

BULLYING AND GENDER IN CALIFORNIA'S CENTRAL
VALLEY: A SURVEY OF HIGH SCHOOL
FRESHMEN

A Thesis Presented to the Faculty
of
California State University, Stanislaus

In Partial Fulfillment
of the Requirements for the Degree
of Master of Social Work

By
Cristina G. Anaya
May 2015

CERTIFICATION OF APPROVAL

BULLYING AND GENDER IN CALIFORNIA'S CENTRAL
VALLEY: A SURVEY OF HIGH SCHOOL
FRESHMEN

by
Cristina G. Anaya

Signed Certification of Approval page is
on file with the University Library

Robin Ringstad, Ph.D.
Professor of Social Work

Date

John A. Garcia, Ph.D.
Professor of Social Work

Date

© 2015

Cristina G. Anaya
ALL RIGHTS RESERVED

DEDICATION

Le dedico esta tesis a mi familia, en especial a mis padres, Gabriel e Imelda Anaya, por que sin su esfuerzo y dedicación yo no hubiese logrado todo lo que eh logrado hoy. Gracias por que se que siempre puedo contar con ustedes. Muchas gracias por su amor y apoyo incondicional, los quiero mucho. A mis hermanos, Gabriel y Andrea, gracias por toda su ayuda. A mis suegros, Ermila y Severo Oliva, gracias por su apoyo y por siempre estar alli cuando los hemos necesitado.

I would also like to dedicate this to my husband Steve. Thank you for the encouragement and support that you gave me during this graduate program. Thank you for everything you do for our family and for the sacrifices you have made so that I could continue my education. To my son, Christian, you have been my inspiration and primary motivation to succeed. I love you to the moon and back.

To everyone who has ever been bullied, “Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life; define YOURSELF.” – Unknown

ACKNOWLEDGEMENTS

First, I would like to thank my friends for their never-ending support and words of encouragement. Marina, Hector, Crystal, Maggie, Mayra, Jackie, Kristen, Topeka, and Joy, you have all played such an important role in my life these past two years. I am extremely lucky to be able to call you all my friends.

I would like to extend my gratitude to my chair, Dr. Robin Ringstad, for her support, guidance, and patience during this study. Additionally, I would like to thank Dr. Katie Galvin, who helped develop this study when it was in the beginning stages and guided me in the right direction. I would also like to thank Dr. John Garcia for his contribution to the success of this study.

Lastly, I want to thank the staff of Ripon High School. Mr. Rangel and Mr. Johnson, thank you. Both of you played such an important role in the completion of this thesis. To the freshmen of Ripon High School, thank you for participating in this study.

TABLE OF CONTENTS

	PAGE
Dedication	iv
Acknowledgements	v
List of Tables	viii
Abstract	ix
CHAPTER	
I. Introduction	1
Statement of the Problem	1
Statement of Purpose	3
Significance of the Study	5
Definition of Terms	5
II. Literature Review	7
Definitions of Traditional and Cyberbullying	7
Effects of Bullying on Victims	9
Effects of Bullying on Perpetrators	13
Gender and Bullying	15
Summary	16
III. Methodology	17
Overview	17
Design	17
Sampling Plan	18
Instrumentation	18
Data Collection	19
Plan for Data Analysis	20
Protection of Human Rights	20
IV. Results	22
Overview of Sample	22
Students Who Were Victims of Bullying	23
Students Who Engaged in Bullying Behavior	26
Summary	30

V.	Discussion.....	32
	Overview.....	32
	Major Findings.....	32
	Strengths and Limitations of the Study.....	34
	Implications for Future Research.....	34
	References.....	37
	Appendices	
	A. Bullying Questionnaire	42
	B. Consent Form.....	54
	C. Opt-Out Form.....	55

LIST OF TABLES

TABLE	PAGE
1. Percent Who Have Been Victims of Bullying	24
2. Percent Who Have Engaged in Bullying Behavior.....	28

ABSTRACT

Bullying is an issue that continues to occur among high school students. Students are engaging in traditional bullying as well as cyberbullying. This study explores students' experiences with being the victim of bullying and whether these experiences differ based on gender. It also explores students' experiences with being perpetrators of bullying and whether these experiences differ based on gender. A quantitative study, which uses a traditional survey design, has been used to gain more in-depth knowledge of the relationship between gender and bullying in 105 freshmen. Out of the 105 students 51.9% report that they have been victims of some type of bullying and 29% of students report that they have taken part in bullying other students. Findings show that the most prevalent form that students are victims of is name-calling, making fun of, or being teased in a hurtful way. Additionally, the most prevalent form of bullying towards others is name-calling, making fun of, or teasing others in a hurtful way. The findings of this study suggest that for the most part, gender did not play a role in being a victim or perpetrator; with the exception of name-calling, making fun of, or being teased and teasing others. It is imperative that social workers who work with vulnerable populations, such as children, understand what bullying is and what to do when it happens.

CHAPTER I

INTRODUCTION

Statement of the Problem

According to Litwiller and Brausch (2006), in recent years the media has reported bullying as being an environmental stressor that considerably increases an adolescent's suicide risk. The authors also found that in America, suicide ranks as the third leading cause of death for youth between the ages of 10 and 24. In a different study, Perren and Alsker (2006) found that bullying typically begins in younger grades such as kindergarten and may lead to children avoiding school. Perren and Alsker (2006) also found that, "Bullies in the younger age group were also more physically aggressive than those in the older age group" (p. 56) and that bullies were able to direct their peers in ways that were nonaggressive; indicating that the bullies were often seen as the leaders among their peers. Furthermore, Wolke, Copeland, Angold, and Costello (2013) state that "Children who are withdrawn, physically weak, or prone to show a reaction (e.g. run away, become upset), who have poor social understanding, or who have few or no friends who can stand up for them are more likely to become victims of bullying at school" (p. 1958).

Another form of bullying that is prevalent among school age children is cyberbullying. Nocentini, and Camodeca (2011) state that cyberbullying is "Similar to traditional bullying [because] it is an aggressive behavior, frequent, repeated, and aimed at causing harm to someone who is unable to defend him/herself." (p. 1).

Cyberbullying occurs through the use of technology. Reports indicate that 93% of teens are active users of the Internet (Schneider, O'Donnell, Stueve, & Coulter, 2012). Cell phones have the capability of sending and receiving pictures, videos, and accessing every type of social media through them, including Facebook, Twitter, Snapchat, and Instagram. The number of teens who have cell phones has increased 45% since 2004, and currently 75% of teens have them (Schneider et al., 2012).

Whether discussing traditional bullying or cyberbullying the consequences can be harmful to the victim as well as to the perpetrator. Twyman, Saylor, Taylor, and Comeaux (2010) found that the effects of cyberbullying were similar to those from traditional bullying. Low academic performance, high levels of stress, and low self-esteem are among the effects that bullying has on both victims and perpetrators. Wolke et al. (2013) found through a qualitative study that those who were victims of bullying at schools had poor health outcomes in adulthood. The victims were more likely to be diagnosed with a psychiatric disorder, become smokers, and have slow recoveries from illnesses. The authors also found that the bullies themselves were affected during adulthood. They were more prone to committing felonies, engaging in substance abuse, or participating in other illegal behavior. Among the victims, there was no evidence indicating risky or illegal behavior during adulthood (Wolke et al., 2013).

