



***Bullying in school: A study of Forms and Motives of Aggression
in Two Secondary Schools in the city of Palu, Indonesia***

by

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DEDICATED TO:

My beloved wife and my two lovely kids

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Abstract

This study 1) investigated the prevalence of bullying among students in two secondary schools in the city of Palu, Indonesia, 2) investigated which forms of aggression (proactive and/or reactive) were associated with bullying behavior, and 3) investigated which motive of aggression (power related and/or affiliation related) were associated with bullying behavior among the students. Self assessment questionnaires and interviews were used in this study. The sample comprised 97 boys and 149 girls attending grades 7 and 8. To identify prevalence of bullying, I have used descriptive statistics to provide summaries of the level of the bullying and victimization incidents among students across gender and grade/age. To find out forms and motives of aggression, a correlation analysis using SPSS was demonstrated. The findings showed that in general boys were more involved in bullying than girls. However, girls were more often to take part in calling names or teasing than did boys, and no less than boys in isolating or shutting others out and physical bullying. In terms of grade, the percentage of bullying and victimization were higher in grade eight than in grade seven for both boys and girls.

In the correlation analysis, it was indicated that proactive and reactive aggressiveness was strongly related to bullying behavior for girls in grade seven, but not for boys. However, among the eighth graders, neither proactive aggressiveness nor reactive aggressiveness was related to bullying behavior for boys as well as girls. Furthermore, it was indicated that power-related aggressiveness was a good predictor for being involved in bullying among girls, but not for boys. However, affiliation-related aggressiveness was a good predictor for boys, but not for girls.

The results from statistical analysis were confirmed by interviews findings. Differences of the present study in comparison with the previous ones, as well as contextual considerations and future research, are also discussed.

Keywords: *bullying; victimization; proactive aggression; reactive aggression; power-related aggression; affiliation-related aggression*

Acronyms

AffAgg	Affiliation Aggressiveness
BB	Being Bullied
BO	Bullying Others
GST	General Strain Theory
NGO	Non Governmental Organization
PowAgg	Power Aggressiveness
PRAQs	Peer Relations Assessment Questionnaires
ProAgg	Proactive Aggressiveness
ReAgg	Reactive Aggressiveness
SPSS	Statistical Package for Social Science

Table of Contents

Dedication	2
Acknowledgments	3
Abstract	4
Acronyms	5
Table of contents	6
Figures and tables	8
Chapter I: Introduction	9
1.1. Introduction to the study	9
1.2. Background of the study	10
1.3. Scope of the study	12
1.4. Research problems	12
1.5. Research questions.....	13
1.6. Hypothesis of the study.....	13
1.7. Significance of the study.....	13
Chapter II: Theoretical Framework	15
2.1. Definition of bullying	15
2.2. Bullying in school	16
2.3. What causes this aggressive behaviour?	17
2.3.1. Low self control	17
2.3.2. Differential association theory	18
2.3.3. General strain theory	20
2.3.4. Group relation theory	20
2.4. Bullying and aggressive behaviour	21
2.5. Conceptualization of victimization	22
2.6. Consequences of bullying	23
2.6.1. Possible consequences for those who bully others	23
2.6.2. Consequences on academic achievements.....	24
Chapter III: Research Methodology	25
3.1. Choosing sample	25
3.1.1. Participants.....	26
3.2. Choosing area of study.....	28
3.3. Procedures and instruments	28
3.1.1. Procedures.....	28
3.1.2. Instruments of data collection.....	29
3.4. Measurements	32
3.5. Data analysis design.....	35
3.6. Interpretation.....	37
3.7. Reliability and validity	38
3.8. Advantages and disadvantages of the research methods	38
Chapter IV: Results	40
4.1. Questionnaire findings on bullying and victimization.....	40
4.1.1. Bullying others.....	41
4.1.2. Being bullied or victims.....	41

4.1.3. Gender in bullying and victimization	42
4.1.4. Bully and victim in different grades	43
4.1.5. Bully and victim in different schools.....	45
4.2. Findings on interview	49
4.2.1. Perceptions on bullying.....	49
4.2.2. Forms and motives	52
4.2.3. What are these schools doing about bullying?.....	55
4.3. Correlation analysis	56
4.3.1. Correlation between bullying others (BO) and being bullied (BB)..	56
4.3.2. Correlation between bullying others (BO) and four types of aggressiveness	59
4.4. Differences between the expected and observed variables.....	61
Chapter V: Interpretation and Discussion	63
5.1. Prevalence of bullying and victimization	63
5.1.1. Gender differences	64
5.1.2. Grade / age differences	65
5.1.2. School differences.....	66
5.2. Place where bullying occurs	67
5.3. Correlation results.....	67
5.3.1. Bullying others and being bullied	68
5.3.2. Bullying others and proactive and reactive aggressiveness	69
5.3.3. Bullying others and power and affiliation related aggressiveness....	70
5.4. Possible explanations toward the differences between the present study and The previous ones	70
5.4.1. Students and teachers perception on bullying behaviour.....	71
5.4.2. Cultural differences.....	72
5.4.3. Students' class distribution and gender socialization	73
Chapter VI: Conclusion	77
6.1. Prevalence of bullying and victimization	77
6.2. Underlying mechanisms of aggressive behaviour among boys and girls..	77
6.3. Limitation of the present study	78
6.4. Future studies	79
References.....	81
Appendices.....	86

Figures and Table

FIGURES

Figure 1: Structural model of relation among variables	36
Figure 2: Percentage of students who reported having bullied other students	41
Figure 3: Percentage of students who reported of being bullied	42
Figure 4: Percentage of boys and girls who reported having bullied others.....	42
Figure 5: Percentage of boys and girls who reported of being bullied	43
Figure 6: Percentage of students in different grades who reported having bullied others.....	44
Figure 7: Percentage of students in different grades who reported of being bullied by others.....	45
Figure 8: Percentage of students in different schools who reported having bullied others.....	46
Figure 9: Percentage of students in different schools who reported of being bullied by others.....	47
Figure 10: Degree of correlation between bullying others and being bullied.....	57

TABLE

Table 1: Location and frequency of victimization.....	48
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CHAPTER I

INTRODUCTION

1.1. Introduction to study

Although bullying and general aggression are somehow different, “bullying is commonly regarded as an aspect of aggression” (Roland and Idsøe, 2001, p. 446). Masterson (1997) also said: “bullying is regarded as a form of aggression in which a person repeatedly harasses another person physically and/or psychologically” (p. 1). However, this general agreement did not say with any clear expression, what kind of aggression may be involved (Sutton et al. 1999, p. 435).

If we refer to a commonly understood concept of bullying, we will clearly see the difference between aggression and bullying. As Roland and Idsøe (2001) have said: “aggressive behavior may involve conflicts between equal powers, whereas bullying always involved hurting someone who is not quite able to defend himself/herself” (p. 447). Masterson (1997) has also noted: “bullying is different from peer conflict. It is conflict between individuals that do not share equal physical and/or psychological power. Bullies are usually physically stronger and victims are usually perceived as weaker and unable to protect themselves”.

Roland and Idsøe (2001) have investigated how reactive aggressiveness and two aspects of proactive aggressiveness, power-related aggressiveness and affiliation-related aggressiveness, are related to being bullied and bullying others. In addition they have also attempted to differentiate between different kinds of aggressiveness in bullying among boys and girls in different grades. Overall, they have found that there was a good correlation between both proactive power-related aggressiveness and proactive affiliation-related aggressiveness, and being involved in bullying. However, reactive aggressiveness was not a good predictor for bullying behavior. Fandrem et al. (2009) have also conducted a bullying study in Norwegian schools using the same scales developed by Roland and Idsøe. The result showed that proactive power-related aggressiveness and affiliation-related aggressiveness are related to bullying behavior, but somehow different in strength in gender relation. Thus, although there might be different results in other studies, Roland and Idsøe and Fandrem et al. in their studies have somehow shown associations between bullying cultural patterns and aggressiveness as

well as between gender and degree of aggressiveness. Roland and Idsøe (2001) defined the two different dimensions of aggressiveness as follows: “reactive aggressiveness is a tendency to express negative behavior when one is angry, while proactive aggressiveness is the tendency to attack someone to achieve some material or social rewards” (p. 447).

