in several previous studies. Dornbush, Fraleigh, and Ritter (1985); Miyamoto and Dornbush (1956) as well as Lundt (1988) have all established a high, positive correlation between

student self-reported data and verifiable information on student questionnaires. Additionally, the Montana Department of Health and Environmental Sciences, in conjunction with the National Center for Chronic Disease Prevention and Health Promotion, has found that students answer “at-risk” questions truthfully if the survey administrator stresses the importance of the information gained, the importance of answering honestly, and that confidentiality is guaranteed (Montana Department of Health and Environmental Sciences, 1993).

Procedure

Schools which the researcher believed best represented a cross section of Montana’s schools were selected for the study. As previously stated, consideration was given to school size since the research attempted to determine if bullying was influenced by the size of the student population.

Once subject schools were selected, the researcher personally contacted these schools’ administrators to secure permission to survey. Once all administrators verbally granted permission, a follow up letter asking written permission was sent (Appendix D). This letter assured each subject school that only aggregate totals would be analyzed. Specific schools would not be named in the study nor would specific classes.

The researcher and his assistants then traveled to the subject schools and personally administered the survey to selected grades. There were three reasons for administering the surveys in this way. First, a higher response rate was guaranteed because the researcher did not have to depend on anyone other than himself or his personally trained assistants to obtain and report results. Second, since only three people were administering the survey, directions would be consistently given from school to school. Third, students’ confidentiality would be assured, since the only people with access to the data would be the research team.

Variables

In this study, bullying was the dependent variable. Independent variables were school size, class size, children's ages, children's gender, location within the school complex where bullying took place, the degree to which bullying was reported to adults, students' attendance, peer rejection of victims, and academic achievement.

Data Analysis

Only aggregate totals were studied; results from no single school or classroom were analyzed. The interpretation and analyses of the data relied heavily on descriptive statistics, and frequency distributions were used. To determine statistically significant differences in the degree to which bullying differed according to school size, the Mann-Whitney U-test with an alpha level of (.05) was used.

CHAPTER IV

THE PRESENTATION OF DATA

Introduction

As suggested by Gall, Borg, and Gall (1996), the presentation of data gathered in this study is organized according to the research questions set forth in Chapter I. To review, these research questions are:

1. To what extent does bullying occur in Montana's schools?
2. Does the type of bullying that occurs follow the same gender lines as was found in European studies?
3. Is there a relationship between the size of the school and the amount of bullying that takes place?
4. Where within the school campus does bullying take place?
5. How often is bullying reported to adults?
6. Does being bullied cause the victim to avoid school?
7. Do the victims of bullying tend to become isolated, lonely, and friendless?
8. Does being victimized adversely affect academic achievement as measured by students' self-reported grades?

The Pilot Study

Since the questionnaire used in this study was a modified version of a published questionnaire, a pilot study was done. This pilot was conducted in grades two, three, five, and seven in a rural school with a K-8 enrollment of over two hundred students.

The pilot study found that second graders took about thirty-five minutes to complete the survey, whereas seventh graders took about fifteen minutes. It was also

found that younger students may need to take a break during the course of the survey.

During the course of the pilot study, it was found that students had to be separated to maintain privacy; some students tended to look at their neighbors' responses. This was particularly true in the younger grades.

Survey item number five on the first page of the questionnaire asked the students about their grades. The pilot study pointed out there are many different grading systems in elementary schools. It therefore became necessary to individualize question five in order to conform to the grading practices of the school and grade being surveyed. Some clarity issues arose during the administration of the pilot study, and consequently some minor editorial changes were made.

Procedures

Using judgmental sampling, eight schools were selected for this study. The appropriate administrator was contacted, and his or her permission secured (see Appendix D). Permission then had to be granted by the teachers whose classes were selected to participate on the study (see Appendix E). Next, active parental permission had to be sought for individual students to participate in the study. A two-page letter was sent home explaining the project's purpose and asking parental approval. Letters had to be signed and returned before a student could participate (see Appendix F). Finally, students over the age of ten were asked their permission (see Appendix G).

Throughout the process, confidentiality was stressed. It was important for all concerned, administrators, teachers, parents, and students alike, to know that only

aggregate, baseline data would result from this study. No individual schools, teachers, or students would be named.

Subject Schools

The eight schools selected for this study ranged in size from fewer than seventy-five students in grades K-8 to a middle school with slightly over 1,000 students in grades six through eight. The sample included a rural K-8 school of fewer than 200 students and an urban K-5 school of more than 400 students. Five of the schools included in the study had high schools located on the same campus, often in a different part of the same building. Two hundred and eighty-one students in grades two through eight were surveyed.

Rate of Return

The rate of return for this study was slightly over 50%, and although an acceptable return for this kind of study, an explanation is in order as to why the return rate was not higher.

Because of the nature of the questions in the study's survey, the Institutional Review Board of The University of Montana required that active parental permission be granted for students to participate. Briefly, this meant that letters had to be sent home explaining the nature of the study and asking parents' permission for their children's participation. In contrast to passive permission where an unreturned letter implies permission, active permission letters must be signed and returned in order for a student to participate in the study. The many steps involved in this process may account for a lower return rate.

Some parents may have objected to the nature of the survey's questions and thus did not return the letter, but it is more likely that parent apathy played a greater role. Additionally, teachers were asked to send letters home, remind students to return them, and account for them once they were returned. Teacher apathy may have played a prominent role in the rate of return. This level of teacher interest might account for the highest rate of return (82.82%) as contrasted to the lowest rate (27.08%). Also, students were asked to take the letters home, and quite simply, many may never have gotten there. Mailing permission slips home may have been more effective in increasing the response rate. A breakdown of the rate of return by grade level is detailed in the table below.

Table 4.1

Response Rate

Grade Level	Letters Sent Home	Letters Returned	Rate of Return
2	54	24	44.44%
3	96	26	27.08%
4	102	46	45.09%
5	75	42	56.00%
6	64	53	82.82%
7	80	45	56.25%
8	89	44	49.44%
Totals	560	281	Rate of Return = 50.18%

Breaking respondents down by gender, 133 boys (47.33%) and 148 girls (52.669%) completed the survey. It should be noted here that due to the effects of rounding, percentages in the tables that follow will not always add up to 100%. It should also be noted that although 281 students responded to the survey, some left an occasional question unanswered. Additionally, some students chose more than the required one response, and in such cases neither response was recorded. For these reasons, on some of the following tables the total number of respondents will not equal 281.

Table 4.2

Gender Distribution by Grade Level

Grade Level	Boys	Girls
2	21	8
3	10	18
4	17	29
5	17	24
6	25	24
7	20	25
8	23	20
Total	133	148

The Extent to which Students are Victimized

The study's first research question was designed to determine the extent to which bullying exists in Montana's primary through eighth grade schools. Questionnaire items

six through twelve were designed to measure the extent to which respondents experienced bullying since the beginning of the current school year. Response B, “only once or twice,” indicates mild victimization, but it does not occur often enough to fit the definition of bullying used in this study. Responses C through E, however, indicate a more severe problem ranging from “two or three times a month” to “several times a week.”

Table 4.3 shows the frequency distribution of responses to item six of the questionnaire, “I have been bullied at school this many times this year.”

Table 4.3

Questionnaire item 6: “I have been bullied at school this many times this year.”

Response	Frequency	Frequency %
A. I haven't been bullied in school this year	141	50.18%
B. it only happened once or twice	71	25.26
C. two or three times a month	41	14.59
D. about once a week	15	5.34
E. several times a week	13	4.63
Total of responses C, D, and E	69	24.56%

The above table indicates that nearly 50% of the students sampled experience some degree of victimization by bullies, and nearly 25% are victimized two or three times a month or more. Nearly 10% are bullied once a week or several times a week as based on responses D and E. This contrasts with 3% found by Dr. Olweus in his

Scandinavian research. Using the criteria of “once a week or more,” research in England and Ireland has reported a 6% and 8% victimization rate respectively. Both of these studies used a modified form of the questionnaire used in this study. Research items seven through twelve break victimization into several categories that are detailed in the following tables and discussions.

Questionnaire item seven asks if a student was “called mean names, was made fun of, or teased in a hurtful way.” Table 4.4 shows the frequency distribution of responses to this question.

Table 4.4

Questionnaire item 7: “I was called mean names, made fun of, or teased in a hurtful way.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	116	41.28%
B. only once or twice	84	29.89
C. two or three times a month	45	16.01
D. about once a week	14	4.98
E. several times a week	22	7.83
Total of C, D, and E	81	28.83%

Considering that the responses to C, D, and E indicate a more severe occurrence of this type of victimization, Table 4.4 shows that over 28% of the students surveyed

experience these types of problems on a regular basis. Over 12% are victimized in this way once a week or more.