Suicide has been a major concern associated with bullying. Zirkel (2013) found that, "Bullying and suicide have become major concerns for public school officials" (p. 635). Furthermore, Meyer-Adams and Conner (2008) indicate that when

students are victimized or participate in bullying behaviors, their perspective of the psychosocial environment is negative. They also found that students might react aggressively by carrying a weapon to school, skipping school, or by cutting classes. Casebeer's (2012) study suggests the following in terms of addressing bullying:

Educators must avoid relying on simple, quick-fix, or one-size-fits-all intervention regardless of how well-meaning their perceived intentions. Such interventions may not be effective, but they may be associated with serious, unintended side effects. Specifically, zero-tolerance (or exclusion) policies may fail to address underlying issues, or they may even undermine intervention efforts by discouraging the reporting of bullying behaviors and excluding students from valuable learning opportunities. (p. 169)

According to Bradshaw, Wassdorp, and O'Brennan (2013), "Although the research on bullying has increased over the past decade there remain a number of gaps in the literature regarding potential differences in school staff members' perception of the problem" (p. 289). Although educators are aware that bullying is occurring, there may not be a thorough understanding of the role that gender plays in the experience of being bullied and in participating in bullying behavior. It is important that educators understand this component in order to effectively intervene.

Statement of Purpose

The purpose of this study was to determine whether there was a relationship between the independent variable of gender and the dependent variables of (1) being

bullied and (2) engaging in bullying behavior. The research questions behind this study were as follows:

1. What are students' experiences with being the victim of bullying and do these experiences differ between male and female students?
2. What are the students' experiences with being perpetrators and do these experiences differ between male and female students?

The researcher expected to find a low number of bullying incidents based on the fact that bullying rules are strictly enforced at Ripon High School. The Ripon High School's Handbook (2014), *Grounds for Suspension and/or Expulsion: Education Code 48900, 48915* it states that by state law students may be suspended from school and recommended for expulsion if they:

Engage in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: while on school grounds, while going to or coming from school, during the lunch period whether on or off campus, during, or while going to or coming from, a school sponsored activity. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension. (Ripon High School, "Discipline," para. r)

Significance of the Study

This study is of significance to the social work profession because as social workers, it is imperative that we aid schools in educating students about the consequences of bullying and in creating effective programs and strategies to address bullying behavior. One of the commitments our profession makes is to advocate for those who cannot advocate for themselves. In the social worker's Code of Ethics, code 1.01 Commitment to Clients states that, "Social worker's primary responsibility is to promote the well-being of clients" (NASW, 2015, Commitment to Clients section para. 1). Furthermore, victims of bullying may feel oppressed by bullies and may not know how to speak about the issues they are facing. On the other hand, the perpetrators may also be victims themselves and, therefore, are bullying others as a form of coping with their own problems. It is anticipated that results from this study will help educate colleagues, institutions, and students about the negative consequences that bullying can have on both victims and perpetrators. This study will assist social workers by collecting the data necessary to allow them to better assist school professionals in developing effective programs and strategies to address bullying. Specifically, the completion of this study allows Ripon High School staff to examine the data and use it prevent bullying behavior on their campus.

Definition of Terms

For the purpose of this study, traditional bullying is defined as, "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself

or herself” (Olweus 2014, para. 1). Cyberbullying occurs through the use of technology (Schneider et al., 2012).

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to examine the research on bullying. The chapter explores different definitions of bullying. Additionally, it examines the different types of bullying: traditional bullying and cyberbullying. This chapter explores the relationships among gender, being bullied, and bullying others. In recent years, there have been reports of students being bullied at school and over the Internet. Research indicates that while bullying behavior decreases in high school, it still occurs. In a recent study Schneider, et al. (2012) found that three quarters of students who are bullied online are also bullied at school. This chapter will pinpoint major reasons why bullying among students occurs.

Definitions of Traditional and Cyberbullying

Bullying has a vast number of definitions. In one of the early definitions, bullying was compared to the Norwegian word *mobbing*, referring to “group violence against a deviant individual that occurs suddenly and subsides suddenly. This confines the process to actions carried out by a group against an individual” (Smith, Cowie, Olafsson, & Liefhoghe, 2002, p. 1119). In addition to focusing on group actions, according to Smith et al. (2002) the early definitions of bullying emphasized only physical bullying and verbal taunting. Alternatively, Griezel, Finger, Bodkin-Andrews, Craven, and Yeung (2012) found that most researchers now affirm that traditional bullying can be seen as the “repeated intimidation, over time, of physical,

verbal, and psychological nature of a less powerful person by a more powerful person or groups of persons” (p. 442). Furthermore, studies have confirmed traditional bullying can be done in many different ways, such as physically (e.g. punching), verbally (e.g. name calling), and socially (e.g. spreading rumors) (Griezel et al., 2012).

In recent years bullying behavior has extended to more than just traditional bullying. Menesini et al. (2011) state that cyberbullying is “Similar to traditional bullying [because] it is an aggressive behaviour, frequent, repeated, and aimed at causing harm to someone who is unable to defend him/herself” (p. 1). Furthermore, Griezel et al. (2012) asserts that cyberbullying includes “sending nasty text messages, emails, and instant messages; [or] forwarding confidential emails, text messages, or instant chat messages to other students” (p. 443). Many children and teenagers have access to cellular phones, computers, and social media sites such as Facebook, Instagram, Twitter, and Tumblr, making them more vulnerable to being cyber bullied. “Bombarding a student with hurtful text messages, setting up a derogatory website or profile page about a student and inviting others to comment, or using a mobile phone camera to video or photograph another student to embarrass him or her” (Griezel et al., 2012, p. 443) all represent examples of cyberbullying.

Some studies have found that cyberbullying can be considered an extension of traditional bullying (Menesini et al., 2011). However, even though cyberbullying can be considered an extension of traditional bullying, research has found that cyberbullying can be more harmful than traditional bullying. According to Menesini et al. (2011) cyberbullying using pictures, videos, and phone calls has been

considered to cause more harm than traditional bullying. Overall, both traditional bullying and cyberbullying are affecting children and teenagers on a daily basis. Cyberbullying has become more prevalent due to the use of technology. Schneider et al. (2012) state “Electronic communications allow cyberbullying perpetrators to maintain anonymity and give them the capacity to post messages to a wide audience” (p. 171). They also explain that with cyberbullying the victims cannot escape being harassed and

the audience reached can be much huger (e g., a video clip to embarrass someone can be sent to a very large number of people); the new technology makes it possible to occur more secretly, to spread more rapidly, and to hide bullies’ personal identity more easily. (Schneider et al., 2012 p. 2)

Effects of Bullying on Victims

In general, bullying has negative consequences for the victims. Studies have shown that victims of traditional and cyberbullying are in danger of engaging in self-harming behaviors. Litwiller and Brausch (2013) found that bullying is an environmental stress that can increase a victim’s suicide risk. “Victimization from bullying has been shown to associate with low self-esteem, anxiety, and depression” (Litwiller & Brausch, 2013, p. 676).