Using the scales and questionnaires developed by Roland and Idsøe (2001) and Fandrem et al. (2009), the present study aimed: 1) to make a pre-study of the prevalence of bullying among students in a large town in Sulawesi, Indonesia, 2) to investigate forms of aggression (proactive and/or reactive) associated with bullying, and 3) to investigate which motive of aggression (power related and/or affiliation related) are associated with bullying behavior among the students (see methodology chapter). While Roland and Idsøe conducted a study to find out the relationship between bullying and two different kinds of aggressiveness, Fandrem et al. have developed a study to investigate the role of proactive and reactive aggressiveness in bullying and victimization among native and immigrant adolescents. Both studies were conducted in Norway using the same scale on questionnaires, but different in purpose. This study, however, was carried out among students and teachers within two secondary schools in the city of Palu, Central Sulawesi region of Indonesia.

1.2. Background of the study

The Indonesian educational system is now facing big challenges regarding student safety in schools. Educational practitioners including teachers, headmasters and school administrators are being forced to create more comfortable and safe atmospheres for students to learn in. Policy related to curriculum development, and teacher capacity in carrying out teaching and learning processes are also required to build up students’ good character and behavior in schools. At the same time, the role of parents in controlling student’s behavior during home hours is extremely important. This is a sort of balancing control between home and school to create a supportive academic atmosphere for students to learn.

Safety issues in schools have become a current academic concern in Indonesia. In recent years the phenomenon of so called bullying and other school violence among students, youth and adolescents has been disrupting academic stability in most schools, particularly in urban areas. In many circumstances, the cases have been captured and drastically

blown up by local and national media. This, of course, escalated public concern and forced schools to respond to the public's horror at these acts and to the widespread fear for the safety of all school students. In 2007, for example, the story of an 18 year old Jakarta high school student forced to leave school due to repeated episodes of violence including kicking and hitting, briefly made headlines. Another case to grab the spotlight in 2007 was a 19 year old who died from a severe beating carried out repeatedly under the euphemism of hazing¹. The following year in 2008, the news headlines featured some cases of girl gangs' violence in secondary and high schools, where their actions were deliberately filmed while they are fighting². Again, the most recent shocking story that has come into the spotlight in 2009 is the case of 17 year old who was severely injured after being beaten repeatedly under the euphemism of 'hazing' during new students' academic orientation in a school in Jakarta³.

There is no direct finding to say that hazing is the same as bullying. However, the characteristics of such behavior, which are abuse and humiliation often as part of an initiation into a group of senior students against new students which seem less powerful, have become strong evidence that hazing seems to be bullying. Until today, hazing is still considered to be a scourge and threat to the new students' safety in the school, although this could only happen once in a year. According to Diena Haryana⁴ hazing is an unaware tradition of bullying which has been regularly done during new students' orientation from junior high school to university level. What is known in the school environment in Indonesia is that bullying seems to occur for a long time. As far as I know, the only formal study of bullying was conducted in 2006 by Dr. Amy Huneck, a bullying intervention expert from the United States. She found that 10-16 percent of Indonesian students were being mocked, taunted, excluded, hit, kicked or pushed, at least once a week. Although the study has indicated that bullying seemed to exist among the students, unfortunately, based on a study conducted by Yayasan Sejiwa, a Non Governmental Organization, many teachers in Indonesia still do not consider bullying as a serious problem in relation to students' well-being or academic achievement.

¹ Indonesian daily online newspapers <http://www.hariansib.com/2007/12/stop-bullying-di-sekolah/>

² Indonesian daily online newspapers <http://www.insideindonesia.org/content/view/1096/47/>

³ Indonesian daily online newspapers <http://www.detiknews.com/read/2009/11/06/133736/1236604/10/ade-dapatkan-6-jahitan-di-mulut-kepala-belakang-memar>

⁴ Diena Haryana is an Indonesian NGO activist who has been concerned about school violence. Her comment was published in Indonesian online daily newspapers on April 29, 2007, or visit <http://www.detiknews.com/index.php/detik.read/tahun/2007/bulan/04/tgl/29/time/024012/idnews/773879/idkanal/10>

Beyond those individual stories that get media attention, there is increasing evidence that bullying and other violence and aggression might be widespread in Indonesian schools until now, and that it might be the most underreported safety problems in schools. Recent international studies suggest that bullying is one manifestation of a broader context of violence. To address this issue, this study was generally designed to investigate the prevalence of bullying and how widespread the phenomenon has been in secondary schools in Indonesia.

According to some findings, the existence of bullying in schools has become a worldwide phenomenon and a problem that can create negative impacts for the general school atmosphere and for the rights of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences both for students who bully and for their victims. Although formal research as well as intervention programs to prevent bullying have been taking place for decades in some developed countries, the problems associated with bullying have been also discussed all over the world wherever formal schooling environments exist.

1.3. Scope of the study

The primary concern of this study covers bullying and victimization, and the correlation between two forms of aggression (power related and affiliation related), and two forms of aggressiveness (proactive and reactive aggressiveness) and bullying. Good coefficient correlations among observed variables would have predicted forms and motives associated with bullying. Findings from this study, therefore, could only reflect bullying phenomenon in the two secondary schools in the city of Palu. However, the result can be used as a reference for further bullying investigation in other schools in this region and in Indonesia.

1.4. Research problems

Bullying is becoming a worldwide problem and can occur in every school. Many cases have been reported from many countries and each has its own peculiarities, or in some cases they have similarities. However, in Indonesian schools, very limited formal research of this phenomenon has been nationally and internationally documented, and of course, this leads to limited identification of cases. Thus, since this study investigates the

prevalence of bullying and victimization among students in two schools, the major problems to be addressed in this study are:

- 1) to what extent the bullying phenomenon can be found in two secondary schools in the city of Palu, Central Sulawesi region, and
- 2) how well bullying behavior among students in these two schools can be predicted by different forms of aggressiveness.

1.5. Research questions

In line with the problems described above, the research questions for this study are formulated as follows:

- a) To what degree is bullying perceived to be prevalent by students and teachers in both schools?
- b) Which forms of aggression associated with bullying can be identified?
- c) What kind of motives underlying bullying behavior can be identified?

1.6. Hypothesis of the study

Using the same scales as the previous studies (Roland and Idsøe, 2001; Fandrem et al. 2009), and following the general trend of the bullying phenomenon in most studies, the present work would generally expect that:

- a. More boys than girls could be identified as bullies, whereas more girls than boys could be identified as victims.
- b. Proactive and reactive aggressiveness are associated with bullying behavior among students.

Therefore, the following hypothesis was formulated:

H_0 : There is no significant difference between observed variables in present study and variables mentioned under a) and b) respectively.

H_1 : There is a statistically difference between the observed variables in present study and variables mentioned under a) and b) respectively.

1.7. Significance of the Study

The rising incidence of school violence captured by media has become a primary concern of educational practitioners in Indonesia. In recent years the concern has raised many researchers' interest to do related studies. As reported in many different studies around the world, school violence has become common wherever schools exist. The present

study aims to find out to what extent the phenomenon has existed by diagnosing so called bullying behavior among school students. Although bullying may have existed in Indonesian schools, many Indonesian educational practitioners do not realize the difference between bullying and school violence. To some extent bullying can lead to a broader context of violence. To realize this, the present study, which has addressed particular issues of bullying and aggressiveness, could enrich educational practitioners' sphere of knowledge concerning the phenomenon of school bullying. Researchers could also take advantage of this study by using it as a reference for further investigation on other contexts of bullying.

Chapter II

Theoretical Framework

This chapter discusses key descriptors of the study. The descriptors are bullying, school bullying, bullying causes, victimization, and aggression. The aim is to outline a clear theoretical framework for the study. It has been demonstrated that the concept of bullying depends upon how the aggression is contextually defined and that it fits within the common adopted definition. To begin with, the meaning of bullying is clarified in order to highlight how aggression is deemed as bullying.