Item eight of the questionnaire asked if a student was “left out of activities on purpose, excluded from a group of friends, or completely ignored.” Responses noted below in Table 4.5.

Table 4.5

Questionnaire item 8: “I was left out of activities on purpose, excluded from a group of friends, or completely ignored.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	169	60.14%
B. only once or twice	70	24.91
C. two or three times a month	21	7.47
D. about once a week	10	3.56
E. several times a week	10	3.56
Total of C, D, and E	41	14.59%

Over 14% of the students surveyed were victimized by being ignored or excluded with over 7% experiencing this type of bullying once a week or more.

Responses to item nine determined the extent of physical victimization when it asked if students were, “hit, kicked, pushed, shoved, or threatened.” Frequencies of responses to this question are shown in table 4.6.

Table 4.6

Questionnaire item 9: I was hit, kicked, pushed and shoved, or threatened."

Response	Frequency	Frequency %
A. it hasn't happened to me this year	192	68.33%
B. only once or twice	62	22.06
C. two or three times a month	13	4.63
D. about once a week	6	2.14
E. several times a week	7	2.49
Total of C, D, and E	26	9.49%

More than 9% of the students surveyed experienced physical bullying at least two or three times a month with over 4 1/2% being physically victimized from once to several times a week.

Item ten of the questionnaire determined whether students were bullied when "other students told lies about them or spread rumors about them or tried to make others dislike them." Responses to this question are indicated below.

Table 4.7

Questionnaire item 10: “Other students told lies or spread rumors about me and tried to make others dislike me.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	174	61.92%
B. only once or twice	73	25.98
C. two or three times a month	18	6.41
D. about once a week	8	2.85
E. several times a week	8	2.85
Total of C, D, and E	34	12.107%

Responses to C through E indicate that over 12% of the students surveyed are bullied in this way. Over 5 1/2% of the students are so bullied on at least a weekly basis.

Item eleven asked if students, “had money or other things taken from them or their property damaged.” Responses to this survey item are shown in table 4.8.

Table 4.8

Questionnaire item 11: "I had money or other things taken from me or my property damaged."

Response	Frequency	Frequency %
A. it hasn't happened to me this year	216	77.42%
B. only once or twice	50	17.92
C. two or three times a month	9	3.23
D. about once a week	1	0.36
E. several times a week	3	1.08
Total of C, D, and E	13	4.66%

Over 4.5% of the students surveyed were bullied in the way measured with 1.4% experiencing this form of bullying once a week or more.

Bullying because of race or ethnicity was the subject of question twelve. Students were asked if they were bullied because of their "color or race." It should be noted that not all students answered the question. Groups of students surveyed were relatively homogeneous, and some of the younger respondents had never experienced ethnic or racial diversity in any of their social settings. Responses to this item are shown below in Table 4.9.

Table 4.9

Questionnaire item 12: " I was called mean and hurtful names about my color or race."

Response	Frequency	Frequency %
A. it hasn't happened to me this year	234	90.00%
B. only once or twice	17	6.54
C. two or three times a month	2	0.77
D. about once a week	1	0.38
E. several times a week	4	1.54
Total of C, D, and E	7	2.69%

Although the groups of students surveyed were fairly homogeneous, responses to item twelve indicate that racial bullying does exist. Over 2 1/2% of the students who responded reported that they were bullied because of their race or color two or three times a month or more over 1 1/2% said they were racially bullied several times a week.

Again, when examining survey items six through twelve, responses to C, D, and E indicate victimization, which occurs frequently enough to fit the definition of this study. With rates of victimization as high as 29%, it's apparent that a large number of students participating in this study are the victims of bullies.

Analysis by Gender

Research has indicated that although both boys and girls bully, it takes different forms along gender lines. Boys bully by both physical and psychological means, but girls bully almost exclusively by psychological means (Lane, 1989; Olweus, 1994; O'Moore,

1988; and Roland, 1989). Questionnaire items six through twelve were analyzed according to gender to see if the above statements held true for the Montana students surveyed in this study.

Questionnaire item six states, "I have been bullied in school this many times this year." Responses to this question are detailed below in table 4.10.

Table 4.10

Questionnaire item 6: I have been bullied in school this many times this year."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	57.15%	43.92%
B. only once or twice	22.56	27.70
C. two or three times a month	12.78	16.22
D. about once a week	3.01	7.43
E. several times a week	4.51	4.73
Total of C, D, and E	20.30%	28.38%

In contrast to Scandinavian studies, girls in the study experience more victimization than do the boys. When combining the totals of responses C and D, boys report being bullied two to three times a month to about once a week at a rate of over 15%. When looking at the same responses for the girls surveyed the results are over 23%. Extreme victimization as reported by response E indicates that both boys and girls experience bullying at about the same rate, 4.51% for the boys and 4.73% for the girls.

Questionnaire item seven measured the degree to which students were subjected to psychological bullying. It asked if a student was “called mean names, was made fun of, or teased in a hurtful way.” Table 4.11 shows the responses to this item.

Table 4.11

Questionnaire item 7: “I was called mean names, made fun of, or teased in a hurtful way.”

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	49.63%	33.78%
B. only once or twice	25.56	33.78
C. two or three times a month	16.54	15.54
D. about once a week	3.01	6.76
E. several times a week	5.26	10.14
Total of C, D, and E	24.81%	32.43%

Considering that responses D and E indicate severe victimization, girls experience victimization problems of the type researched in question seven at about twice the rate of their male counterparts; 8.27% for the boys compared to 16.89% for the girls. This confirms previous research, which has also found that girls favor this type of bullying more than do boys (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989).

Item eight also addressed psychological bullying when it asked whether “I was left out of activities on purpose, excluded from a group of friends, or completely ignored.” Table 4.12 breaks down responses to this survey item.

Table 4.12

Questionnaire item 8: I was left out of activities on purpose, excluded from a group of friends, or completely ignored.”

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	69.17%	52.03%
B. only once or twice	21.05	28.39
C. two or three times a month	4.51	10.14
D. about once a week	3.76	3.38
E. several times a week	1.50	5.41
Total of C, D, and E	9.78%	18.92%

The responses here are interesting in that when looking at response C, two or three times a month, the incidences for the girls were more than twice that of the boys. Response D, about once a week, are virtually the same, 3.76% for the boys and 3.38% for the girls. There is a wide variance, however, in response E, several times a week, with boys reporting about a 1 1/2% of occurrence and girls about a 5 1/2 %. Again, previous research indicates that this method of victimization is strongly favored by girls (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989).

Item nine of the questionnaire, “I was hit, kicked, pushed, shoved, or threatened,” was designed to measure the extent of physical bullying. Responses are shown in Table 4.13.

Table 4.13

Questionnaire item 9: "I was hit, kicked, pushed and shoved, or threatened."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	68.42%	68.24%
B. only once or twice	21.80	22.30
C. two or three times a month	5.26	4.05
D. about once a week	3.01	1.40
E. several times a week	1.50	3.38
Total of C, D, and E	9.77%	8.78%

The above analysis does not agree with the literature in the field, which states that boys bully along physical lines much more than do girls (Roland, 1989). When combining the percentages in responses C, D, and E, boys and girls are victims of physical bullying at relatively comparable rates, with boys reporting a 9.77% physical victimization rate and girls an 8.78% victimization rate, a difference of less than 1%.

According to the literature, a common way that girls bully is the manipulation of friendships and relationships (Olweus, 1994). Questionnaire item ten, "Other students told lies or spread rumors about me and tried to make others dislike me," is designed to measure this type of victimization. Responses are broken down by gender in the following table.

Table 4.14

Questionnaire item 10: Other students told lies or spread rumors about me and tried to make others dislike me.”

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	71.43%	53.38%
B. only once or twice	23.31	28.38
C. two or three times a month	4.51	8.11
D. about once a week	0.75	4.73
E. several times a week	0.00	5.41
Total of C, D, and E	5.26%	18.24%

Girls in the study were victimized in this way over three times more than were the boys. When adding responses C, D, and E, the boys report a 5.26% victimization rate, and the girls report a rate of 18.24% when adding the same responses. These findings confirm previous research; a common way in which girls bully is the manipulation of friendships and relationships (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989).

Item eleven of the survey instrument asked students if “they had money taken from them or if they had their property taken or damaged.” Table 4.15 shows the responses to this item.

Table 4.15

Questionnaire item 11: I had money or other things taken away from me or my property damaged.”