Victims of bullying behavior are more at risk of engaging in suicidal behavior, because the victims may suffer from low self-esteem, anxiety, and depression (Litwiller & Brausch, 2013). The authors also suggest that other risky behaviors that victims of bullying may engage in are the use of illicit drugs or alcohol as a mean of

coping with the negative effects that bullying has on them. Litwiller and Brausch (2013) suggest that

substance use may contribute to habituation of physical pain and psychological anxiety associated with self-harm. Specifically, substance use may enable adolescents already experiencing suicidal desire to perform suicidal behaviors by decreasing inhibition, encouraging self-harming behaviors, and exacerbating pre-existing negative moods. (p. 676)

When individuals are exposed to physical aggression or violent behavior they can become victims of bullying and encounter suicidal behaviors (Litwiller & Brausch, 2013). Littwiller and Brausch (2013) suggest that victims of bullying are also likely to engage in unprotected sex, anonymous sex, or forced sex. Their findings “suggest that sexual behavior may represent a means of coping with negative psychological consequences of victimization” (Littwiller & Brausch, 2013, p. 677). Littwiller and Brausch (2013) indicate that just like violent behavior and substance use, continuous experiences of unsafe sexual behavior may make adolescents become accustomed to the psychological anxieties and physical pain that are associated with suicidal behavior and aggravate any suicidal thoughts caused by being a victim of bullying.

There have been various reports in the media and other social outlets of students who have been victims of bullying and have committed suicide. One known case of cyberbullying that resulted in the victim committing suicide involved a teenager from Missouri. The teenager was harassed and bullied over the Internet by a

woman who posed as a 16-year-old male (Kwan & Skoric, 2013). Another case of bullying which attracted considerable attention, as stated by Kwan and Skoric (2013), was the case of a teenager who was pretending to be a Star Wars character and video taped himself. The tape was stolen and uploaded to a website. After being teased and harassed the student had to move schools. Kwan and Skoric (2013) mentioned “...cyberbullying can have real and devastating consequences on the victims” (p. 17).

Wolke, et al. (2013) studied the impact that being bullied as a child has on adulthood health, crime, and social outcomes. Wolke, et al. (2013) found that: “Involvement with bullying in any role was predictive of negative health, financial, behavioral, and social outcomes in adulthood” (p. 1967). Students who are victims of bullying have an increased risk of unfavorable outcomes during childhood. Wolke et al. (2013) indicate that students who are victims of bullying have more physical, emotional, and psychological health problems, and do not achieve academically as well as those who are not victims of bullying.

Students who have been bullied and even those who bully others are at a higher risk than those who have not engaged in bullying behavior to suffer from a variety of physical and emotion symptoms, which include depression, irritability, anxiety, sleeping difficulties, headaches, and stomach aches (Srabstein, 2013). Additionally, Srabstein (2013) studied various media coverage of fatal and nonfatal bullying related injuries. Additionally he studied country or dependent territory news, news of the number of children and adolescents ages 5-19 who engaged in bullying related injury, and nonfatal or fatal injuries. He found that some of the behaviors that

the victims had engaged in were running away, alcohol and drug abuse, and self-inflicted or accidental injuries, as well as suicide (Srabstein, 2013). Furthermore, the author states that, “bullying is linked to premature mortality due to suicide, homicide, and accidental injuries” (Srabstein, 2013, p. 378). There are a number of consequences that victims of bullying can face when victimized. Those consequences can pertain to physical and mental health issues.

Research suggests that victims are more susceptible to drug and alcohol abuse, as well as physical and mental health problems. Other indirect consequences include a well-documented relationship between victimization and subsequent offending, as well as a significant pattern of repeat and/or poly-victimization in which being a victim of crime increases the risk of future victimization.

(Bouffard & Koeppl, 2014, p. 569)

Bouffard and Koeppl (2014) found that victims of violence such as bullying had mental health issues such as posttraumatic stress disorder, substance abuse, and depression. The effects that bullying has on the victims can be long lasting. There have been several links that have been established between bullying and psychological and physical health issues, substance abuse, alcoholism, and suicide (Bouffard & Koeppl, 2014). The authors found that “children who were bullied were twice as likely to have sleeping problems, seven times more likely to have depression, and three times more likely to have issues with headaches than children who were not bullied” (Bouffard & Koeppl, 2014, p. 571). Furthermore, although there are

extensive studies dedicated to finding out how bullying affects the victims, there are limited studies that focus on how bullying affects the perpetrators.

Effects of Bullying on Perpetrators

Studies on bullying typically focus on how the victims of bullying are affected. There is limited research that has been done which discusses how the perpetrators of bullying are affected. Children who bully others can engage in violent and risky behaviors just like the victims do. Furthermore, children who bully may abuse alcohol and other drugs in their adolescence and as adults (“What is Bullying?” 2014). It was noted that children who bully are more likely than non-bullies to be involved in fights, vandalize property, drop out of school, engage in sexual activity at an early age, acquire criminal convictions, and become abusive toward their partners, spouses, or children as adults (“What is Bullying?” 2014). In a study conducted by Knous-Westfall, Ehrensaft, Watson McDonnell, and Cohen (2012) it was found that children who had been exposed to intimate partner violence (IPV) through their parents experienced higher instances of bullying others. It was also found that children who were exposed to any type of IPV were more likely to overtly bully others and resist parental authority (Knous-Westfall et al., 2012).

A significant connection has been found between children who are exposed to domestic violence at home and those who engage in bullying as well as those who are victimized (Baldry, 2003). It was found that children who live in a home where domestic violence exists are at higher risk of developing short and long-term negative effects in comparison to those who were not exposed to domestic violence (Baldry,

2003). In addition, Baldry (2003) found that, in general, children who have been exposed to domestic violence in the home tend to be more aggressive at school, commit more acts of delinquency, or become victims of abuse at school more often than children who have not been exposed to violence at home. An interesting finding made by Baldry (2003) states that “Poor family functioning and especially domestic violence might promote bullying in several ways” (p. 715).

The research done on the lasting effects of engaging in bullying behavior is limited. In a study conducted by Sigurdson, Wallander, and Sund (2014) the authors examined the lasting effects that bullying has on victims as well as perpetrators. The researchers found that individuals who had engaged in bullying others had a higher prevalence of illegal drug use during adulthood than those who did not engage in bullying behavior. Those who were involved in bullying also reported that they had poorer job relations and were more at risk of being unemployed. Additionally, perpetrators were more likely than victims and non-victims of bullying to receive disability or other type of social assistance (Sigurdson et al., 2014). The author found that children who engaged in bullying behavior were more likely to offend later in life than children who did not engage in bullying behavior; furthermore, children who engaged in bullying and who were bullied were found to have more negative health outcomes, as well as negative financial, behavioral, and social impacts (Wolke et al., 2013). Overall, children who have engaged in bullying behavior or have been victims have more negative outcomes in adulthood than those who have never engaged in bullying or have been victims.

Gender and Bullying

There are multiple studies done by researchers that focus on how the victims of bullying are affected by their experiences. However, little research has been done focusing on which gender engages in bullying behavior and which gender is bullied more often. Beran (2012) found that females tend to bully other females more indirectly than males. Also, females tend to bully in peer groups. Female perpetrators bully indirectly, such as spreading rumors about the victim, creating names, gossiping, and finding ways of letting the victim know that he or she is not welcomed or liked by the peer group (Beran, 2012). Social media is another form of bullying that females engage in. Females may bully through social websites such as Facebook, Twitter, Tumblr, or Instagram by posting mean things about victims. Females may also engage in bullying by sending text messages about the victim to cell phone contacts. Females tend to engage more in relational bullying because they focus more on affecting the victims' relationships and friendships, according to Beran (2012).