2.1. Definition of bullying

Bullying is a behavior that can only be easily recognized when individuals experience it. Bullying can happen to anyone at any age and anywhere whether at school, home, or even in a workplace. So far, it is difficult to define bullying since it relates to both a wide range behavior that may constitute bullying, and the characteristics of bullying behavior (Montgomery, 1994, p.3). However, the most common definitions in use were adopted by Roland (1989) and Olweus (1991). Roland defines bullying as “long standing violence, physical or psychological, perpetrated by an individual or group directed against an individual who can not defend himself or herself” (p. 21). In line with this Olweus also defines bullying, but more carefully and restrictive, as “repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things, and teasing” (p. 413).

Rigby, (2008) suggests that bullying is “the systematic abuse of power in interpersonal relationship” (p.22). In other words, bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing. Rigby argues that the abuse of power is not restricted only to certain managerial or “authority” positions, but that most individuals have “the opportunity to exercise power to control over someone”. Thus, there are apparently imbalances in physical and psychological strength between bully and the victim (Olweus and Solberg, 1998, p.7).

Regarding the recognition of bullying, Olweus and Solberg, (1998) have suggested some typical characteristics to recognize bullying behavior. They said that “we generally speak of bullying when one or more persons repeatedly and over a period of time say or do painful and unpleasant things to someone who has problems defending himself or herself” (p.7). To address the terms “painful” and “unpleasant” experience, Olweus and Solberg refer them as *direct bullying* and *indirect bullying*. They argue that “the pain and unpleasantness may be due to direct bullying involving hitting, kicking, insults, offensive and sneering comments or threat” while indirect bullying, which is just as painful, is the experience of being socially isolated and excluded from group membership (Olweus and Solberg, 1998, p. 7). Having said this, there is a quite reasonable assumption that a psychological element is always present in most, if not all, bullying (Rigby, 2005, p. 26).

2.2. Bullying in school

The phenomenon of bullying in schools has increasingly captured universal attention among researchers, the media, school authorities, and parents who are concerned about students’ well-being and safety (Moon, et al, p. 1). Bullying in schools is also a worldwide problem that can have negative consequences for the general school climate and for the rights of students to learn in a safe environment without fear. It is widespread, and perhaps the most underreported safety problems in schools. Until recently, most bullying researchers have been merely concerned with school bullying although other contexts of bullying have also been widely researched. The reason for this is that during school age bullying becomes a common and daily basis activity among students. In relation to this, Sampson (2002, p. 2) argues that the “most frequently bullying happens during elementary school and slightly less during middle school and less so, but still frequently, in the high school”.

Many studies have been carried out related to the phenomenon of bullying in school. Olweus, the first Scandinavian researcher concerned with the issue, conducted his systematic study in Norwegian and Swedish schools and found that many students experienced school bullying. The findings showed that approximately 7% of Scandinavian students in the sample engaged in school bullying, and between 5% and 15% of students in various grades reported being bullied (Moon, et. al 2008, p. 3) or approximately “one in seven pupils are involved in bullying with the degree of regularity - either as bully or victims” (Olweus, 1993, p. 13). Other studies concerning school

bullying also have been conducted in various countries such as Austria, Canada, China, England, Italy, Japan, South Korea, and the United States, and found similar or even higher percentage of samples who engage in bullying (Moon, et. al 2008; Olweus and Solberg, 1998). By regarding these studies, it is possible to see a consistent indication that school bullying is becoming a global phenomenon. Although much of the formal research on bullying in school has taken place in those mentioned countries, the problems associated with bullying have been noticed and discussed wherever formal schooling environments exist.

General findings of the phenomenon of school bullying show that bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion (Olweus and Solberg, 1998, p. 7). Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Rigby, 2005, p. 26). To let bullying in schools continue without any intervention will most probably escalate the phenomenon to school violence and create a serious risk to students' academic life and academic performance.

2.3. What causes this aggressive behavior?

Numerous studies have been carried out to develop theories highlighting the most probable causes that underlie bullying behavior. However, to determine the exact causes of bullying among children and young people is not an easy task because this is likely to be the outcome of more complex social factors rather than simply the cause of one event. To ensure this, according to Moon, et. al. (2008, p. 4) there are at least three criminological theories that briefly describe and provide credible explanations and understanding of the causes of bullying; 1) low self-control theory, 2) differential association theory, and 3) general strain theory.

2.3.1. Low self-control

Drawing from the work of Gottfredson and Hirschi (1990), Moon & al. (2008, p. 5) have associated the phenomenon of bullying with a sort of criminal behavior. They highlighted that the phenomenon of bullying is similar to many other kinds of social

crime, and considered bullying as a serious problem in relation to students' safety in school and a threat to students' academic achievements. Accordingly, the general theory of crime developed by Gottfredson and Hirschi (1990) stated that one of the causes of criminal behavior is the lack of self control. They assume that "low self control is the main source of criminal behavior and behavior analogous to crime, in which individuals with low self-control are more likely to seek immediate gratification, to be physically active, to be insensitive to others, and to possess limited academic ability" (p. 88). They then argued that individuals who possess the low self-control trait are more likely to become involved in criminal, deviant, and accidental behaviors than those who possess high levels of self-control. However, in this theory, it is stated that the simple level of self-control is not, in and of itself, an adequate condition leading to criminality. As they state, "lack of self-control does not require crime and can be counteracted by situational conditions..., {but} high self-control effectively reduces the possibility of crime - that is, those possessing it will be substantially less likely at all periods in life to engage in criminal acts" (Gottfredson and Hirschi 1990, p. 89).

According to this theory, the most effective way to intervene in low self-control of children is to maximize the role of parents. Gottfredson and Hirschi (1990) argue that "the effective parental practices like monitoring, recognition of deviant behaviors, and punishment of deviant behavior, have significant effects on the development of self control" (p. 90). Parenting practices are hypothesized to have a significant effect on children's self control, which in turn affects deviant and criminal behavior (Moon, et al., 2008). However, if child rearing patterns in families are the main cause of bullies' behavior, and some parents' authoritarian and violent behavior is what bullies imitate, then maximizing the role of parents will create only more of the same.

2.3.2. Differential association theory

According to this theory, the phenomenon of bullying behavior is more likely the result of the association of children with delinquent environments, although research into the extent of bullying does not specifically adopt this theory as a theoretical framework to explain bullying. However, several studies have examined the relationship between delinquent peer association attitude toward violence and bullying (Moon, et al. 2008, p. 5-6).

Rigby (2003) argues: “students are powerfully influenced by a smaller group of peers with whom they have relatively associated” (p. 4). By associating with intimates such as friends who exhibit antisocial behavior and have favorable attitudes toward the violation of laws, individuals can easily learn the techniques of committing delinquent or criminal behaviors, as well as motives and attitudes that serve to promote criminal and antisocial behaviors (Moon, et al. 2008, p. 5).

Studies on juvenile criminals have mostly shown that those who associate with delinquent peers are more likely to imitate and engage in antisocial behavior and delinquent behavior. Referring to social learning theory developed by Bandura (1977), O’Connel, (1999) has identified three conditions that influence the likelihood of imitation. He said that “children are more likely to imitate a model when the model is powerful enough; the model is rewarded rather than punished for the behavior; and the model shares similar characteristics with child” (p. 438). He then noted that in case of bullying, these conditions are often present.

During their observation, Craig and Pepler, (1995) have found that the perpetrators of bullying are hardly punished. Only 11% of bullying episodes were being intervened by peers and 4% by teachers. Consequently, peers may be influenced by bullies to become involved in bullying as active participants (O’Connel, et al. 1999, p. 438).

According to O’Connel, et al. (1999):

“bullies may influence the behaviors of peers in some ways. First, bullies capture the attention of peers by exposing the way how they engage in aggressive behavior. Bullies who have been engaging intensively in aggressive behavior and never been punished tend to be far more aggressive and also tend not to be more fearful of any consequences. Bystanding peers will also more probably act as bullies did if there are no consequences for the models. Second, lack of sensitivity of the peers to filter the exposure of negative aspects of aggressive interaction among them, may cause to the imitation of similar actions” (p. 440).

To further this, Craig and Pepler (1995) argue that “evidence for peer modeling on the playground comes from our first observation in which peers were actively involved in bullying in 48% of the episodes” (p. 43).