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	83.33%	72.11%
B. only once or twice	14.39	21.09
C. two or three times a month	2.27	4.08
D. about once a week	0.00	0.68
E. several times a week	0.00	2.04
Total of C, D, and E	2.27%	6.08%

Girls in the study were bullied in this way far more than were the boys. Again, adding the response rate for C, D, and E, we see that boys were victimized at 2.27% while girls were victimized in the same way at a rate of 6.08%.

Table 4.15 details responses to survey item twelve, which asks about bullying along racial or ethnic lines. Students were asked if they were, “ called mean and hurtful names about their color or race.”

Table 4.16

Questionnaire item 12: "I was called mean and hurtful names about my color or race."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	88.43%	91.37%
B. only once or twice	5.79	7.19
C. two or three times a month	0.00	1.44
D. about once a week	0.83	0.00
E. several times a week	3.31	0.00
Total of C, D, and E	4.13%	1.44%

Boys were bullied more along racial lines, 4.13%, than were the girls, 1.44%. The responses to C, D, and E were added to obtain these figures. It is noteworthy that girls were bullied for racial reasons two or three times a month at a rate of about 1.5% while their male counterparts were bullied once a week or more at a rate of slightly over 4%.

Research has shown that boys are victimized by bullies their own age or older, while girls are victimized by bullies within their own age group (Olweus, 1987). Boys surveyed in this study reported victimization by bullies within their own grade at a rate of 17% while girls reported a rate of 28%. Boys reported being bullied by older students at a rate of 14% as compared to 13% for the girls.

Students were also asked who bullied them, and their responses are detailed in the table below.

Table 4.17

Questionnaire item 20: Have you been bullied by one or several students?"

Responses	Girls	Boys
A. I haven't been bullied this year	45%	46%
B. Mainly by one boy	13%	26%
C. By several boys	1%	14%
D. Mainly by one girl	15%	2%
E. By several girls	6%	0%
F. By both boys and girls	20%	3%

As seen above, boys bully both boys and girls, while girls almost exclusively bully other girls. These findings agree with the findings of Dr. Olweus.

School Size and Victimization

Research has been contradictory as to the role school size plays in bully/victim problems. Scandinavian research tells us that school size plays no role (Ekman, 1977; Lagerpetz, et. al., 1982; and Olweus, 1973,1978. and 1993;). U.S. research in the area of school violence, indicates that violent incidents, including bullying, will decrease as school size decreases (Nolin, et al., 1996). Tables 4.18 through 4.24 look at a breakdown of student victimization according to school population. For the purposes of this study, surveyed schools have been placed into one of four groups according to population. It should be noted that no school surveyed fell into the 300 to 400 range. After each frequency distribution, the responses to C, D, and E have been totaled. Statistical analyses of the information contained in these tables follow table 4.18.

Table 4.18

Responses to questionnaire items in relation to size of school population.

RESPONSE	SCHOOL POPULATION			
	70-99	100-199	200-300	400-1000
Questionnaire item 6, "I have been bullied in school this many times this year."				
A. it hasn't happened to me this year	53%	48%	37%	60%
B. only once or twice	18	26	32	24
C. two or three times a month	18	11	22	12
D. about once a week	7	10	3	1
E. several times a week	4	5	5	4
Total of C, D, and E	29%	16%	30%	17%
Questionnaire item 7,				
"I was called mean names, made fun of, or teased in a hurtful way."				
A. it hasn't happened to me this year	38%	43%	34%	46%
B. only once or twice	24	29	37	28
C. two or three times a month	18	13	17	17
D. about once a week	11	7	3	1
E. several times a week	9	8	8	7
Total of C, D, and E	38%	28%	28%	25%
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RESPONSE	SCHOOL POPULATION			
	70-99	100-199	200-300	400-1000
Questionnaire item 8.				
“I was left out of activities on purpose, excluded from a group of friends or completely ignored.”				
A. it hasn't happened to me this year	67%	65%	63%	49%
B. only once or twice	13	22	25	34
C. two or three times a month	7	8	7	8
D. about once a week	7	2	2	4
E. several times a week	4	3	3	4
Total of C, D, and E	17%	13%	12%	16%

Questionnaire item 9.

“I was hit, kicked, pushed, shoved or threatened.”

A. it hasn't happened to me this year	62%	64%	65%	78%
B. only once or twice	22	26	24	16
C. two or three times a month	11	7	2	1
D. about once a week	2	1	3	2
E. several times a week	0	2	5	2
Total of C, D, and E	13%	10%	10%	5%

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(continuation)

RESPONSE	SCHOOL POPULATION			
	70-99	100-199	200-300	400-1000
Questionnaire item 10,				
“Other students told lies or spread rumors about me and tried to make others dislike me.”				
A. it hasn't happened to me this year	76%	62%	51%	62%
B. only once or twice	18	16	37	33
C. two or three times a month	4	13	2	4
D. about once a week	2	3	7	0
E. several times a week	0	5	3	1
Total of C, D, and E	6%	21%	12%	5%
Questionnaire item 11,				
“I had money or other things taken away from me or damaged.”				
A. it hasn't happened to me this year	82%	82%	71%	74%
B. only once or twice	16	12	24	21
C. two or three times a month	2	3	3	4
D. about once a week	0	0	0	1
E. several times a week	0	2	2	0
Total of C, D, and E	2%	5%	5%	5%
(continued on next page)				

(continuation)				
RESPONSE	SCHOOL POPULATION			
	70-99	100-199	200-300	400-1000
Questionnaire item 12.				
“I was called mean and hurtful names about my color or race.”				
A. it hasn't happened to me this year	93%	85%	95%	8%
B. only once or twice	2	10	3	8
C. two or three times a month	2	1	0	0
D. about once a week	0	1	0	0
E. several times a week	2	0	2	2
Total of C, D, and E	4%	2%	2%	2%

The incidences of victimization seen in the frequency distributions of survey items six through twelve reveal that a greater percentage of bullying takes place at the smallest school in the study. Its victimization rates were greater than all other schools in four out of the seven categories of victimization measured in this study. Using an *a priori* alpha level of (.05), the Mann-Whitney U-test was applied to determine if the differences were statistically significant. This test of statistical significance is one of the most powerful nonparametric tests available as a substitute for the Student's *t* for independent samples. With this test, equal group sizes are not necessary (Christensen and Stoup, 1991). When applying the Mann-Whitney, significant differences between the smallest and largest school were found in responses to items six ($p = .0438$); seven ($p = .0087$); and nine ($p = .0237$). Using this same test to compare schools with an enrollment of from

100 to 199 to the largest school in the sample, statistically significant differences were found in the responses to items six ($p = .0276$) and item nine ($p = .0298$). Again, more victimization took place at the smaller school.

All of the smaller schools in the above comparisons shared their campuses with a high school. A rural K-8 school of about 175 students and no high school attached was then compared to the study's large middle school. Statistically significant differences were found in responses to questionnaire items six ($p = .0148$) and nine ($p = .0187$) with the greater bullying incidences occurring at the smaller school.

The Extent to which Students Engage in Bullying Activities

The literature has shown that bullying behavior has both immediate and long-term effects on the bully as well as the victim (Olweus, 1979). Another aim of this study, therefore, was to measure the extent to which bullies exist in Montana's schools. Questions twenty-one through twenty-six were designed for this purpose. Table 4.19 illustrates the frequency of responses to, "I called another student(s) mean names, teased or made fun of him or her in a hurtful way."

Table 4.19

Questionnaire item 21: "I called another student(s) mean names, teased, or made fun of him or her in a hurtful way."

Response	Frequency	Frequency %
A. it hasn't happened to me this year	159	56.58%
B. only once or twice	102	36.30
C. two or three times a month	12	4.27
D. about once a week	3	1.07
E. several times a week	5	1.78
Total of C, D, and E	20	7.12%

By adding the response percentage of responses C, D, and E, this distribution indicates that slightly over 7% of the students surveyed admit to bullying other students two or three times a month or more in the way described in question twenty-one. When looking at the sum of responses C (about once a week) and D (several times a week), the total is 2.8%. Dr. Olweus's research (1973, 1978, 1991, and 1994) found the numbers to be 3% and 2% respectively.

Survey item twenty-two deals with bullying by exclusion. The frequency of students who admitted to perpetrating this type of behavior is detailed in table 4.20.

Table 4.20

Questionnaire item 22: "I kept another student(s) out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her."

Response	Frequency	Frequency %
A. it hasn't happened to me this year	207	73.67%
B. only once or twice	64	22.78
C. two or three times a month	2	0.71
D. about once a week	4	1.42
E. several times a week	4	1.42
Total of C, D, and E	10	3.56%

Over 3.5% of the students surveyed bully other students by exclusion. Physical bullying, hitting, kicking, pushing, and shoving, is measured in questionnaire item twenty-three. The frequency of responses appears in Table 4.21.