Males typically engage in bullying in more aggressive ways. Beran (2012) suggests that males of any age and ethnic group tend to be more physically aggressive than females, and they generally hit, kick, slap, push, or punch the victim. Beran (2012) has suggested that bullying occurs more often among males than females and that males normally are more accepting of bullying than females. If a female bullies a male he is likely to still be friends with her. Also, males tend to like other males who bully; on the other hand, females tend to dislike females who bully.

It is difficult to determine which gender bullies and gets bullied more often. The research done tends to focus more on how bullying affects the victims and perpetrators rather than who engages in bullying behavior and who gets bullied. It is, however, known that males tend to be more physically aggressive while females tend to engage more in relational bullying.

Summary

The information presented provides a brief look into the research that has been done to identify traditional and cyberbullying. The research defines in detail what traditional bullying and cyberbullying encompass. It gives a glimpse of how bullying among children and adolescents has increased in recent years due to the use of cellular phones, social media such as Facebook, Twitter, Instagram, Tumblr, and Twitter. The research that already exists has focused on the effects that being a victim of bullying has on victims and perpetrators. Due to the limited research done involving bullying and gender, this study will provide more information.

CHAPTER III
METHODOLOGY

Overview

This quantitative study used a traditional survey design to gain more in-depth knowledge of the relationship between gender and bullying. The goal of this study was to be able to assist school personnel in developing effective programs and strategies to prevent bullying behavior in high schools. Ripon High School in Ripon, California was the site of the study. The following definition was utilized, “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself” (Olweus 2014, para. 1).

The research questions behind this study were as follows:

1. What are students’ experiences with being the victim of bullying and do these experiences differ between male and female students?
2. What are the students’ experiences with being perpetrators and do these experiences differ between male and female students?

Design

This quantitative study used a traditional survey design and was cross-sectional, collecting data at a single point in time. Students were asked a series of questions related to whether they had experienced bullying, if so, what type and how

often. They were also asked if they had ever engaged in bullying someone else, and if so, in what ways.

Sampling Plan

This study utilized a non-random convenience sample. The researcher gave students and parents the opportunity to opt-out of the study by having them return an opting-out form to school. Those eligible for participation in this study were current freshmen at Ripon High School. Freshmen were chosen as the population of interest for the study. Freshmen could be bullied more than other grade levels because they are transitioning from one school to another and are experiencing many emotional and physical changes. It was expected that more than 200 students would participate in this study.

Instrumentation

The survey used for this study was Dan Olweus' [Questionnaire on Bullying for Students] Retrieved March 28, 2014, from Google (See Appendix A). The survey contained a total of 39 questions pertaining to students being bullied and students engaging in bullying behavior. It is important to note that while the survey contained 39 questions, not all questions were directly relevant to the current study. While participants completed the entire survey, only those items dealing specifically with the research questions guiding this study are reported here. (Additional information regarding relevant survey questions are discussed in the results section of this study.) Olweus' questionnaire was used as a tool for this study because this tool had been shown to be effective in identifying bullying behavior in the school setting by

previous researchers. Kyriakides, Kaloyirou, and Lindsay (2005) report that Olweus' questionnaire "is a psychometric sound instrument that measures two separate aspects of bullying, and whose use is supported for international studies of bullying in different countries" (p. 782). The survey contained questions regarding the participants' lives at school. It began by identifying what bullying behavior was. There was an explanation about what bullying means which preceded the questions.

The survey focused on both the participants' experiences with being bullied and their experiences with bullying other students. There were questions such as how often the participant had experienced or taken part in bullying other students and questions related to what type of actions the bullying entailed. The demographic characteristic of gender was also asked.

Data Collection

A consent form was sent home with the students (see Appendix B). The students had the option to opt-out of the study by having their parents sign an opt-out form (see Appendix C), and returning it to school. If the parents gave permission for the students to participate the students did not need to return the form. Additionally, participants were informed that they would not be penalized if they chose to not participate in the study even if they did not return the opt-out consent form. Those who chose not to participate were asked to remain seated and find a quiet activity to work on for the duration of the survey. The students who participated were instructed to answer the questions as truthfully as possible. The survey took place during the collaboration period, which was held on Wednesdays from 7:45 am – 8:54 am, giving

the students sufficient time to complete the questionnaire. Upon arriving to the collaboration period on a designated date, the homeroom teacher verbally explained the purpose of the study as well as the confidentiality of student responses. Students had previously had the opportunity to read this information on the permission form and this was a verbal reiteration. The participants' homeroom teacher administered the questionnaire to study participants via paper form during their collaboration period. Instructions were given to participants that they could not share answers with the other participants or non-participants during the administration of the survey. Participants were given 20 minutes to complete the questionnaire. They were instructed to not write any identifying information on their questionnaire. Once the participants were done with their questionnaire they put it in an envelope and placed it in a basket.

Plan for Data Analysis

The researcher utilized the Statistical Software Package for the Social Sciences, hereinafter referred to as SPSS. Descriptive statistics were needed to describe the sample and important study variables. Next, a series of Chi-square analyses were conducted to test the relationships between the independent and dependent variables.

Protection of Human Subjects

All of the participants for this study were from a local high school; therefore outside recruiting was not necessary. Because the participants for this study were mostly minors, all participants received a permission slip to have their parents'

consent to their participation in the study. In order to participate in the study, the participants could not have had returned an opt-out consent form signed by a parent or legal guardian. The participants were informed that they were not required to participate in the study if they chose not to. There were no repercussions if they chose not to participate. The researcher did not foresee any harm to the participants.

The participants were instructed to not write any identifying information on their survey. They were asked to fill out the survey using the pencil provided in order to avoid being identified if they used any other type of writing utensil. Once the participants had completed their survey they were asked to not share their responses with other participants. When the participant was finished filling out his or her survey, he or she, was instructed to place it in an envelope provided by the researcher. The only person who had access to the participants' confidential responses was the researcher. Once the data had been analyzed and the study had been completed, the answered surveys were shredded. The researcher obtained the University Institutional Review Board (URIB) clearance for protection of human subjects.

CHAPTER IV

RESULTS

The purpose of this chapter is to discuss the results from the questionnaire that was administered to freshmen at Ripon High School in the spring of 2015. The purpose of the questionnaire was to determine the frequency of freshmen being victims of bullying, the frequency with which they engaged in bullying behavior, and whether the frequency and types of students' experiences varied based on gender. The following questions guided the study: What are students' experiences with being the victim of bullying and do these experiences differ between male and female students? What are students' experiences with being perpetrators and do these experiences differ between male and female students? This chapter is divided into three sections. The first section of this chapter discusses the overview of the sample. The second section discusses if and how students have been bullied, and the third section focuses on students' bullying others and in what ways.

Overview of Sample

A total of 105 freshmen from Ripon High School participated in a bullying survey, which included questions regarding students being bullied and students engaging in bullying behavior. Out of the 105 students who participated 44 (42%) were females, 60 (57%) were males, and 1 (1%) declined to answer. The students who participated were all students in a freshmen health class. Participants had the option of opting out of the survey. The school where the survey was administered was

interested in examining how often students were bullied, how often it had occurred, in what locations, and who students informed about being bullied and bullying others.

The survey administered contained 39 questions, which addressed the school concerns. Only 14 of the survey questions were used for the current study. The questions used for this survey pertained to being bullied, types of bullying, and bullying others.