2.3.3. General Strain theory

Sociologist Robert Agnew (2001) proposed that strain or stress experienced by an individual can manifest itself in problematic emotions that lead to deviant behavior. Specifically, three types of strain were proposed:

1. Strain as the actual or anticipated failure to achieve positively valued goals,
2. Strain as the actual or anticipated removal of positively valued stimuli, and
3. Strain as the actual or anticipated presentation of negatively valued stimuli to individuals.

Another proposition of this theory is that strain can create negative emotions in individuals such as anger, anxiety and depression which in turn influence delinquency (Moon, et al. 2008, 6). According to general strain theory, individuals experience negative reaction and emotion, especially anger when they are treated unjustly and unfairly (Agnew, 2001, p. 321). Agnew maintains that individuals who experience strain are more at risk to engage in deviant or delinquent behaviors.

The relationship of the elements of general strain theory to the phenomenon of bullying has been suggested in several studies. Browne and Falshaw (1996) for example, have reported a sample of youth placed at a youth treatment service and found that bullies were more likely to have experienced and suffered childhood physical and emotional abuse, as indicated by their placement on the child protection register. Another study with diverse samples (Olweus, 1993) revealed that youth experience of physical punishment, maltreatment, and rejection by parents, peers, and teachers are significantly related to bullying. In addition, some studies (Bosworth et al., 1999; Espelage et al., 2000) indicate that anger has a significant positive effect on bullying. Overall, these findings would be consistent in considering GST as an explanation because they indicate that individuals who experienced physical/emotional abuse, maltreatment, rejection and/or anger are more likely to engage in bullying.

2.3.4. Group relation theory

In addition to the proposed three criminological theories, there has been a consideration that in peer victimization, one can distinguish between being victimized by an individual and being victimized by a group. Individual victimization can only lead to personal harassment while group victimization may

occur amongst individuals in a group or between one or more groups against others (Pikas, 1975). In group victimization, the outcomes become more complex since those who see the bullying activities (bystanders) may then become involved in bully activities as well. The involvement of bystanders in the bullying activities is merely the result of contextual effects of group norms which work during the victimization (Salmivalli and Voeten, 2004). In this particular situation, “even if a child empathizes with the victims, and thinks that bullying is wrong, there may be classroom-level influences that encourage him/her to join in bullying, or at least not to show sympathy for the victims” (Salmivalli and Voeten, 2004). In relation to this, Olweus, (1973) argued that it is not surprising that bullying is a group process in which several group mechanisms are involved. “Group norms may regulate bullying-related behaviors through processes such as peer group pressure and conformity to it” (Berndt, 1979).

2.4. Bullying and Aggressive Behavior

“Bullying is commonly regarded as an aspect of aggression” (Roland and Insøe, 2001, p. 446). This has been detected within school children and adolescents. Among the considerations is the emotional component of the perpetrators, making bullying an aspect of aggression in which the majority of victims feel rather unsafe, anxious, sensitive and non-aggressive (Olweus, 1993, p. 32). In line with this, Olweus (1978) also characterizes bullies as “an aggressive personality pattern, they are aggressive not only to their victims at school but also in many other contexts, i.e toward their peers, sibling, and adults, and some of them ends up with antisocial young adults” (p. 32). However, this general agreement is not followed by any clear expression as to what kind of aggression may be involved. Thus, bullying is often confused with aggression in general. According to Roland and Idsøe (2001), “this is not merely a theoretical problem, as it may be difficult to design and evaluate practical programs to prevent bullying without defining the aggressiveness in question” (p. 447).

Recent studies (Roland and Idsøe, 2001, and Fandrem et al. 2009) have formulated some forms of aggression that might be associated with bullying behavior. Both these studies have tried to introduce and develop practical understanding of how bullying might be associated with different forms of aggression. While Roland and Idsøe conducted a study to find out the relationship between bullying and two different kinds of aggressiveness,

Fandrem et. al. developed a study to investigate the role of proactive and reactive aggressiveness in bullying and victimization among native and immigrant adolescents in Norway. However, Rigby (2008), argued against attaching bullying to any particular aggression behavior: “there is a danger to tie bullying to specified behavior”.

The concepts of proactive and reactive aggression were first introduced by Dodge and colleagues in 1987. The concepts arise from the frustration–aggression model, viewing aggression as a hostile, angry reaction to perceived frustration (Berkowitz, 1962), which was later developed by Bandura (1973) and known as social learning theory. This theory sees aggression as acquired instrumental behavior controlled by external rewards and reinforcement. This kind of aggression occurs as “a consequence of a perceived provocation, threat or frustration and is usually accompanied by a strong feeling of anger” (Fandrem, et al., 2009, p. 901). In studies connecting bullying behavior and proactive and reactive aggression, bullying has been found to be correlated with both proactive and reactive aggression (Pellegrini et al., 1999, p. 220-223). However, there are some distinctions that were found among pupils. For example, Roland and Idsøe (2001) in their study of Norwegian school children found that there were correlations between bullying and both reactive and proactive aggressiveness among pupils at the fifth grade. However, among the eighth graders, the correlations were only high between bullying others and proactive aggressiveness, not with reactive aggressiveness. Gender differences are also reported to have a higher association between bullying others and affiliation-related proactive aggressiveness. Girls score higher than boys on affiliation-related aggressiveness in both the fifth and eighth grades. However, in the eighth grade power-related aggressiveness was only attached to boys rather than girls. Having said this, there was an expectation that these patterns could occur during my fieldwork in Indonesian school.

2.5. Conceptualization of Victimization

Before going deeply into the serious consequences of bullying to children’s well being, it is important to briefly discuss the general concept of victimization of bullying. This concept sheds light on how bullying behavior occurs and who are most likely to be involved in bullying (both bullies and victims).

Many findings have increasingly proposed that bullying invariably implies an imbalance of power in which the victim is relatively weaker than the perpetrator (Olweus and Solberg, 1998; Farrington, 1993). Bullying does not occur when there is conflict between people of equal or similar power. This distinction is very important because “the effects of being repeatedly threatened by a more powerful person or group are likely to differ from the effects of being threatened or attacked by someone of equal power” (Rigby, 2003, p. 584). Thus, ordinary violent aggression behavior is apparently different from bullying behavior, particularly in relation to the effects of the outcome to the victims.

2.6. Consequences of bullying

Rigby, (2003, p. 585-586) identified and categorized the possible consequences and negative health conditions of those involved in bullying as follows:

- Low psychological well-being
This includes states of mind that are generally considered unpleasant, such as general unhappiness, low self-esteem, and feelings of anger and sadness.
- Poor social adjustment
This normally includes feeling of aversion toward one’s social environment by expressing dislike, loneliness and isolation in one’s environment.
- Psychological distress
This is considered to be more serious than the first two categories and includes high levels of anxiety, depression, and even suicidal thinking.
- Physical un-wellness
Children who become victims of bully are likely more than others to suffer physical illness.

2.6.1. Possible consequences for those who bully others

Within studies of bullying, few findings have focused on the consequences for those who bully. There is no clear consensus, unlike the consequences for victims, which can enlighten us on how bullies experience the consequences of what they have been doing, upon themselves. However, there have been findings that show some possible consequences for those who bully. Olweus (2003) has found that during his studies in Norwegian schools those who had been identified as bullies in school were 4 times more likely to come before the court as a consequence of delinquency. From longer

studies in the United Kingdom, it has also been shown that those who had been identified as bullies at school were more likely than others to have children who behaved aggressively (Farrington, 1993). There is no clear explanation of how this happened, whether by family influence or genetic transmission or both (Rigby, 2003, p 586).

Other claims in relation to the negative consequences for those who bully are that children who habitually bully significantly experience higher levels of depression (Salmon, et al, 1998) or even suicidal ideation (Rigby, 2000). However, the claim remains unclear as to whether this should be regarded as the possible consequence of bullying in relation to feelings of guilt or shame, or whether it is related to negative styles of parenting, or both (Rigby, 1994).

2.6.2. Consequences on academic achievement

Of particular concern has been the proof that frequent bullying among children has negative impact on victims' school achievement. This issue has been examined through a large scale study of bullying in USA by Nansel, et al. (2000). They found from the observation of 15,000 students in grade 6-10 that there is a significant association between bullying involvement and lower self-perceived academic achievement. In addition to this, Schwartz et al. (2002, p. 113) notes that those who are frequently involved in bullying show poor academic performance in school. However, studies from a large sample of students in Scandinavian countries have shown no evidence to understand aggressive behavior as a consequence of poor grades at school. Rather, it was found that both bullies and victims had somewhat lower than average marks than children who are not involved in bullying activities (Olweus, 1978).