Table 4.21

Questionnaire item 23: “I hit, kicked, pushed and shoved another student(s) around or threatened him or her.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	240	84.41%
B. only once or twice	35	12.46
C. two or three times a month	2	0.71
D. about once a week	1	0.36
E. several times a week	3	2.07
Total of C, D, and E	6	2.14%

The percentage of bullies who attack their victims physically once a month or more is 2.14%.

Item twenty-four asks students if they, “spread rumors about another student(s) and tried to make others dislike him or her.” The distribution of responses follows in Table 4.22.

Table 4.22

Questionnaire item 24: “I spread rumors about another student(s) and tried to make others dislike him or her.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	253	90.04%
B. only once or twice	20	7.12
C. two or three times a month	2	0.71
D. about once a week	5	1.78
E. several times a week	1	0.36
Total of C, D, and E	8	2.85%

Nearly three percent of the students surveyed admit to the type of bullying described in question twenty-four.

Item twenty-five of the questionnaire asks students if they ever “pressed another student for money or damaged their belongings.” Frequencies of responses to this item follow in table 4.23.

Table 4.23

Questionnaire item 25: “I pressed another student(s) for money or took or damaged his or her belongings.”

Response	Frequency	Frequency %
A. it hasn't happened to me this year	276	98.57%
B. only once or twice	3	1.07
C. two or three times a month	1	0.36
D. about once a week	0	0
E. several times a week	0	0
Total of C, D, and E	1	0.36%

Less than 1% of the surveyed students admit to bullying other students in the way described in this item.

Bullying along racial lines is measured in number twenty-six of the student survey. No student admitted to bullying in this way, and therefore, a frequency distribution table is not included.

Bullies Along Gender Lines

The literature has indicated that bullying differs along the lines of gender (Lane, 1989; O'Moore, 1988). Questions twenty-one through twenty-six have been analyzed according to gender. Once again, question twenty-one asked students if they had ever “called another student(s) mean names, teased and made fun of other students in a hurtful

way.” The following table illustrates the responses of both boys and girls to this survey question.

Table 4.24

Questionnaire item 21: “I called another student(s) mean names, teased and made fun of him or her in a hurtful way.”

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	59.85%	53.69%
B. only once or twice	34.09	38.23
C. two or three times a month	3.03	5.37
D. about once a week	1.52	0.67
E. several times a week	1.52	2.01
Total of C, D, and E	6.06%	8.05%

In examining this type of bullying on a “two or three times a month or more” to “several times a week” basis, the percentage of boys is slightly over 6% while the total for girls is slightly over 8%. The literature has indicated that although both boys and girls bully in this way, the girls tend to do so more (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989). The above figures from table 4.30 confirm this.

Question twenty-two asks about bullying by exclusion. Again according to the literature, this type of bullying is favored by girls more so than boys (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989). The table below analyzes responses along gender lines.

Table 4.25

Questionnaire item 22: "I kept another student(s) out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	78.03%	69.80%
B. only once or twice	18.94	26.17
C. two or three times a month	0.00	1.34
D. about once a week	0.76	2.01
E. several times a week	2.27	0.67
Total of C, D, and E	3.03%	4.03%

The percentage of boys who bully in this way is slightly over 3%, whereas girls bully in this way at a rate of over 4%. Once again, the responses to C, D, and E were added to arrive at these percentages.

Physical bullying, although practiced by both genders, is almost exclusively the practice of boys (Lane, 1989; and O'Moore, 1988). Item twenty-three of the questionnaire measures the percentage of physical bullies and the results are analyzed along the lines of gender in table 4.26.

Table 4.26

Questionnaire item 23: "I hit, kicked, pushed and shoved another student(s) around or threatened him or her."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	84.85%	85.91%
B. only once or twice	12.88	12.08
C. two or three times a month	1.52	0.00
D. about once a week	0.00	0.67
E. several times a week	0.76	1.34
Total of C, D, and E	2.27%	2.01%

These responses strongly disagree with the literature in that they show that both the boys and girls in this study both bully physically at similar rates (Ahmed and Smith, 1994; Lowenstein, 1977; Olweus, 1985; and Roland, 1980). In looking at response B, once or twice since the beginning of the year, the results are less than a percentage point apart, 12.88% for the boys and 12.08% for the girls. When adding the responses to C, D, and E, responses that indicate more severe bullying behavior, the boys' total was 2.27% as compared to the girls' total of 2.01%.

The manipulation of friendships and relationships, according to research, is almost exclusively the domain of girl bullies (Olweus, 1994; and Roland, 1989). Survey item twenty-four measures this type of bullying and is broken down by gender in the table below.

Table 4.27

Questionnaire item 24: "I spread rumors about another student(s) and tried to make others dislike him or her."

Response	% of Boys	% of Girls
A. it hasn't happened to me this year	91.67%	88.59%
B. only once or twice	4.55	9.40
C. two or three times a month	0.76	0.67
D. about once a week	3.03	0.67
E. several times a week	0.00	0.67
Total of C, D, and E	3.79%	2.01%

The above results disagree with literature in the field that says this type of bullying behavior is strongly favored by girls (Lane, 1989; Olweus, 1994; O'Moore, 1988; and Roland, 1989). Although girls in this study had participated in this behavior "only once or twice" since the beginning of the year (response B) almost twice as much as boys had (9.40% to 4.55%), the girls had actually practiced it less when looking at the responses that measure more serious offenses (responses C, D, and E). When analyzing these responses, the boys' response rate was 3.79% as compared with a rate of 2.01% for the girls.

Number twenty-five of the questionnaire asked students if they had demanded money from other students or damaged or destroyed their property. In the entire sample, no boys admitted to bullying in the way examined in this item, although one boy said he

did it “only once or twice” since the beginning of the school year (response B). Two girls admitted to the “once or twice” since the beginning of the year (response B) while one girl said she did it “two or three times a month” (response C).

Bullying along racial or ethnic lines was measured by question twenty-six of the survey. Although all respondents did not answer this item, five boys and four girls did admit to this type of behavior “once or twice” since the beginning of the school year (response B). No student, boy or girl, admitted to racial or ethnic bullying beyond that which was asked for in response B.

The Extent of Bully/Victim Problems

In measuring the extent of bully/victim problems in the subject schools, several questions were designed to measure the same type of victimization. One question asked information from the victim’s point of view, while the corresponding question asked the same information from the bully’s point of view. Victims’ responses were added to bullies’ responses to present a view of bully/victim problems in each area measured. Once again, responses to answers C, D, and E determine the occurrence of bullying/victimization. The breakdown below shows the percentage of students who were victims or bullies in the category measured in each question.

Table 4.28

A total picture of bully/victim problems in each of the categories measured.

Categories	Questions	Percent
Bullying/victimization by name calling and teasing	Question 7: I was called mean names, was made fun of or teased in a hurtful way.	29%
	Question 21: I called another student(s) mean names, made fun of him or her, or teased him or her in a hurtful way.	7%
		Total 36%
Bullying/victimization by exclusion.	Question 8: I was left out of activities on purpose, excluded from a group of friends, or completely ignored.	15%
	Question 22: I kept another student(s) out of things on purpose excluded him or her from my group of friends, or completely ignored him or her.	4%
		Total 19%
Physical bullying / victimization.	Question 9: I was hit, kicked, pushed and shoved, or threatened.	9%
	Question 23: I hit, kicked, pushed and shoved another student(s) around or threatened him or her.	2%
		Total 11%
Bullying/victimization by manipulation of relationships.	Question 10: Other students told lies or spread rumors about me and tried to make others dislike me.	12%
	Question 24: I spread rumors about another student(s) and tried to make others dislike him or her.	3%
		Total 15%
Bullying/victimization by theft or property damage.	Question 11: I had money or other things taken away from me or my things damaged.	5%
	Question 25: I pressed another student(s) for money or took or damaged his or her belongings.	<1%
		Total 5%
Racial or ethnic bullying/victimization.	Question 12: I was called mean and hurtful names about my color or race.	3%
	Question 26: I called another student(s) mean and hurtful names about his or her color or race.	0%
		Total 3%

When combining responses of victims and bullies, rates as high as 36% were found. Bully/victim problems of better than 10% were discovered in four of the six categories measured. Given the lack of racial and ethnic diversity in the populations studied, a 3% bully/victim problem in this area may be of importance.