Students Who Were Victims of Bullying

A series of seven questions on this survey asked participants about their experiences with being victims of bullying. One question asked whether the participants had been bullied or not. The other six questions pertained to the types of bullying that participants had been victims of. A total of 44 females and 60 males answered the question in regards to being bullied at school. Out of these 104 students, a total of 54 (51.9%) of the 105 students reported that they had been the victim of some kind of bullying within the last couple of months. When results were examined based on gender, it was determined that 50% ($n = 22$) of the female students had been bullied and 50% ($n = 22$) had not. A total of 53.3% ($n = 32$) of male students responded that they had been bullied and 46.7% ($n = 28$) reported they had not.

Students were asked questions regarding the types of bullying they had been victims of. In Table 1 the number and percentage of students who answered affirmatively to the questions regarding being bullied can be found. The percentage of students experiencing bullying varied by type. The most common type was being called mean names, made fun, or teased in a hurtful manner with just over half (51%)

of the students reporting they had been victims of this. Nearly, a third of students reported being the victim of other students telling lies or spreading false rumors (34%) and of being excluded on purpose (32%). Slightly under a quarter (21%) reported having been bullied over the Internet. The least common form of bullying experienced by students was being threatened or forced to do things with only 10% of students reporting this experience. Additionally, only 13% reported being hit, kicked, punched, or shoved.

Table 1

Percent Who Have Been Victims of Bullying (N = 105)

	Females		Males		Total	
	n	%	n	%	n	%
Have you been called mean names, made fun of, or teased in a hurtful way?	22	50.0	32	53.3	54	51.0
Have other students excluded you on purpose?	18	40.9	16	26.7	34	32.0
Have you been hit, kicked, pushed or shoved?	5	11.4	9	15.0	14	13.0
Have other students told lies or spread false rumors about you?	19	43.2	17	28.3	36	34.0
Have you been threatened or forced to do things?	4	9.1	7	11.7	11	10.0
Have you been bullied over the internet?	12	27.3	10	16.7	22	21.0

The students who reported being victims of bullying by being called names, made fun of, or teased in a hurtful way more frequently were males with 53.3% of male students reporting that this type of bullying has occurred to them as compared to 50.0% of female students. Both male and female students reported in low numbers that they had been victims of physical bullying. For example, 11.4% of females

reported being hit, kicked, pushed, or shoved and 15.0% of males reported that they had been bullied in this way. Furthermore, 9.1% of female students reported that they had been victims of bullying by being threatened or forced to do things, while 11.7% of males stated that they had been bullied in this way.

A series of Chi-square analyses were performed in order to examine if females and males differed on being victims of bullying or on the types of bullying they had experienced. When the question in regards to being bullied was analyzed, the Chi-square had a value of .113 and an associated p-value of .74. These results indicated there were no statistical differences between genders regarding being a victim of bullying.

Chi-square tests were also used to determine whether female and male students' experiences differed based on the type of bullying. Importantly, no statistically significant differences were found on any type. Specific results are as follows. A total of 50% (n = 22) of female students and 53.3% (n = 32) of male students reported that they had been bullied by being called names, made fun of, or teased in a hurtful way. The Chi-square value of .113 and p-value of .74 showed that there was no statistical significance between the two genders. Furthermore, it was found that 40.9% (n = 18) of female students and 26.7% (n = 16) of male students reported that they were victims of bullying by being excluded. With a Chi-square value of 2.340 and p-value of .13 the results showed that there were no significant differences between females and males on being bullied by being excluded on purpose. A total of 11.4% (n = 5) female students and 15.0% (n = 9) of the male

students surveyed stated that they had been physically bullied. The Chi-square analysis had a value of .288 and a p-value of .59, indicating that there were no significant differences between genders on this item. Being victims of other students by someone telling lies or spreading false rumors about them was reported by 43.2% (n = 19) of females and 28.3% (n = 17) of male students. When the Chi-square analysis was done it had a value of 2.473 and p-value of .12. The results showed that there were no statistical differences between genders on being bullied in this manner. The least prevalent form of bullying was being bullied by being forced or threatened to do things. Only 9.1% (n = 4) of female students and 11.7% (n = 7) of male students reported that they had been bullied in this manner. When it was analyzed it was found that with a Chi-square of .178 and p-value of .67 the results showed that there were no significant differences between the two groups. Finally, a total of 27.3% (n = 12) female students and 16.7% (n = 10) male students who participated stated that they had been bullied over the Internet. With a Chi-square value of 1.712 and an associated p-value of .19, the results showed that there were no significant differences between the groups.

Students Who Engaged in Bullying Behavior

Students were also asked a series of questions regarding their involvement in bullying others. One question asked whether they had engaged in bullying behavior towards others and six questions were about the type of bullying they had engaged in at school. Students had been previously informed that due to the nature of this study

all responses were confidential. Students were asked to be as honest as possible in their responses.

When students were asked if they had engaged in bullying other students, 34.1% (n = 15) of female students stated they had and 65.9% (n = 29) stated they had not. A total of 21.7% (n = 13) of male students stated they had and 78.3% (n = 47) stated they had not. Additionally, students were asked a series of questions about the type of bullying they had engaged in. The same items were used as those included in the victimization questions.

In Table 2 the number and percentage of students who answered affirmatively to the questions in regards to bullying others can be found; the percentage of female and male students who had engaged in bullying behavior varied by type. The most common type of bullying was being called mean names, made fun of, or teased in a hurtful manner with over one fourth (27%) of the students reporting they had bullied others in this way. A seventh (15%) of students reported that they had bullied others by excluding them. Nearly another fourth of the students reported telling lies or spreading false rumors (14%), and bullying others over the Internet (14%). The least common forms bullying others were hitting, kicking, pushing, or shoving other students (9%) and threatening or forcing other students to do things (9%).

Each of the items were examined to see if there were differences reported by female and male students. Table 2 provides the number and percentage of students who reported engaging in each type of bullying behavior broken down by gender. The students who reported engaging in bullying behavior more frequently by calling

names, making fun of, or teasing others in a hurtful way were female students with 40.9% as compared to 18.3% of males. Female and male students both reported that a low number of them had engaged in bullying others physically. For example, 11.4% of female students and 6.7% of male students reported bullying others by hitting, kicking, pushing, or shoving others. Additionally, 9.1% of female students and 8.3% of male students reported bullying others by threatening or forcing others to do things.

Table 2

Percent Who Have Engaged in Bullying Behavior (N = 105)

	Females		Males		Overall	
	N	%	n	%	n	%
Have you called others mean names, made fun of or teased in a hurtful way?	18	40.9	11	18.3	29	27.0
Have you excluded students on purpose?	8	18.2	8	13.3	16	15.0
Have you hit, kicked, pushed, or shoved other students?	5	11.4	4	6.7	9	9.0
Have you told lies or spread false rumors about other students?	8	18.2	7	11.7	15	14.0
Have you threatened or forced other students to do things?	4	9.1	5	8.3	9	9.0
Have you bullied others over the internet?	7	15.9	8	13.3	15	14.0

A series of Chi-square analyses were performed in order to examine if females and males differed on bullying other students or the types of bullying they had engaged in. A Chi-square analysis was performed and it was found that with a Chi-square value of 1.992 and an associated p-value of .16, the results showed that there

were no significant differences between female and male students regarding whether they had engaged in bullying behavior. The most prevalent form of bullying was called mean names, made fun of, or teased in a hurtful way with 40.9% (n = 18) of females and 18.3% (n = 11) of male students reporting that they have engaged in it. With a Chi-square value of 6.434 and associated p-value of .01, the results showed that there were significant differences between the two groups. Specifically, the results revealed that females were more likely than males to engage in this form of bullying behavior. When students were asked if they had excluded other students on purpose a total of 18.2% (n = 8) female students and 13.3% (n = 8) male students reported engaging in this type of behavior. With a Chi-square value of .458 and an associated p-value of .40 the results showed that there were no significant differences between females and males on excluding other students.