CHAPTER III

RESEARCH METHODOLOGY

In general, the objective of this research was to do a pilot study which may create a basis for a larger full scale study of the prevalence of bullying in Indonesia. In specific, this study aimed to investigate which forms of aggression (proactive and/or reactive) and motives (power related and/or affiliation related) were associated with bullying behavior within two secondary schools in the city of Palu, Central Sulawesi region. In order to conduct in-depth exploration on bullying within these schools, teachers were also included in this study. They were invited to speak descriptively and contextually of the common forms and motives of bullying they have witnessed among pupils. In addition, because this is the very first sample taken from Indonesia, I cannot be sure how representative this study is for any other places.

This chapter will discuss the method of research to be used, the respondents of the study, the instrument to be used, validation of the instrument, the administration of the instrument and the statistical treatment for the data that had been collected.

3.1. Choosing sample

Before getting in touch with the main informants of this research, I referred to some theoretical preference regarding who could be my participants in this study. According to Parault, et al (2007, p. 146) and Sullivan, et al. (2004, p. 8), the critical age of students in aggressive and violent behavior is found at the beginning of secondary school or at early adolescent. Since this study mainly investigated the phenomenon of bullying in school, I have decided to choose my participants from two different secondary schools in the city where I come from. In addition, I decided to include teachers in this study, in order to enable them to provide additional information about their perceptions and judgments regarding bullying and preferred ways of dealing with it.

This study has been conducted in the two secondary schools in the city of Palu, the capital of Central Sulawesi region, situated in Central Indonesia. This region is, due to geographic and historical heritage, characterized by greater diversity of religious and ethnic groups which spread out in ten sub-regions, including Palu. There are approximately 12 ethnic groups with 22 different languages living in this region. Despite

the differences, people can communicate to each other using the Indonesian language. Islam and Christianity are the two majority religious groups in the region, and the rest are Hinduism and Buddhism.

I should mention briefly that during the late 1999 until 2000 there was a devastating religious and ethnic conflict in one of the sub-regions that caused the significant loss of lives. This conflict, which appears to be tied up with elite political interests, was triggered by criminal acts that the security forces did not deal with completely. In the end, the conflict spread to five sub-districts and ended up as a horizontal conflict between Muslim and Christian communities.

Fortunately, in late 2000 a reconciliation was reached between the two groups with a peace agreement. Since then no more violence was experienced and people started to live again in peace and harmony. Later this sub-region become a popular destination for national and international researchers who are interested in studying violence-related issues.

3.1.1. Participants

To get access to school participants for this study was challenging for me. Formally, I had to get permission from authorities. I tried repeatedly to meet people in charge but always failed due to a highly bureaucratic organ. I then decided to get direct contact with each school's principal to ask if it was possible to conduct my study using samples from the schools without any formal permission from the authorities. Fortunately, the two schools' principals that I contacted had no problems with the procedures if I had a formal letter from the university in Norway that recommended me to do the research. In the end, I was allowed by the two principals to take samples from their schools. The principals of the two schools had chosen four classes to be the sample of my study.

Following on, I sent letters of passive consent to students' parents, which stated that their children would be included in my survey, as well as interviewed. Parents who disagreed or protested about their children being involved in the study were asked to reply telling so. On the day of the survey, a very high level of student participation was counted. About 96.4% of the total students in the selected classes respectively

participated in the first survey. This was calculated from the returned questionnaires and the attendant lists during the survey. During the interviews with students, only those who were identified as bullies were used as informants. There were six students who participated in this session. Teachers who had been selected to become the next key informants were also based on returned consents. From eight written consents which were sent to the teachers, only four were returned agreeing to participate in an interview session.

The principals only allowed me to take a sample from grade seven and eight, since students in grade nine were not at school anymore. Students in grade nine had just finished their final exam and were preparing for graduation. The teachers who were responsible for students' affairs in both schools chose the classes for me. Thus, I was given an opportunity to take respondents from class 7a, 7b, 8a and 8b from both school one and school two. In school one, grade seven consisted of five classes (e.g. 7a, 7b, 7c, 7d, and 7e) and so did grade eight (e.g. 8a, 8b, 8c, 8d, and 8e). However, in school two, each grade only consisted of three classes (7a, 7b, 7c and 8a, 8b, 8c). In both schools, each class consisted of 25-32 students.

My participants consisted of 246 adolescents (149 girls and 97 boys) from eight classes. Four classes represented each grade, with four classes from grade seven and four classes from grade eight. All participants were drawn from two different secondary schools located in the city Palu, Central Sulawesi Region. The number of students who were involved in this survey were considered small (only 0.29%) compared to the whole population of secondary schools students in the region (83.504)⁵, which limits the generalizability of this study. The first stage of this research (questionnaires distribution) was carried out during the first school term; all pupils were in grade seven and eight. They were approximately at the age of 13-14 before the summer term break. However, the second stage of research, which involved interview sessions, was conducted after the summer break and the pupils had already moved to the 8th and 9th grade.

⁵ The Indonesian Statistics 2008/2009, the Central Sulawesi in Number, or visit http://sulteng.bps.go.id/index.php?option=com_content&task=view&id=60

3.2. Choosing area of study

I have chosen the Central Sulawesi region partly because some international, national and local research institutions have been focusing their research interest on this area after the devastating religious conflict during 1999-2000. Secondly, almost every academic year there have been schools that have recorded some incidence of school riots including fighting between schools, particularly in the city of Palu.

3.3. Procedures and Instruments

3.3.1. Procedures

Before I started the process of collecting data, I had already acquired a formal permission from the school boards on behalf of the local government institution for education affairs. This was done to ensure that the entire process of research would be supported by the school administrators as well as the students. Because it was rather sensitive to explore the existence of any deviant behavior among the students, I had to be careful, respectful, and familiar with every single ethical consideration applied within the schools. In line with this, the first person that I had to meet was the headmaster of the schools. At first they were very glad to know that I would do my research on their school since this was the first time an international student did a study in their schools. Secondly, the headmasters advised me to get in touch soon with some teachers who were in charge of students' affairs. Finally after the deal was done between me, the headmasters and the teachers, we decided to have a brief meeting before the day of survey. Since there were two different schools in different places in town, the meeting was held on different days. The meeting with teachers in school number one (named by me) was held on June 13th 2009 and in school number two on the June 15th 2009. The purpose of this meeting was to familiarize the teachers with the content of the questionnaires, who were to voluntarily administer the survey. Another important issue that was addressed during the meeting was how to deal with any technical problems that the students might encounter during the survey.

The survey in school one was administered on June 15th 2009, while in school two it was done on June 19th 2009. The data were collected in each class separately in both schools. The teachers who administered the questionnaires were asked to inform the students that all test materials were for research purpose only and all information would remain

confidential. Only student number, grade and sex, not name, appeared in the questionnaire.

Since the students' interviews were to be based on the data gathered from the questionnaires, these sessions were held after almost two months of tabulating the data. During those months students had their summer holiday. After at least knowing the general picture of who had bullied others, the students who were identified were asked to participate in the interview session. The interview was carried out after the summer holiday between July 27th and August 8th 2009, where both students and teachers respectively participated.

3.3.2. Instruments of data collection

Many researchers have used questionnaires as an instrument in researching and assessing bullying and other violence in schools. For example Rigby (2008) has been for eight years using Peer Relations Assessment Questionnaires (PRAQs) to assess bullying in Australia. This questionnaire was developed to help schools and researchers to understand the interpersonal relationship between students to discover the nature and extent of bullying in particular schools. The questionnaire was also designed to draw additional information from teachers and parents, so that it is possible to compare results from different sources (Rigby, 2008, p. 196). Salmivalli et al. 1998, (p. 208) have used Participant Role Questionnaires to assess bullying. This is a self-report and peer-report measure of 5 subscales: bully, assistant, reinforcer, defender, and outsider. Olweus (1993) used what he called Bully/Victim Questionnaires. He developed this questionnaire in relation to national campaigns against bullying in Scandinavian countries that was later adopted and translated for use in many countries (Olweus 1993, p. 10, & Smith et al., 1999). Consequently, these commonly used questionnaires were mostly designed for anonymous answering.