Location Within the School Complex Where Bullying Occurs

One of the purposes of this study was to determine places within the school complex where bullying takes place, and question nineteen was sought this information. Several responses were listed, and respondents could choose as many as applied to them. There was also space provided for them to list places not covered in responses.

Bullying occurred most frequently on the playground where 19% of the respondents said they had been victimized. Fifteen percent of the students had been bullied in the classroom, 14% in the hallways, 10% on the school bus, and 9% in the gymnasium. Other areas mentioned by students were locker rooms, bus stops, the cafeteria, restrooms, and various places outside the school other than the playground. (See Figure 1.)

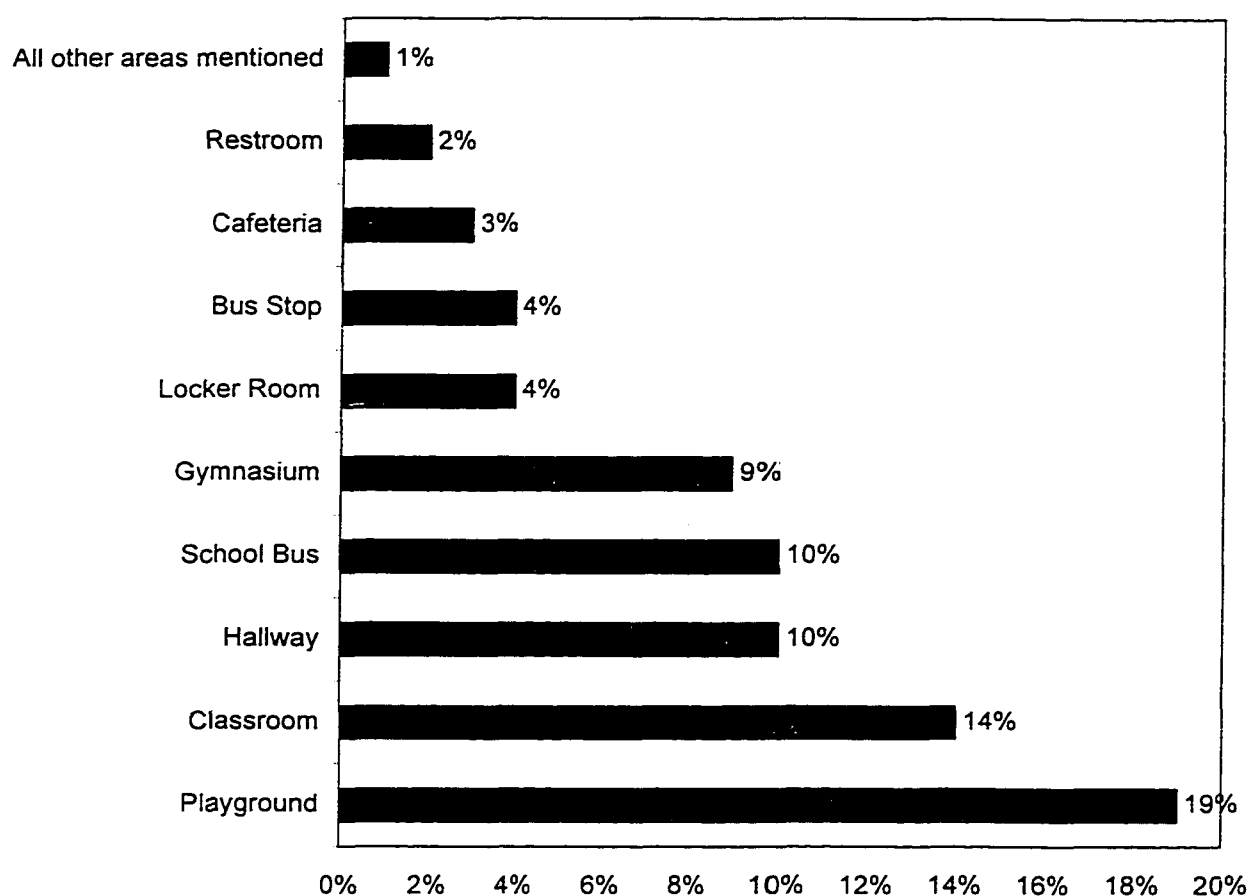


Figure 1: Area of the school complex where students are victimized.

Frequency With Which Victimization is Reported to Adults

In part, bullying flourishes because it is not reported to adults (Ross, 1996). A portion of this study determined the degree to which survey respondents reported victimization to adults. Questionnaire item seventeen asked students if they had reported being bullied to an adult within the school while item eighteen asked them if they had told a parent or parents. Twenty-one percent of the students stated they had reported their victimization to a school official compared to 26% who had not. Twenty-five percent of the students reported victimization to their parents compared to 13% who had not. Girls

in the study tended to report victimization more often than did boys. Twenty-six percent of the girls reported victimization to school personnel while 39% reported to their parents. The numbers for the boys are 17% and 32% respectively.

Table 4.29

Rates at which victimization is reported to adults

Boys	Reported to school officials	Girls
17%		26%
Boys	Reported to parent(s)	Girls
32%		39%

Contrary to the literature, victims in this study reported their victimization to either school officials or their parents in fairly large numbers.

Victimization and Avoidance of School

Johnson, O'Mally, and Bachman (1993) found that 16% of eighth graders avoided school because they felt unsafe. Question thirteen determined the degree to which surveyed students avoided school because of fear of bullies. Nearly 3% of the victims reported staying home from school "once in a while" to "once a week" because of problems with bullies.

Table 4.30

Rates at which students avoid school due to fear of bullies.

Response	Frequency	Frequency%
A. I haven't been bullied at school	169	60.57%
B. I've been bullied, but have not stayed home because of it	102	36.56
C. I've stayed home once in a while fearing bullies	5	1.79
D. I've stayed home 2 or 3 times a month fearing bullies	2	0.72
E. I've stayed home once a week or more fearing bullies	1	0.36

Isolation and Loneliness of Victims

Research has shown that victims of bullies are rejected by former friends and once friendly peers (Perry, Kusel, and Perry, 1988; Olweus, 1994). Question three on the survey asked victims how many good friends they had in their grade or class. Four students (4.8%) reported having no friends, and thirteen students (15.7%) said they only had one friend. Eleven victims (13.2%) had two or three good friends while fifty-six reported having four or more. Victims were then asked if they felt that students in their class did not like them as much as they liked other students in the class. Twelve victims (14.5%) never felt this way, while twenty-five (30%) did "once in a while" and twenty six (31.3%) did "now and then." Eleven students felt this way "fairly often and often" and nineteen victims (22.9%) chose "very often." With the playground being an area of the school complex where a great deal of bullying occurs, it may be safe to assume that victims did not like recess time or free time. Question two on the survey asked victims

how they felt about free time at school. Fifty-three victims (63.8%) liked their free time “very much,” while twenty-two victims (26.5%) “liked” it or “somewhat” liked it. Six victims (7.2%) expressed a dislike for free or recess time with one student expressing a strong dislike. Two students neither “liked or disliked” free time.

Victims and Academic Achievement

Hazler, et al. (1992) reported that 90% of the students who said they had been bullied reported a drop in grades. No victims in this study reported failing grades on their last report card, although six of them reported “about one half Cs and one half Ds.” Five victims reported “about one half Bs and one half Cs. Sixty-eight percent of the victims received Bs or better with 26% receiving “mostly As.” Seven students were “not sure” what their grades were. Younger victims who were graded on a satisfactory/unsatisfactory basis all reported satisfactory grades. While this study did not specifically measure a decline in grades of victimized students, these victims reported at the very least passing grades.

Summary

Although chapter four confirms some findings of previous research, its most interesting findings are those which do not. In contrast to previous studies, this study found that girls bully by physical means at about the same rate as do boys. Additionally, victims in this study reported their victimization to adults in fairly large numbers and tend to be good students. The study also found that bullying activity becomes more prevalent as the size of the school decreases. These findings will be used as a basis for conclusions and recommendations in chapter five.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A third grade girl says, "People were calling me bad names and kicking me or getting really mad at me for no reason at all. I got in trouble with them when I didn't mean to do something."

A fifth grade boy reports, "I have been called hurtful names because of my appearance and personality."

"I get called fat. I get called not nice names and they beat me up," says a fourth grade girl.

A fifth grade girls relates, "This person tells me about this party she's having, and then she invites everyone but me."