Students were asked if they had hit, kicked, pushed, or shoved other students. A total of 11.4% (n = 5) of female students and 6.7% (n = 4) of male students reported that they had engaged in this type of bullying behavior. With a Chi-square value of .400 and an associated p-value of .40, the results showed that there were no significant differences between females and males and their involvement in physical bullying. Students were asked about their involvement in spreading false rumors or lies about other students, 18.2% (n = 8) of females and 11.7% (n = 7) of male students reported their involvement with this type of bullying. With a Chi-square value of .873 and an associated p-value of .35, the results showed that there were no significant differences between female and male students and their involvement in

this type of bullying. A question regarding students threatening or forcing others to do things they did not want to do was asked. A total of 9.1% (n = 4) female students and 8.3% (n = 5) of male students reported that they had engaged in this type of bullying behavior. The Chi-square value of .018 and an associated p-value of .89 showed that there were no significant differences between gender and engaging in this type of bullying behavior. The last question students were asked was about bullying other students over the Internet. A total of 15.9% (n = 7) of female students and 13.3% (n = 8) of male students reported that they had been involved in bullying others over the Internet. A Chi-square value of .136 and an associated value of .71 showed that there were no significant differences between gender and their involvement with cyberbullying.

Summary

Students' experienced being victims and perpetrators differently. While, only one significant difference between bullying and gender was found, the results from this analysis indicated that there were certain trends found when students reported being victims of bullying and engaging in bullying behavior. When students reported being victims of bullying by being called mean names, made fun or, teased in a hurtful way male students reported that it had occurred more often than females. However, when asked if students had been bullied by others telling lies or spreading false rumors about them female students reported that this had happened more frequently than male students. While this trend is consistent with prior literature that indicated that females bully others in more personal ways such as telling lies, or

calling mean names, it is important to note that the differences seen in the current study did not rise to the level of statistical significance so it cannot support or refute prior studies. Female students were more likely than males to engage in name calling, teasing, or making fun of other students to exclude other students on purpose in the current study, but again, differences were not statistically significant. Previous research had indicated that males were more likely to engage in physical bullying, however, in this study, females reported that they had engaged in physical bullying more often than males. Future research should continue to research the different trends that occur among female and male students and being bullied as well as their involvement in bullying others.

CHAPTER V

DISCUSSION

Overview

The purpose of this study was to determine the frequency of freshmen being victims of bullying. Similarly, the frequency with which they engaged in bullying behavior, and whether the frequency and types of students' experiences varied based on gender were also examined. The students were all freshmen who attended Ripon High School in Ripon, CA. This analysis focused only on freshmen at Ripon High School and examined which of the two genders was a victim of bullying and which gender engaged in bullying more often. Furthermore, this study also examined the type of bullying the victims suffered, as well as what type of bullying the perpetrators engaged in. The first section of this chapter provides an overview of the major findings with the guided questions of this study as well as a discussion of the major findings of the study in relation to the knowledge that already exists. This chapter also addresses the strengths and limitations of this study and recommendations for future research.

Major Findings

Based on the research questions that guided this study, there were findings that emerged from the data that echoed what had been found by previous research. The first research question, which was in regards to students' experiences with being a victim of bullying, and whether those experiences differed between female and

male students was examined. The second research question was in regards to students' experiences with being perpetrators and whether these experiences differed between female and male students. It was found that 51% (n =54) of the students surveyed reported being victims of bullying. When the chi-square analysis was done there were no significant results in being bullied based on gender. Griezel et al. (2012) had previously found that bullying could be done in different ways such as physically (e.g. punching) verbally (e.g. name calling), and socially (e.g. spreading false rumors). In this study, the most prevalent form of bullying among students was being called mean names, made fun of, or teased in a hurtful way, with 41% of female students and 18% of male students reporting that they had been victims of this type of bullying. Females tended to be victims of this type of bullying more often than males.

Furthermore, students were asked about engaging in bullying behavior. A total of 34% of female students and 22% of male students reported that they had engaged in bullying behavior toward other students. In this case, the most prevalent form of bullying towards others was also name-calling, making fun of, or teasing in a hurtful way. Beran (2012) reflects the findings of this study; he had found that female perpetrators tend to bully the victim more indirectly than males, such as name-calling. Beran (2012) also found that females tended to engage more in relational bullying, which indicates that the results of this particular form of bullying revealed what previous research has previously shown. Beran (2012) had found that males tended to engage more in physical bullying, such as hitting, kicking, slapping, pushing, or

punching others. In this particular study, female students were more likely than male students to engage in physical bullying.

Strengths and Limitations of the Study

One of the strengths of this study was that there were more than 100 freshmen students who participated. The sample of the group was very equally divided between female and male students. The survey was distributed to students during class so they were able to take the survey there, rather than having to take it home and possibly forgetting to return it to school.

However, there were also some limitations to this study. In conducting the study, the researcher was limited due to activities occurring at Ripon High School. Due to the activities occurring during the collaboration period the researcher was not able to survey all 250 freshmen, which was the original intent of this study. Therefore the surveys had to be administered during the freshmen's health class, which only 110 students take. Another limitation to this study was that the researcher only focused on 14 of the 39 questions in the survey. The questions that were not included in the survey pertained to location where bullying occurred and whom students had informed about bullying. Therefore, the researcher was not interested in those questions. These questions were relevant for the high school, but were not relevant for the current research and were not analyzed for this study.

Implications for Future Research

The findings of this study suggest that while 51.9% of freshmen at Ripon High School reported being bullied and 29% reported engaging in bullying behavior,

for the most part, gender did not play a role in being a victim or perpetrator; with the exception of name-calling, making fun of, or teasing other students, which was the most prevalent between being bullied and bullying others. Future studies could add questions to the survey that include being bullied or bullying others via social media and include examples of those, such as Instagram, Facebook, Twitter, Tumblr.

The possibility of more significant results could be attained if future research examined students of higher grades and not only freshmen. Students of higher grades may have different answers to the questions being asked. For example, by asking seniors the same questions future researchers may find that they engage in bullying students of lower grades. Consequently, if possible, future researchers could perhaps have the students take the survey electronically rather than via paper and pen to increase the number of students who participate in the study. By having the students take the survey electronically it can be done at home. Therefore, students who are not in class can still participate in the survey, increasing the number of participants. Future research can also examine what is being done at schools in order to prevent bullying and how bullying is being addressed when it is occurring. Finally, social work is a helping profession; it is imperative that social workers who work with vulnerable populations such as children, understand what bullying is and what to do when it happens.