There has been discussion over the issue of anonymity versus non-anonymity in questionnaires. For instance, according to Chan et al. (2005, p. 444), the use of anonymous questionnaires in researching bullying and victimization is simply due to the influence and widespread use of Olweus design. He criticized this instrument for lack of validity and reliability by saying that "one major difficulty with anonymous survey is that without requiring an identity from the respondent it can open way to irresponsible

responses on the part of the survey participants” (Chan, et al. 2005, p. 446). However, despite their critiques, most researchers are still relying on and using anonymous questionnaires during their studies on bullying, such as Fandrem et al. 2009; Roland and Idsøe, 2001; Smith and Brain 2000; Salmivalli and Nienimen 2002. By not requiring the respondents to put their identity on the sheet, they could give more truthful information. In addition to this, ethical consideration has become a part of the anonymity issue, guaranteeing the student’s confidentiality in case they are asked to answer rather sensitive or uncomfortable questions related to their personal deviant behavior.

In my study, I preferred using what I called semi anonymous questionnaires that only required students to write their level of grade, sex, and students’ numbers instead of names. Since I employed interview sessions after the bullies had been identified, it seemed that assigning and knowing at least their numbers instead of names would allow me to identify who they were from the list of their attendance. Another reason for using this was simply due to ethical considerations, in case during my survey some of the information should not be exposed. In my study I adopted questionnaires from the work of Fandrem et al. (2009) and Roland and Idsøe (2001) and then modified to fit my study objectives. The work of the instruments I used will be briefly described as follows:

- Questionnaires

Adopted and modified from the work of Fandrem et al. and Roland and Idsøe, these questionnaires were generally intended to identify the prevalence of bullying, forms of aggression and motives for bullying, using the following scales: bullying others, victimization, power-related aggressiveness, affiliation-related aggressiveness, proactive aggressiveness and reactive aggressiveness. In addition, there was a minor technical difference in the formulation of variables in this study compared to the previous ones. Roland and Idsøe (2003) and Fandrem, et al. (2009) have considered power related aggressiveness and affiliation related aggressiveness as un-separated part of proactive variables. However, in the present study I have considered proactive as a separated variable from power related and affiliation related aggressiveness, although theoretically power and affiliation related aggressiveness are a part of proactive aggressiveness. The instrumentation as follow:

Bullying others and victimization. These two scales developed by Fandrem et al., (2009) were used to find out the prevalence of bullying and are composed of items measuring bullying others/victimization by physical means, verbal means, isolation and general questions about bullying others and victimization.

Power-related aggressiveness and affiliation related aggressiveness. These two scales were developed by Roland and Idsøe (2001), which were intended to identify the motives underlying the different forms of bullying among the pupils in terms of power-related aggressiveness, and affiliation-related aggressiveness.

Proactive aggressiveness. This scale was an accumulation of both power-related aggressiveness and affiliation-related aggressiveness.

Reactive aggressiveness. This scale was also developed by Roland and Idsøe (2001) and was used to identify the negative aspect of emotion that constitutes aggressiveness.

- Interviews

Alongside the questionnaires, I used interviews during my fieldwork. For me this was very challenging, as most researchers seem to use a single survey instrument (questionnaires) instead of using both questionnaires and interviews in researching bullying. In my understanding, the reason for not including interviews in bullying surveys is simply because of anonymity and confidentiality issues. In my case, confidentiality had a higher priority than anonymity since I had to know the bullies before conducting the interview sessions. Consequently, to know who the bullies were they had to be based on respondents' identity. Here the respondents were asked (though not obliged) to put their student numbers instead of names on questionnaires. This allowed me to identify the bullies that later I used as my interview respondents. As they were asked to write down their student number, confidentiality was guaranteed and that I would be the only one who knew who they were.

I was using "identified respondents" (Trochim, 2006, p. 127) during my interview session with those who had already met some specific criteria of being a bully. They were asked more about personal experiences, perceptions and justification regarding their behavior against their victims. Of course, I had to be aware about my personal sensitivity and

adaptability, such as to be alert for any signs that respondents might feel uncomfortable with questions. Students who were involved in my interview preferred group interviews than individual ones. In group interviews the students felt more relaxed and not tense, event to the point where they would admit to their deviant attitudes. To some extent group interviews brought advantages to my study; I found that if one student made a sort of mistake or wrong expression, others tried to correct him or her.

Teachers were also interviewed, but on different days. I conducted the interviews for both teachers and students on two separate sessions. This was done in order to avoid teachers intervening in students' answers, which could happen if both were interviewed at the same time and place. The questions for teachers were designed with a different purpose than those for the students. They were mainly related to teachers' perceptions and points of view, judgments against the bullies and how do deal with bullying behavior. The involvement of teachers and students in my interview sessions has strengthened and supported my questionnaire findings. In the interview sessions, I used a MP3 recorder and note taking to record the conversation. The MP3 recorder was small enough to be easily put anywhere, even in small pocket, and made the respondents feel more comfortable. By using this kind of recorder, both teachers and students feel like that they were not being recorded. Of course, they were told before the interview that their responses would be recorded during the conversation.

3.4. Measurements

The tool used for measuring questionnaires in my study was a well known instrument in social research methods; the Likert scaling system. This was used to find out the dimensions that underlie a set of ratings or scores assigned to each response that represent students' overall attitude. The scaling system itself is "a branch of measurement that involves the construction of an instrument that associates qualitative construct with quantitative metric units" (Trochim 2006, p. 132). He claimed that many people still do not understand what scaling is. That is why in many ways, scaling remains the most misunderstood aspect of social research' measurement. It attempts to do one of the most difficult research tasks, which is to measure abstract concepts.

Regarding the dimensions that underlie a set of ratings, there has been a long discussion whether bullying research belongs to a one-dimensional scale or multi-dimensional scale

(Finger et al. 2005, p. 3). However, according to Trochim (2006), if a researcher uses Likert scaling in his/her measurement then the research must be using a one-dimensional scaling method, in which it is assumed that the concepts that the researchers want to measure, are one-dimensional in nature (p. 145). To generate the items in this measurement, potential scale items should be items that can be rated on 1-to-5 or 1-to-7, for example using Disagree – Agree response scale (Dane, 1990, p. 272). In my case, it was to decide whether it was bullying or not bullying, or whether it was being bullied or not being bullied. In this construct, there should be inter correlations between all pairs of items, and therefore it does require careful attention to what researchers are doing.

Accordingly, some studies have suggested that current popular instruments tend to use single items or one-dimensional items to measure bullying. Solberg and Olweus (2003) for example have outlined an item as follows: Bullying question, “how often have you taken part in bullying another student (s) at school in the past couple of months”; and victimization, “how often have you been bullied at school in the past couple of months?” This single-item measurement tends to be frequency estimates such as never, frequently, often, or reference periods such as once a week, more than once a week, and yields scores that have statistically high variance (Finger et al., 2005, p. 2). Having said this, to measure bullying and victimization and others scales in my study I agree with the concept of scaling introduced above, and which will be briefly highlighted in the following. This instrument was also administered as part of assessing and quantifying the response items at regular intervals.

There are eight questions used to identify *bullying and victimization* among the students, which were rated according to the frequency of the responses. The result would be how often the students bullied others, were being bullied, and what means they used to bully others or to be victimized. The questions were adopted from, and almost identical to Fandrem et al. (2009, p. 5).

1. How often have you during the last year

- Bullied other pupils at school?
- Bullied others by teasing them and calling things?
- Bullied others by isolating?
- Bullied others by hitting, kicking, or pushing them?

2. How often have you during the last half year

- Been bullied by other pupils at school?
- Been bullied by being teased and called things?
- Been bullied by being isolated and alone?
- Been bullied by being hit, kicked, or pushed?

Administering the rate system of these questions, each item was rated on a 5-point response format where 1= 'never', 2= 'seldom', 3= '2-3 times a month', 4= 'weekly', and 5= 'daily' and there is no neutral point. The total value score is simply the sum of all pupils responses (points) in each item multiplied by the rate assigned to each response.