Bully/victim situations do indeed pose a problem in Montana's schools. Almost 30% of the students who participated in this study reported being bullied in at least one of the ways measured. Ten percent of these children experience victimization once a week or more. Additionally, 7% of the students surveyed admit to being bullies. This puts schools' bully/victim problems as high as 37%. When adding admitted bullies with admitted victims, subcategories show significant rates of bully/victim problems as well: hurtful name calling and teasing at 35%; bullying by exclusion at 18%; physical bullying at 11%; the manipulation of friendships and relationships at 15%; theft or property damage at 6%; and racial or ethnic bullying at 3%.

Recommendations for Further Study

This study provides baseline data which indicates a severe bully/victim problem in Montana's primary through grade eight schools. However, a more extensive study is

needed. The requirement of active parental permission greatly limited student participation in the study. A study done outside the auspices of the Montana University System would only require passive parental permission. Parents would return the permission letter only if they refused to allow their student(s) to participate. In this way greater numbers of students could be surveyed. Individual schools could conduct the study as a part of their normal operation and would need no parental permission.

Significant numbers of victims reported their victimization to adults. Twenty-one percent of this study's victims reported their abuse to school officials and 25% of them reported it to their parents. It is not clear what, if anything, these adults did to help. A study is in order to measure adults' perception of bully/victim problems and what they do when such victimization is reported to them.

A large degree of bullying takes place within the school building itself, the very place where adult supervision and intervention should be greatest. Fifteen percent of victims report being bullied in the classroom itself while 14% are victimized in the hallways. Together with the 10% who are bullied on the school bus and the 9% who are bullied in the gymnasium, there are very large numbers of children who are victimized under the very noses of responsible adults, in many cases trained professionals. Again, a study is in order to determine adults' attitudes toward and awareness of student victimization.

Further study is needed regarding the role school size plays in victimization of students by bullies. Scandinavian studies repeatedly have found the size of the school to have no significant influence. Studies on school violence, including bullying, done in the United States indicate that problems decrease as the size of the school decreases. This

study, however, indicates the opposite. The study's largest school, a middle school of over 1,000 students, reported less victimization by bullies in every category. The study's smallest schools, those with fewer than 100 students, reported the highest rates of victimization in four out of seven categories. Schools with between 100 and 199 students were highest in two of seven categories. One of the precepts in a traditional middle school is the establishment of a climate where students feel safe and are free from intimidation (Wiles and Bondi, 1992). Perhaps the atmosphere and climate in a middle school mitigate bully/victim situations. Also to be considered is the fact that all of the smaller schools that were compared to the middle school shared the campus with a high school. Perhaps the proximity to the high school was a mitigating factor. Additionally, many small communities are populated by third and fourth generation families, and this population is reflected in the school population. A new child moving into one of these small schools would be a more conspicuous "outsider" than the same child would be at a large school. This may be another variable to consider. At any rate, further study is warranted.

Victims report high grades. Sixty-eight percent of these victims received Bs or better on their last report cards with 26% receiving mostly As. This contrasts with the findings of Hazler, et al. (1992), who have reported that students who have been bullied have reported a drop in grades. Scandinavian studies have found that physical deviations other than physical weakness play no role in student victimization. Is it possible that students are victimized because they are seen as high achievers? Further study is needed.

Less is understood about girls who bully than about boys who do. It is generally accepted that girls bully mostly along psychological lines, and that physical bullying is

almost the exclusive domain of boys. Yet this study has found that nearly 9% of girl victims were bullied physically as compared nearly 10% for the boys. Are our girls becoming more violent? Again, further research is needed.

All of this study's subject schools were relatively homogenous in that very few minorities were represented. The degree to which racial or ethnic bullying takes place could not be adequately identified in this study. With the large numbers of Native Americans attending some Montana schools, the extent to which racial or ethnic bullying exists could be examined using appropriate school populations.

This study did not examine the effect that a negative school climate caused by bullies has on the non-victims in the student body. How non-victims' grades, attendance, and attitudes toward school are impacted are clearly implications for further research.

No private schools were included in the study. Since many private schools have a religious affiliation, it would be interesting to study whether or not religious influences have an effect on the incidences of bullying. Additionally, because of the cost involved in attending private schools, they tend to enroll students of higher socioeconomic status. It would be interesting to note whether or not this status has an effect on incidences of bullying.

This study was limited to students through the eighth grade. Other studies have shown that although bully/victim problems greatly diminish as students progress through high school, they never completely disappear. Again, recent shootings in high schools indicate that victims may turn to violence as a result of being victimized by bullies. Further investigation is necessary to determine whether or not bully/victim problems diminish or continue into the high school years in Montana's schools.

Recommendations for Practice

Inservice training with respect to bullies and their victims is a must for all school personnel. Large numbers of students are being victimized right under the noses of the very people who can help. Teachers, counselors, administrators, and paraprofessionals must be made aware of the problem, know how to recognize it, and know what to do about it.

College preparatory programs for teachers, counselors, and administrators should include strategies for the recognition of bully/victim situations. Once the problem is identified, these professionals must know how to intervene and prevent further occurrences.

Administrators should survey their own schools and determine to what extent, if any, students are victimized. Armed with this information, they then can provide supervision in the areas of the school where most bullying takes place. This information can also give impetus to teacher inservice training.

Bullying may also be a curricular concern. Several professionally prepared anti-bullying programs are available to educate students starting at an early age and thus prevent or reduce the incidences of bullying and victimization.

School policy, which strongly prohibits the victimization of students by bullies, should be adopted. This policy should define bullying and clearly state punishments for offenders, and it should be enforced consistently.

This study has shown that large numbers of students tell their parents of their victimization. The school should take steps to educate parents as to the severity of the problem and the toll it takes on their children, both bullies and victims alike. Parents need

to know that they can report victimization to the school and that steps will be taken to remedy the situation.

Summary

Gun play in any school gets extensive media attention and is the focus of national frustration and outrage. Yet victimization by bullies, the kind of violence most seen in our schools, goes mostly unrecognized and unacknowledged by adults.

This study has shown that extensive bully/victim problems exist in Montana's schools regardless of size, and in fact, may be worse in the smaller schools. The study has also found that girls are becoming more physically violent with the rates of bullying by physical means roughly approximating that of their male counterparts. A large percentage of this victimization takes place, not in isolated parts of the schoolyard, but in the schools' classrooms and hallways.

Were adults routinely subjected to such harassment, intimidation, taunting, and physical punishment in the work place, legal remedies would be sought. Perpetrators would be fired. Lawsuits would be filed. Students, however, are expected to endure this pain and suffer in silence while the adult world looks unknowingly on.

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APPENDICES

A-H

APPENDIX A



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Joe Fontana
.....

.....

Receipt/Letter of Permission

I hereby acknowledge receipt of *US\$ 105*
and give you permission to make copies of the Junior and Senior Versions of
my Bully/Victim Questionnaire, for use in an anti-bullying project comprising
.....schools/ for use in a research project.

It is agreed that the designation "Copyright: Dan Olweus" is to be
typed/printed on the front page of each copy of the Questionnaire and that
use of the Questionnaire [Olweus, D. (1989) The Olweus Bully/Victim
Questionnaire. Mimeo. Bergen, Norway.] will be properly acknowledged in
possible publications/reports on the results. It is also agreed that possible
use of these materials in other schools may entail additional costs to be
decided upon in a separate agreement.

Bergen *15/* 1998*Dan Olweus*

Dan Olweus

Professor of Psychology

APPENDIX B

Junior Survey - Grades 2-5

1. **Are you a boy or a girl?**
 - A. boy
 - B. girl What grade are you in? _____
2. **How do you like recess at school?**
 - A. dislike very much
 - B. dislike
 - C. dislike somewhat
 - D. neither like or dislike
 - E. like somewhat
 - F. like
 - G. like very much
3. **How many good friends do you have in your grade?**
 - A. none
 - B. I have 1 good friend in the class
 - C. I have 2 or 3 good friends
 - D. I have 4 or 5 good friends
 - E. I have many good friends in the class
4. **Do you feel your classmates don't like you as much as they like other students in your grade?**
 - A. no, never
 - B. yes, once and a while
 - C. now and then
 - D. fairly often
 - E. often
 - F. very often
5. **What are your grades like in school?**
 - A. mostly S's
 - B. about one half S's and one half U's
 - C. Mostly U's
 - D. I'm not sure
6. **I have been bullied in school this many times this year?**
 - A. I haven't been bullied in school this year
 - B. it has only happened once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week
7. **I was called mean names, was made fun of, or teased in a hurtful way**
 - A. it hasn't happened to me this year
 - B. only once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week
8. **I was left out of activities on purpose, excluded from a group of friends, or completely ignored.**
 - A. it hasn't happened to me this year
 - B. only once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week
9. **I was hit, kicked, pushed and shoved or threatened**
 - A. it hasn't happened to me this year
 - B. only once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week