REFERENCES

REFERENCES

- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse and Neglect*, 27(7), 713-732.
- Beran, T. (2012, January 24). *Bullying: What are the differences between boys and girls?* Retrieved from http://www.education.com/reference/article/Ref_Bullying_Differences/
- Bouffard, L. A., & Koeppel, M. D. (2014). Understanding the potential long-term physical and mental health consequences of early experiences of victimization. *Justice Quarterly*, 31(3), 568-587.
- Bradshaw, C. P., Wassdorp, T. E., O'Brennan, M. L. (2013). Teachers' and education support professionals' perspectives on bullying and prevention: Findings from a National Education Association study. *School Psychology Review*, 42(3), 280-297.
- Casebeer, M. C. (2012). School bullying: Why quick fixes do not prevent school failure. *Preventing School Failure*, 56(3), 165-171. doi: 10.1080/1045988X.2011.633283.
- Effects of Bullying. *Stop Bullying*. Retrieved from <http://www.stopbullying.gov/at-risk/effects/>
- Griezel, L., Finger, L. R., Bodkin-Andrews, G. H., Craven, R. G., & Yeung, A. S. (2012). Uncovering the structure of gender and developmental differences in

cyberbullying. *Journal of Educational Research*, 105(6), 442-455.

doi:10.1080/00220671.2011.629692

Knous-Westfall, H. H., Ehrensaft, M., Watson MacDonell, K., & Cohen, P. (2012).

Parental intimate partner violence, parenting practices, and adolescent peer bullying: A prospective study. *Journal of Child and Family Studies*, 21(5), 754-766

Kwan, G. E., & Skoric, M. M. (2013). Facebook bullying: An extension of battles in school. *Computers in Human Behavior*, 29(1), 16-25

Kyriakides, L., Kaloyirou, C., Lindsay, G. (2006). An analysis of the Revised Olweus Bully/Victim Questionnaire using Rasch measurement. *British Journal of Educational Psychology*, 76 781-801

Litwiller, B., & Brausch, A. (2013). Cyberbullying and physical bullying in adolescent suicide: The role of violent behavior and substance use. *Journal of Youth and Adolescence*, 42(5), 675-684

Menesini, E., Nocentini, A., & Camodeca, M. (2011). Morality, values, traditional bullying, and cyberbullying in adolescence. *British Journal of Developmental Psychology*, 31(1), 1-14. doi:10.1111/j.2044-835X.2011.02066.x

Meyer-Adams, N., & Conner, B. T. (2008). School violence: Bullying behaviors and the psychosocial school environment in middle schools. *Children and Schools*, 30(4), 211-221

- National Association of Social Workers. (approved 1996, revised 2015). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author. Retrieved from <http://naswdc.org/pubs/code/code.asp>
- Perren, S., & Alsaker, F. D. (2006). Social behavior and peer relationships of victims, bully-victims, and bullies in kindergarten. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 47(1), 45-57.
- Ripon High School Handbook*. (2014). Ripon, California: Ripon High School
- Schneider, S., O'Donnell, L., Stueve, A., & Coulter, R. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171-177
- Sigurdson, J., Wallander, J., & Sund, A. (2014). Is involvement in school bullying associated with general health and psychosocial adjustment outcomes in adulthood? *Child Abuse and Neglect*, 38(10), 1607-1617
- Smith, P. K., Cowie, H., Olafsson, R. F., Liefoghe, D., P., A. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*, 73(4), 1119-1133
- Srabstein, J. J. (2013). News reports of bullying-related fatal and nonfatal injuries in the Americas. *Pan American Journal of Public Health*, 33(5), 378-382.
- Violence Prevention Works. (2015, May 6). Retrieved from http://www.violencepreventionworks.org/public/recognizing_bullying.page

- Wolke, D., Copeland, W., Angold, A., & Costello, E. (2013). Impact of bullying in childhood on adult health, wealth, crime, and social outcomes. *Psychological Science (Sage Publications Inc.)*, 24(10), 1958-1970
- Zirkel, P. (2013). Public school student bullying and suicidal behaviors: A fatal combination? *Journal of Law and Education*, 42(4), 633-652

APPENDICES

APPENDIX A
BULLYING QUESTIONNAIRE

Questionnaire on bullying for students

Name of school : _____

Grade and classroom: _____ date: _____

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

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

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

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

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

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

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

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

About being bullied by other students

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

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

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

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

4	How often have you been bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
---	-------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.

5 I was called mean names, was made fun of, or teased in a hurtful way	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6 Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

7 I was hit, kicked, pushed, shoved around, or locked indoors	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
---------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8 Other students told lies or spread false rumors about me and tried to make others dislike me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

9 I had money or other things taken away from me or damaged	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
-------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10 I was threatened or forced to do things I didn't want to do	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
----------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>11 I was bullied with mean names or comments about my race or color</p>	<p><input type="checkbox"/> it hasn't happened to me in the past couple of months</p> <p><input type="checkbox"/> only once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
----------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>12 I was bullied with mean names, comments, or gestures with a sexual meaning</p>	<p><input type="checkbox"/> it hasn't happened to me in the past couple of months</p> <p><input type="checkbox"/> only once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
--------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>12a I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my mobile phone or over the Internet (computer). (Please remember that it is not bullying when it is done in a friendly and playful way.)</p>	<p><input type="checkbox"/> it hasn't happened to me in the past couple of months</p> <p><input type="checkbox"/> only once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>12b In case you were bullied on your mobile phone or over the Internet, how was it done?</p>	<p><input type="checkbox"/> only on the mobile phone</p> <p><input type="checkbox"/> only over the Internet</p> <p><input type="checkbox"/> in both ways</p>
<p>Please describe in what way</p> <hr/> <hr/>	

<p>13 I was bullied in another way</p>	<p><input type="checkbox"/> it hasn't happened to me in the past couple of months</p> <p><input type="checkbox"/> only once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>Please describe in what way</p> <hr/> <hr/>	

14 In which class(es) is the student or students who bully you?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> in my class <input type="checkbox"/> in a different class but same grade (year) <input type="checkbox"/> in a higher grade <input type="checkbox"/> in a lower grade <input type="checkbox"/> in different grades
15 Have you been bullied by boys or girls?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 girl <input type="checkbox"/> by several girls <input type="checkbox"/> mainly by 1 boy <input type="checkbox"/> by several boys <input type="checkbox"/> by both boys and girls
16 By how many students have you usually been bullied?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> mainly by 1 student <input type="checkbox"/> by a group of 2-3 students <input type="checkbox"/> by a group of 4-9 students <input type="checkbox"/> by a group of more than 9 students <input type="checkbox"/> by several different students or groups of students
17 How long has the bullying lasted?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it lasted one or two weeks <input type="checkbox"/> it lasted about a month <input type="checkbox"/> it lasted about 6 months <input type="checkbox"/> it lasted about a year <input type="checkbox"/> it has gone on for several years

- 18 **Where** have you been bullied? I haven't been bullied at school in the past couple of months
- I have been **bullied in one or more of the following places** in the past couple of months (**continue below**)

Please put an X if you have been bullied:

- 18a on the playground/athletic field (during recess or break times)
- 18b in the hallways/stairwells
- 18c in class (when the teacher was in the room)
- 18d in class (when the teacher was **not** in the room)
- 18e in the bathroom
- 18f in gym class or the gym locker room/shower
- 18g in the lunch room
- 18h on the way to and from school
- 18j at the school bus stop
- 18k on the school bus
- 18l somewhere else in school in this case, please write where:

19 Have you **told anyone** that you have been bullied in the past couple of months?

I haven't been bullied at school in the past couple of months

I have been bullied, **but I have not told anyone**

I have been bullied and **I have told somebody about it**

Please put an X if you have told:

19a your class (home room) teacher

19b another adult at school (a different teacher, the principal/headmaster, the school nurse, the custodian/ school caretaker, the school psychologist/ mental health professional etc)

19c your parent(s)/guardian(s)

19d your brother(s) or sister(s)

19e your friend(s)

19f somebody else in this case please write who:

20	How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school ?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
----	--------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

21	How often do other students try to put a stop to it when a student is being bullied at school ?	<input type="checkbox"/> almost never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> almost always
----	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

22	Has any adult at home contacted the school to try to stop your being bullied at school in the past couple of months ?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> no, they haven't contacted the school <input type="checkbox"/> yes, they have contacted the school once <input type="checkbox"/> yes, they have contacted the school several times
----	------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

23	When you see a student your age being bullied at school, what do you feel or think ?	<input type="checkbox"/> that is probably what he or she deserves <input type="checkbox"/> I don't feel much <input type="checkbox"/> I feel a bit sorry for him or her <input type="checkbox"/> I feel sorry for him or her and want to help him or her
----	---------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

About bullying other students

24	How often have you taken part in bullying another student(s) at school in the past couple of months ?	<input type="checkbox"/> I haven't bullied another student(s) at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> several times a week
----	--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Have you bullied another student(s) at school in the past couple of months in one or more of the following ways?