In the third, fourth, and the fifth scale of questionnaires which are *power-related aggressiveness*, *affiliated-related aggressiveness*, and *reactive aggressiveness*, the same rating system was applied, but reversed. Each item was rated on 4-point respond format where 4= "strongly agree", 2= "somewhat agree", 2= "somewhat disagree", and 1= "strongly disagree".

The third and fourth scale consisted of eight questions while the fifth consisted of six questions:

3. Power-related aggressiveness

- I like to get others to make fool of themselves
- I like to see when another student is afraid of me
- I like to have power over others so that they scared of me
- I like to have power over other because then it is me who decides

4. Affiliated-related aggressiveness

- I go along with wrong actions, in order to be together with others
- I feel we become friends when we freeze out somebody else
- I feel we become friends when we tease somebody else
- I feel we become friends when we do something illegal together

5. Reactive aggressiveness

- I get angry very quickly
- Sometimes I am so angry that I don't know what I am doing
- If a teacher criticizes me, I get angry
- If a teacher has promised that we are going to do something enjoyable (diverting), but changes his/her mind, I protest strongly
- If I do not get my will I will be angry
- If I lose the game, I will get angry

Unlike measuring responses from questionnaires, interview results were basically more explorative and descriptive. As I said in the previous part, using interviews in my survey alongside questionnaires is a sort of complement and confirmatory instrument to strengthen the result from the questionnaires.

3.5. Data analysis design

Referring to the objectives of my study which are 1) to find out the prevalence of bullying and victimization, 2) to identify the forms of aggression related to bullying, and 3) to identify the motives underlying the different forms of bullying, I have used descriptive statistics which performed frequency and percentage, and Statistical Package for the Social Science (SPSS version 16.) program which performed correlation to analyze observed variables in my study.

- In the bullying and victimization scale, I have used descriptive statistics that provided simple summaries about the sample and the measures. This is “one of the most common ways to describe a single variable and to simplify a large amount of data” (Trochim 2006, p. 268). In this analysis the percentage was used to describe the following distributions:
 1. Students who were involved in bully across gender and grade/class, and
 2. Students who experienced being the victims across gender and grade/class.
- I used two steps to correlate observed variables in this study. In all steps of analysis, bivariate and partial correlation procedures were used. At first, bullying others (BO) variable was correlated with being bullied (BB) variable. This was used to find out the degree of relatedness between BO and BB and also to predict whether the students have registered themselves as real bullies, bully victims or just fighting. Secondly, bullying others (BO) was correlated with four forms of aggressiveness: power related aggressiveness [PowAgg], affiliation related aggressiveness [AffAgg], proactive aggressiveness [ProAgg], and reactive aggressiveness [ReAgg]). The aim was to describe the degree and the direction between BO and other variables in the scales. In specific this analysis aimed to predict which form of aggression and motives were associated with bullying. These correlation procedures have been used by Roland and Idsøe. They correlated three factors in bullying: Reactive aggressiveness, Proactive power-related aggressiveness and Proactive affiliation-related aggressiveness. According

to them, “theoretically the three factors were allowed to correlate with each other” (p. 452).

In addition, drawing from the work of Roland and Idsøe, Fandrem et al. (2009) argue that “proactive aggressiveness was distinguished according to the goals that the bullies wanted to achieve by aggressive means: either power or relation” (p. 902). Fandrem et al. also indicate that the main goal of power-related proactive aggressiveness is to be recognized by others. In many circumstances bullies try to be dominant over others. On the other hand, the goal of affiliation-related proactive aggressiveness is to build a strong relationship with other actors. The following is the structural model of relations among variables which was applied in my analysis.

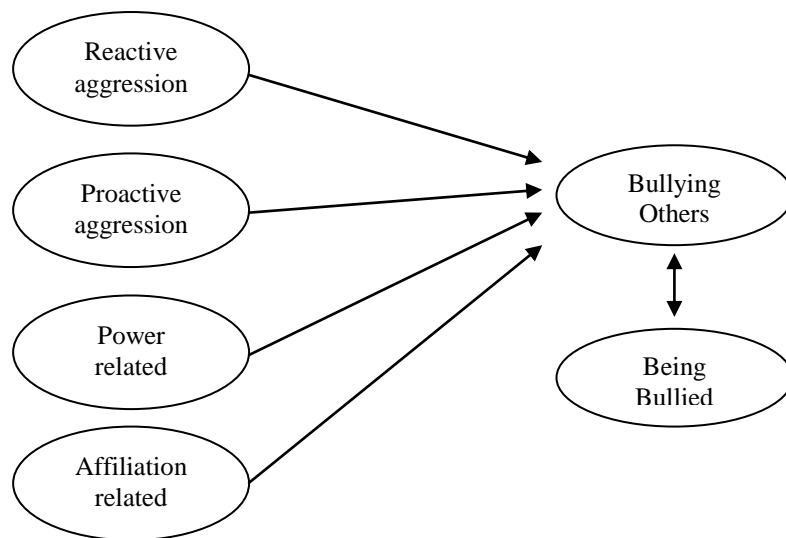


Figure 1. Structural model of relations among variables.

- Assessing the difference between the observed and expected value of variables in order to test the hypothesis of the present study, I have used Chi Square (χ^2) statistics formula. Using 2 x 2 contingency table, boys vs. girls, bullying others vs. being bullied and calling names vs. being called names were calculated. Also, boys vs. girl, proactive vs. reactive aggressiveness and power-related vs. affiliation-related aggressiveness were tested using 2 x 2 contingency table. Statistical significant was set at $p < 0.05$ level and the degree of freedom was ($df=1$).

- I was using semi structural interviews with both students and teachers during my survey. The purpose of including interviews in this survey was to complement answers from questionnaires. The main items asked to the students and teachers were merely about their empirical experiences such as common forms of bullying, motives of doing so, the long and short term effects, and justification or judgment about bullying behavior. The most important part of this interview was to ask them about their contextual understanding of bullying. Therefore, to analyze this result was to simply use descriptive and explorative analysis. The exploration tried to describe the outcome of findings whether or not it could have indicated an agreement between questionnaires and interviews.

3.6. Interpretation

In many circumstances interpretation involves constructing a logical scientific argument that explains the data. According to Egger & Carpi (2008) “Scientific interpretations are neither absolute truth nor personal opinion: they are inferences, suggestions, or hypotheses about what the data mean, based on a foundation of scientific knowledge and individual expertise” (p. 1). It is often the case that when scientists begin to interpret their data, they draw on their personal and even collective knowledge. They use experience and logic to construct one or more plausible explanations for the data. Accordingly, within any human endeavor, scientists can make mistakes. However, the vast majority of scientists’ present interpretations are most reasonable and supported by the data. To demonstrate the explanation of the result of my study, particularly in correlation analysis (r), I tried to reflect the following simple interpretations:

- *Bullying others (BO) and being bullied (BB)*: If significant correlation coefficients were found, the correlation could have revealed that those who have bullied others have also registered as victims, or the other way around. This is what has been recognized as ‘bully victims’. However, if no correlation significant was found, it was assumed that the students have registered as bullies but not as victims, or the other way around. This is what was known as real bullies or real victims.
- *Bullying others (BO) and aggressiveness*: If significant correlation coefficients were found, the correlation could have revealed which aggressiveness could have

predicted bullying behavior. However, if no significance was found in particular variable correlation, the variable was not good enough to predict other variables.

Although this correlation could not say anything about causal relationships among observed variables, supporting data from interviews could have strengthened the claim of relationship among the variables, and that this was not just coincidence.

3.7. Reliability and validity

While reliability is defined as the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials, or in the other words a measure/test is considered reliable if it would give us the same result over and over again, validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure (Dane, 1990, p. 257; Trochim, 2006). Reliability is a necessary condition for quality measurement, but it alone is not sufficient; researchers must make sure that the measurement is also valid. “We often think of reliability and validity as separate ideas but in fact they are related to each other” (Trochim, 2006). In this study, the internal consistency reliability all items was Cronbach alpha .72 which was categorized as satisfying (in the previous research by Fandrem et al. 2009, it was between 0.72 and 0.91 in range). According to Roland and Idsøe (2001) this score is regarded as significant for a research purpose.