- 10. Other students told lies or spread rumors about me and tried to make others dislike me**
- A. it hasn't happened to me this year B. only once or twice
C. two or three times a month D. about once a week
E. several times a week
- 11. I had money or other things taken away from me or damaged**
- A. it hasn't happened to me this year B. only once or twice
C. two or three times a month D. about once a week
E. several times a week
- 12. I was called mean and hurtful names about my color or race**
- A. it hasn't happened to me this year B. only once or twice
C. two or three times a month D. about once a week
E. several times a week
- 13. Have you ever stayed home from school because of the fear of being bullied?**
- A. I haven't been bullied at school
B. I've been bullied at school, but have not stayed home because of it.
C. I've stayed home once in a while because of fear of bullies
D. I've stayed home two or three times a month because of a fear of bullies
E. I've stayed home once a week or more because of fear of bullies
- 14. I was bullied in another way or ways not mentioned above.**
- A. it hasn't happened to me this year B. only once or twice
C. two or three times a month D. about once a week
E. several times a week

Please write how _____

- 15. How old is the student or students who usually bully you?**
- A. I haven't been bullied this year B. in my grade
C. one or more years older D. one or more years younger
E. in different grades
- 16. How often have you been bullied on your way to and from school?**
- A. I haven't been bullied on my way to and from school
B. it has only happened once or twice C. now and then
D. about once a week E. several times a week
- 17. Have you told any of your teachers, your counselor, your principal, or other adults that you have been bullied?**
- A. I haven't been bullied this year B. no, I haven't told them
C. yes, I have told them
- 18. Have you told your mother or father that you have been bullied?**
- A. I haven't been bullied this year B. no, I haven't told them
C. yes, I have told them

19. Where on the school grounds have you been bullied? *You may circle more than one answer*

- | | | |
|---------------------------|-----------------------|----------------------|
| A. I haven't been bullied | B. in the gym | C. on the playground |
| D. in the hallways | E. in the locker room | F. on the school bus |
| G. at the bus stop | H. in the classroom | |

Please list any other places at school or on the school grounds not mentioned above

20. Have you been bullied by one or several students?

- | | |
|-------------------------------------|---------------------------|
| A. I haven't been bullied this year | B. mainly by one boy |
| C. by several boys | D. mainly by one girl |
| E. by several girls | F. by both boys and girls |

21. I called another student (s) mean names, teased and made fun of him or her in a hurtful way

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times a month | D. about once a week |
| E. several times a week | |

22. I kept another student(s) out of things on purpose, excluded him or her from my group of friends or completely ignored him or her

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times a month | D. about once a week |
| E. several times a week | |

23. I hit, kicked, pushed and shoved another student (s) around or threatened him or her

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times a month | D. about once a week |
| E. several times a week | |

24. I spread rumors about another student (s) and tried to make others dislike him or her

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times | D. about once a week |
| E. several times a week | |

25. I forced another student (s) to give me money or took or damaged his or her things

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times a month | D. about once a week |
| E. several times a week | |

26. I called another student (s) mean and hurtful names about his color or race

- | | |
|---------------------------------|-----------------------|
| A. it hasn't happened this year | B. only once or twice |
| C. two or three times a month | D. about once a week |
| E. several times a week | |

27. I picked on another student in another way (s)

- A. it hasn't happened this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

Please write how: _____

28. About how many times have you picked on other students in the last 5 days at school? (Don't include the weekend.)

- A. no time
- B. once
- C. twice
- D. 3 or 4 times
- E. 5 or more times

29. Have any of your teachers, your counselor, your principal, or other adult authority figures talked with you about your picking on other students?

- A. I haven't bullied other students in school this year
- B. no, they haven't talked with me about it
- C. yes, they have talked with me once or twice
- D. yes, they have talked with me several times

30. Now think about this year again. How often have you picked on students on their way to and from school?

- A. I haven't picked on other students on their way to and from school
- B. it happened only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

31. Do you think it's fun to make trouble for other students?

- A. no, never
- B. yes, once and a while
- C. now and then
- D. fairly often
- E. often
- F. very often

APPENDIX C

Questionnaire for Students in Grades 6-8

1. **What is your gender?**
 - A. male
 - B. female What grade are you in? _____
2. **How much do you like break time or free time at school?**
 - A. dislike very much
 - B. dislike
 - C. dislike somewhat
 - D. neither like or dislike
 - E. like somewhat
 - F. like
 - G. like very much
3. **How many good friends do you have in your grade?**
 - A. none
 - B. I have 1 good friend in the class
 - C. I have 2 or 3 good friends
 - D. I have 4 or 5 good friends
 - E. I have many good friends in the class
4. **Do you feel like students in your class don't like you as much as they like other students?**
 - A. no, never
 - B. yes, once and a while
 - C. now and then
 - D. fairly often
 - E. often
 - F. very often
5. **Which of the following best describes your grades in school?**
 - A. mostly A's
 - B. about one half A's and one half B's
 - C. Mostly B's
 - D. about one half B's and one half C's
 - E. Mostly C's
 - F. About one half C's and one half D's
 - G. Mostly D's
 - H. About one half D's and one half F's
 - I. mostly F's
 - J. I'm not sure
6. **I have been bullied in school this many times this year.**
 - A. I haven't been bullied in school this year
 - B. it has only happened once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week
7. **I was called mean names, was made fun of, or teased in a hurtful way.**
 - A. it hasn't happened to me this year
 - B. only once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week
8. **I was left out of activities on purpose, excluded from a group of friends, or completely ignored.**
 - A. it hasn't happened to me this year
 - B. only once or twice
 - C. two or three times a month
 - D. about once a week
 - E. several times a week

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9. I was hit, kicked, pushed and shoved or threatened

- A. it hasn't happened to me this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

10. Other students told lies or spread rumors about me and tried to make others dislike me

- A. it hasn't happened to me this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

11. I had money or other things taken away from me or damaged

- A. it hasn't happened to me this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

12. I was called mean and hurtful names about my color or race

- A. it hasn't happened to me this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

13. I have stayed home from school because of the fear of being bullied?

- A. I haven't been bullied at school
- B. I've been bullied at school, but have not stayed home because of it.
- C. I've stayed home once in a while because of fear of bullies
- D. I've stayed home two or three times a month because of a fear of bullies
- E. I've stayed home once a week or more because of fear of bullies

14. I was bullied in another way or ways not mentioned above.

- A. it hasn't happened to me this year
- B. only once or twice
- C. two or three times a month
- D. about once a week
- E. several times a week

Please write how _____

15. In which grade is the student or students who usually bully you?

- A. I haven't been bullied this year
- B. in my grade
- C. one or more years older
- D. one or more years younger
- E. in different grades

16. How often have you been bullied on your way to and from school?

- A. I haven't been bullied on my way to and from school
- B. it has only happened once or twice
- C. now and then
- D. about once a week
- E. several times a week

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- 17. Have you told any of your teachers, your counselor, your principal, or other adult authority figures that you have been bullied?**
 A. I haven't been bullied this year B. no, I haven't told them
 C. yes, I have told them
- 18. Have you told your mother or father that you have been bullied?**
 A. I haven't been bullied this year B. no, I haven't told them
 C. yes, I have told them
- 19. Where on the school grounds have you been bullied? *You may circle more than one answer.***
 A. I haven't been bullied this year B. in the gym
 C. in the hallways D. on the playground
 E. in the locker room F. on the school bus
 G. in the classroom H. at the bus stop

Please list any other places at school or on the school grounds not mentioned above

- 20. Have you been bullied by one or several students?**
 A. I haven't been bullied this year B. mainly by one boy
 C. by several boys D. mainly by one girl
 E. by several girls F. by both boys and girls
- 21. I called another student (s) mean names, teased and made fun of him or her in a hurtful way.**
 A. it hasn't happened this year B. only once or twice
 C. two or three times a month D. about once a week
 E. several times a week
- 22. I kept another student(s) out of things on purpose, excluded him or her from my group of friends or completely ignored him or her.**
 A. it hasn't happened this year B. only once or twice
 C. two or three times a month D. about once a week
 E. several times a week
- 23. I hit, kicked, pushed and shoved another student (s) around or threatened him or her.**
 A. it hasn't happened this year B. only once or twice
 C. two or three times a month D. about once a week
 E. several times a week
- 24. I spread rumors about another student (s) and tried to make others dislike him or her**
 A. it hasn't happened this year B. only once or twice
 C. two or three times a month D. about once a week
 E. several times a week