Please answer all questions.

<p>25 I called another student(s) mean names, made fun of or teased him or her in a hurtful way</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>26 I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>27 I hit, kicked, pushed and shoved him or her around or locked him or her indoors</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>28 I spread false rumors about him or her and tried to make others dislike him or her</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>29 I took money or other things from him or her or damaged his or her belongings</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>30 I threatened or forced him or her to do things he or she didn't want to do</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>

<p>31 I bullied him or her with mean names or comments about his or her race or color</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
-------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>32 I bullied him or her with mean names, comments, or gestures with a sexual meaning</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>32a I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my mobile phone or over the Internet (computer)</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>32b In case you bullied another student(s) on your mobile phone or over the Internet (computer), how was it done?</p>	<p><input type="checkbox"/> only on the mobile phone</p> <p><input type="checkbox"/> only over the Internet</p> <p><input type="checkbox"/> in both ways</p>
<p>Please describe in what way</p> <hr/> <hr/>	

<p>33 I bullied him or her in another way</p>	<p><input type="checkbox"/> it hasn't happened in the past couple of months</p> <p><input type="checkbox"/> it has only happened once or twice</p> <p><input type="checkbox"/> 2 or 3 times a month</p> <p><input type="checkbox"/> about once a week</p> <p><input type="checkbox"/> several times a week</p>
<p>Please describe in what way</p> <hr/> <hr/>	

<p>34 Has your class (home room) teacher or any other teacher talked with you about your bullying other students at school in the past couple of months?</p>	<p><input type="checkbox"/> I haven't bullied another student(s) at school in the past couple of months</p> <p><input type="checkbox"/> no, they haven't talked with me about it</p> <p><input type="checkbox"/> yes, they have talked with me about it once</p> <p><input type="checkbox"/> yes, they have talked with me about it several times</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>35 Has any adult at home talked with you about your bullying other students at school in the past couple of months?</p>	<p><input type="checkbox"/> I haven't bullied another student(s) at school in the past couple of months</p> <p><input type="checkbox"/> no, they haven't talked with me about it</p> <p><input type="checkbox"/> yes, they have talked with me about it once</p> <p><input type="checkbox"/> yes, they have talked with me about it several times</p>
-----------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>36 Do you think you could join in bullying a student whom you didn't like?</p>	<p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> yes, maybe</p> <p><input type="checkbox"/> I don't know</p> <p><input type="checkbox"/> no, I don't think so</p> <p><input type="checkbox"/> no</p> <p><input type="checkbox"/> definitely no</p>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>37 How do you usually react if you see or understand that a student your age is being bullied by other students?</p>	<p><input type="checkbox"/> I have never noticed that students my age have been bullied</p> <p><input type="checkbox"/> I take part in the bullying</p> <p><input type="checkbox"/> I don't do anything, but I think the bullying is OK</p> <p><input type="checkbox"/> I just watch what goes on</p> <p><input type="checkbox"/> I don't do anything, but I think I ought to help the bullied student</p> <p><input type="checkbox"/> I try to help the bullied student in one way or another</p>
--------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

38 How often are you afraid of being bullied by other students in your school?	<input type="checkbox"/> never <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> fairly often <input type="checkbox"/> often <input type="checkbox"/> very often
---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

39 Overall, how much do think your class (home room) teacher has done to counteract bullying in the past couple of months?	<input type="checkbox"/> little or nothing <input type="checkbox"/> fairly little <input type="checkbox"/> somewhat <input type="checkbox"/> a good deal <input type="checkbox"/> much
-----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX B
CONSENT FORM

1. This research study will examine the relationship between gender, being bullied, and bullying others. If you agree to participate, you will be asked to answer survey questions that ask about instances in which you have been bullied or have bullied others.
2. You are free to discontinue your participation at any time without penalty. You may also skip any survey questions that make you feel uncomfortable.
3. Participation in this research study does not guarantee any benefits to you. However, possible benefits include the fact that you may learn something about how research studies are conducted and you may learn something about this area of research (i.e., bullying behaviors among males and females).
4. If you agree to participate in the study, it will take about 20 minutes to complete the survey.
5. All data from this study will be kept from inappropriate disclosure and will be accessible only to the researcher and her faculty advisor. The researcher is not interested in anyone's individual responses, only the average responses of everyone in the study.
6. The present research is designed to reduce the possibility of any negative experiences as a result of participation. Risks to participants are kept to a minimum. However, if your participation in this study causes you any concerns, anxiety, or distress, please contact the Counseling Office at (209) 599-2356 to make an appointment to discuss your concerns.
7. This research study is being conducted by Cristina Anaya. The thesis chair is Dr. Robin Ringstad, Department Chair, Master of Social Work program, California State University, Stanislaus. If you have questions or concerns about your participation in this study, you may contact the researchers through Dr. Robin Ringstad (209) 667-3091.
8. You may obtain information about the outcome of the study at the end of the academic year by contacting the researcher, Cristina Anaya, at canaya@csustan.edu.
9. If you have any questions about your rights as a research participant, you may contact the Campus IRB Office at IRBadmin@csustan.edu.
10. You will be provided with a blank, unsigned copy of this consent form at the beginning of the study.
11. By signing below, you attest that you are under 18 years old and a student at Ripon High School.
12. By signing below, you are indicating that you have freely consented to participate in this research study.

PARTICIPANT'S SIGNATURE: _____ DATE

APPENDIX C
OPT-OUT FORM

Dear Parents,

My name is Cristina Anaya; I am a Master of Social Work graduate student at California State University, Stanislaus. I am completing a thesis as part of a graduation requirement. I am interested in examining if there is a difference between male and female students and the percentage who have experienced bullying. I am also interested in examining if there is a difference between male and female students and the percentage who have engaged in bullying behavior. Students who are allowed to participate in this study will be asked to complete an anonymous survey containing questions regarding being bullied and bullying others. During the course of the study all data will be kept from inappropriate disclosure and will be accessible only to my thesis chair, Dr. Robin Ringstad and me. When the data are analyzed and the study has concluded; the results will be made available to Ripon High School staff to prevent bullying on their campus. The researcher is not interested in anyone's individual responses, only the average responses of everyone in the study.

Should you have any questions please do not hesitate to contact me; I can be reached at canaya@csustan.edu. You may also contact my thesis chair Dr. Robin Ringstad at rringstad@csustan.edu.

Please only return this form if your student is **NOT** allowed to participate.

Parent signature