- 25. I pressed another student (s) for money or took or damaged his or her belongings**
 A. it hasn't happened this year
 B. only once or twice
 C. two or three times a month
 D. about once a week
 E. several times a week
- 26. I called another student (s) mean and hurtful names about his color or race**
 A. it hasn't happened this year
 B. only once or twice
 C. two or three times a month
 D. about once a week
 E. several times a week
- 27. I picked on another student(s) in another way (s)**
 A. it hasn't happened this year
 B. only once or twice
 C. two or three times a month
 D. about once a week
 E. several times a week

Please write how: _____

- 28. About how many times have you picked on other students in the last 5 days at school? (Don't include the weekend.)**
 A. no time
 B. once
 C. twice
 D. 3 or 4 times
 E. 5 or more times
- 29. Have any of your teachers, your counselor, your principal, or other adult authority figures talked with you about your picking on other students?**
 A. I haven't picked on other students in school this year
 B. no, they haven't talked with me about it
 C. yes, they have talked with me once or twice
 D. yes, they have talked with me several times
- 30. How often have you taken part in picking on other students on their way to and from school?**
 A. I haven't picked on other students on their way to and from school
 B. it happened only once or twice
 C. two or three times a month
 D. about once a week
 E. several times a week
- 31. Do you think it's fun to make trouble for other students?**
 A. no, never
 B. yes, once and a while
 C. now and then
 D. fairly often
 E. often
 F. very often

APPENDIX D

Permission Letter

Dear Mr. Fontana,

The _____ School District grants you permission to conduct survey research within grades two through eight. It is understood that students have complete confidentiality as does the _____ School District. Only aggregate totals will be considered in the research's findings, and subject school districts will not be named at any point in the research or subsequent writings.

Sincerely,

Superintendent of Schools

APPENDIX E

Teacher Consent Form**Dear Teacher,**

As part of a graduate degree program at the University of Montana, I am conducting a study to measure the extent to which bullying occurs in Montana's schools. With this letter, I'm asking your permission to include your students in my study.

Should you grant your permission, your students whose parents have agreed will be asked to answer a thirty-one question survey with multiple choice answers. Younger students will have the questions read to them, while older students will read their own. A member of my research team or I plan to visit your school in February to administer the survey. Students in grades five through eight should be able to complete the survey in fifteen minutes or less. It will take younger students about thirty minutes to finish.

Every effort is being made to conduct this research at your convenience and that of your school and your students. Since all of the students in your class may not be participating in the study, I would ask for your help in supervising those students who are not. Participating students will leave the classroom to complete the survey; those not participating will remain in the regular classroom.

Although I consider the information to be gained from this study important, I'd like to emphasize that your participation is strictly voluntary, and you can certainly decline without consequence. I'd also like to emphasize that no student, teacher, classroom, or school will be identified in the study or its findings. Confidentiality at all levels is important to the success of the study.

My project supervisor or I would be happy to answer any questions you may have; you may contact:

Joe Fontana; Box 149; Belt, MT 59412; 277-3351 (w) or 277-3374 (h)

Dr. John Lundt, Project Supervisor; University of Montana; 243-5204

If you agree to allow your class to participate in this study, please sign the consent form below. Thank you for your help.

Thanks again,

Joe Fontana

(You may clip and return the bottom portion and keep the above information for your reference).

Signature of Teacher _____ Date _____

APPENDIX F

Parent Permission Form

Dear Parents,

As part of a graduate degree program at the University of Montana, I am conducting a study to measure the extent to which bullying occurs in Montana's schools. I believe this study is important because bullying is the kind of violence that is seen most often in schools, yet is least recognized by adults. Your child's school has been selected to participate in my research, and with this letter, I am asking your permission to include your child in my study.

Should you allow your child to participate, he/she will be asked to answer a written thirty-one question survey with multiple choice answers. The survey asks various questions about bullying in your child's class and school. Younger students will have the questions read to them, while older students will read their own. A member of my research team or I plan to visit your school in February to administer the survey. Students in grades five through eight should be able to complete the survey in fifteen minutes or less. Younger students will take about thirty minutes to finish. I'm working in close cooperation with your child's teacher and principal to make sure that no academic work is missed by those students taking part in the study.

Your student's participation in this project is entirely voluntary. Should you allow your child to participate and then change your mind, you or your child may withdraw permission at anytime. Of course there is no penalty whatsoever for not participating in this study or dropping out at any time.

Students' identities are completely confidential and anonymous; their names appear nowhere on the survey nor do the names of the schools involved in the study. Students will be told not to report any names as they complete the survey, but if they do tell the names of a victim or a bully, I will be obliged to report those names to the school's principal and encourage him or her to contact parents. Additionally, no one at your child's school will know how your child answered. Again, your child's participation in this project is entirely voluntary, but I would sincerely appreciate your help. I'd be happy to answer any questions you might have. You can contact :

Joe Fontana; Box 149; Belt, MT 59412; 277-3351 (w) or 277-3374 (h).

Dr. John Lundt, Project Supervisor; The University of Montana; 243-5204.

Although there is no identifiable risk to your child, the University of Montana requires the following paragraph be included in all parent permission requests:

"In the event that you or your child are injured as a result of this research, you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to

reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under the authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such an injury, further information may be obtained from the University's Claims Representative or University Legal Counsel."

I will encourage children who are being bullied to talk to their parents, teacher, counselor, or principal. Although this study is not intended to identify specific bullies or victims, if you find that your child is being bullied, I urge you to contact his/her teacher, counselor, or principal.

If you agree to allow your child to participate in this study, please sign the consent form below and return it to your child's teacher as soon as possible. I will also be asking your child's permission at the time of the research, and he/she may not want to take part. Again, this is OK; there is no penalty for not participating.

Thank you,

Joe Fontana

(Please clip and return the bottom portion; you may want to keep the information above for your reference.)

I have read and understand the description of the above research and agree to have my child participate in this study.

Name of Student _____

Signature of Parent _____ Date _____

APPENDIX G

Minor Assent Form

Dear Students,

The questions that you are being asked to answer will help learn about bullying in Montana's schools. It will take you thirty minutes or less to mark the answers to thirty-one questions.

I agree to take part in the study described to my parents and in which my parents have already said it is ok to take part.

I understand that my answers are private; no one will know how I answered the questions on the survey.

I also understand that I do not have to take part if I don't want to; If I start, I can stop anytime. If I don't take part or if I stop, it won't hurt my grade.

If I get upset when I answer these questions, I will talk with my parents, to the teacher, or another adult.

I, _____, agree to be in the study outlined
(print your first and last name)

in the letter sent to my parents.

(student's signature)

(date)

APPENDIX H

Rationale for Research Questions

- 1. To what degree does bullying occur in Montana's schools?** Before any attempts at prevention and intervention can occur, school personnel must become aware of the extent of the problem (Olweus, 1993 and Ross, 1996). This study will document the degree to which bullying exists in Montana's schools.
- 2. Where within the school campus does bullying take place?** Incidences of bullying can be stopped or greatly reduced with proper adult supervision (Besag, 1989; Olweus, 1993; and Ross, 1996). This study will document where within the school complex bullying takes place.
- 3. Is there a relationship between the size of the school and the amount of bullying that takes place?** Scandinavian researcher Dr. Dan Olweus (1973, 1978, and 1993) found that there was no significant relationship between the size of the school and bullying incidences. In the United States, however, research by Nolin, Davis, and Chandler (1996) indicates that there may indeed be a difference due to school size with bullying occurring less frequently in small schools.
- 4. Does the type of bullying follow the same gender lines as was found in European studies?** Research has shown that boys bully by both psychological and physical means. Girls, on the other hand, almost exclusively bully psychologically (O'Moore, 1998; Lane, 1989; Roland, 1989; and Olweus, 1994). This study will determine whether or not this holds true in Montana schools.
- 5. How often is bullying reported to adults?** In part, bullying flourishes because it is not reported to adults (Ross, 1996). This study will determine the extent to which victims report their victimization to adults.
- 6. Does being bullied cause the victim to avoid school?** Johnson, O'Mally, and Bachman (1993) found that 16% of the eighth graders surveyed avoided school because they felt unsafe. This study will examine the frequency of absenteeism due to fear of bullies.
- 7. Do the victims of bullying tend to become isolated, lonely, and friendless?** Perry, Kusel, and Perry (1988) and Olweus (1994) found that victims are rejected by former friends and once-friendly peers. The extent to which this happens in Montana schools will be examined in this study.
- 8. Does being victimized adversely affect academic achievement as measured by students' self-reported grades?** Hazler, Hoover, and Oliver (1992) report that 90% of the students who said they were bullied also reported a drop in grades. The relationship between victimization and academic achievement will be examined in this study.