The construct validity that I used in my study is ‘criterion validity’. It was aimed to demonstrate the ability of measuring how well one variable or a set of variables predicts an outcome based on information from other variables. One way to achieve this involves correlating test scores with another established test that also measures the same personality characteristics. In the present study, I have attempted to predict students’ aggressive behaviors by correlating the test scores from two different questionnaires.

3.8. Advantages and disadvantages of research methods

Using survey methods with questionnaires, especially with open-ended questions in researching behavioral topics such as bullying, is quite common. However, to some extent the design makes it difficult to gather more information. Sometimes questions used are too standardized (closed) so that some students preferred answers may not be included. This also does not allow for much detail. In my case, I realized that adopting

questionnaires from others' studies also did not allow me to contextualize some issues that might be more important. In some identified cases, students' inconsistency when responding to questions became a major challenge in my study.

Another limitation of the methods, particularly in the measurement using SPSS, was the transformation of scores from continuous variables (e.g. bullying others (BO) range from 4 to 20 or reactive aggressiveness (ReAgg) range from 6 to 24, etc.) into a categorical variable with only two levels (e.g. in BO: 4=lowest; 20=highest, or in ReAgg: 6=lowest; 24=highest) which might lead to bias. According to Arkellin ⁶, "such transformations resulted in a loss of detail and precision that might affect measures of association between variables which statistically can decrease ability to assess relationships".

On the other hand, the advantage of this design is that: firstly, this study employed interviews alongside the questionnaires, so that the issues could be extended, and opened to broader contexts. Secondly, questionnaires can be used to explore potentially embarrassing areas, such as criminal matters, more easily than other methods and are therefore useful in investigating bullying issues. The questionnaire can, for example, be both anonymous and completed in privacy. This increases the chances of students answering questions honestly because they are not intimidated by the presence of a researcher. Since I used standardized questionnaires, every student was asked the same question in the same way. I therefore can be sure that everyone in the sample answers exactly the same questions, which makes this a very reliable method of research. Thirdly, the measurement used in this study should be reliable and valid since most of recent bullying studies done by highly qualified researchers (Roland and Idsøe, 2001; Fandrem et al. 2009) used the same measurement and scales, especially in quantitative parameter such as the internal consistency of variables that are going to be tested.

⁶ Using SPSS to understand research and data analysis. (<http://wwwstage.valpo.edu/other/dabook/ch8/c8-1.ht>)

CHAPTER IV

RESULTS

This chapter explores the results obtained from the surveys, and will be divided into two parts: 1) empirical results from questionnaires and interviews on bullying and victimization, and 2) correlation between bullying others and power-related proactive aggressiveness, affiliation-related proactive aggressiveness, and reactive aggressiveness.

4.1. Questionnaire Findings on Bullying and Victimization

This questionnaire was designed to assess the level of bullying and victimization among students at school. It was comprised of four questions on bullying others, which were intended to ask students to identify themselves as bullies, and four questions on victimization that were intended to identify students themselves as victims. The items on the questionnaires were using the following descriptors: bullying by calling names or teasing (verbal bullying), bullying by isolation and shutting out (indirect physical bullying), and bullying by kicking, hitting and shoving (direct physical bullying). There is one general question on bullying that does not indicate any means used in bullying. I have decided not to separate the general question from the rest on each of the following figures (see figures 2 and 3) although the answers may lead to overlapping interpretation. For me, this is to show a clear difference in how the students relate to two types of questions: 1) Do they think they are a bully/victim? and 2) Do they really commit bullying actions/are they exposed to such actions? Alternative answers were *never*, *seldom*, *2-3 times a month*, *weekly* and *daily*. Since this part will only provide the result of identified bullies and victims, the figures below are based only on a *daily* basis responds. Respondents who have answered *never*, *seldom*, *2-3 times a month* and *weekly* will not appear in the figures below due to the limitation of this paper. 246 students in the seventh and eighth grade from two different schools participated in the survey given on Monday and Friday, June 15 and 19, 2009. One hundred percent of the surveys questionnaires were returned, with 96.4 percent of students' participating.

In the bullying and victimization questionnaires, students were asked if they have bullied other students or if they have been victimized by others at school during the year before, and how they experienced it. The following figures show how the students responded to the questions.

4.1.1. Bullying others

I categorized someone as a bully if he/she conducts unpleasant things over and over again against an individual or group of individuals who are not able to defend themselves. The first four questions asked the students if they have ever bullied others at school. Figure 2 shows that in general, 6.09% (n=15) of the students admitted to bullying others without indicating any means they used. However, when it comes to concrete bullying actions, more students, about 15.04% (n=37), admitted using verbal means (calling names or teasing) to bully others. Only 0.9% (n=2) students have bullied others by using indirect physical means (isolating/shutting out), and 0.9% (n=2) have bullied others by using direct physical means (hitting, kicking, or shoving).

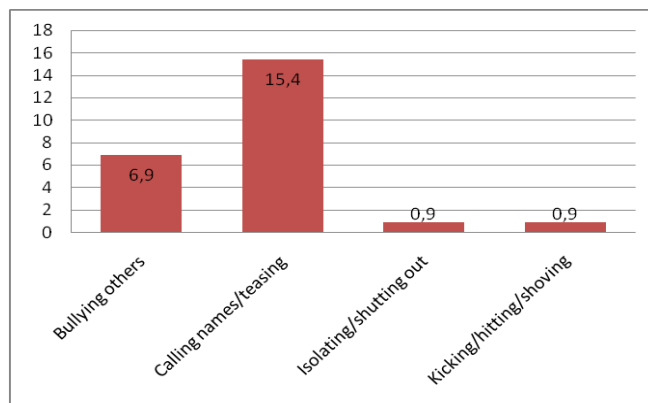


Figure 2. Percentage of students who reported having bullied other students. N=246

4.1.2. Being bullied or victims

The second set of four questions asked students if they have been exposed to bullying actions during the last year and how they experienced this. I call a person a victim if “he or she is exposed, repeatedly and over time, to negative action on the part on one or more persons” (Olweus, 1991, p. 413). Figure 3 figure shows that in general 13% (n=32) of the students report having been bullied during the last school year, 20% (n=49) report having been teased or called names, only 0.4% (n=1) report having been isolated or shut out from others, and 1.2% (n=3) reports having been kicked, hit, or shoved.

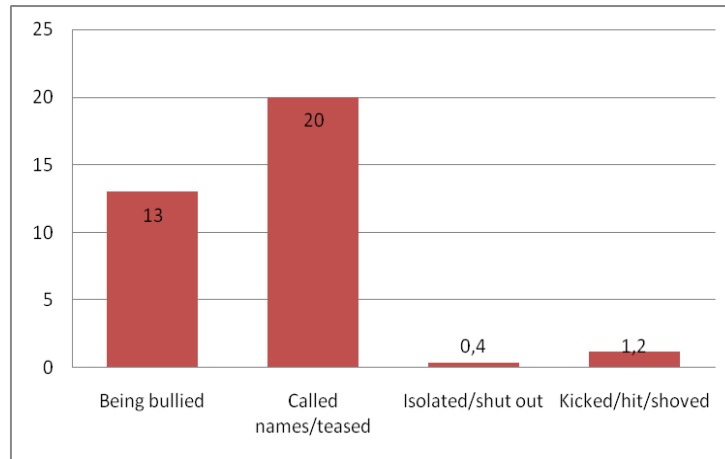


Figure 3. Percentage of students who reported being bullied. N=246

4.1.3. Gender in bullying and victimization

Figure 4 shows the difference between boys and girls in bullying others. The number of boys who participated in the survey was about n=82 while girls were about n=164. The result shows that among boys generally about 12.1% (n=10) admit having bullied others, about 13.4% (n=11) admit having called others names or teased them in ways that could be called “bullying”, 2.4% (n=2) admit having isolated or shut out others in a way that can be called bullying, and only 1.2% (n=1) admit having done this physically, by kicking, hitting, or shoving. Figures on girls show that 3.04% (n=5) admit having bullied others, 15.8% (n=26) admit having called other names or teased them so that it may be called bullying, and only 0.6% (n=1) admit having kicked, hit, or shoved others. No one admits having isolated or shut others out.

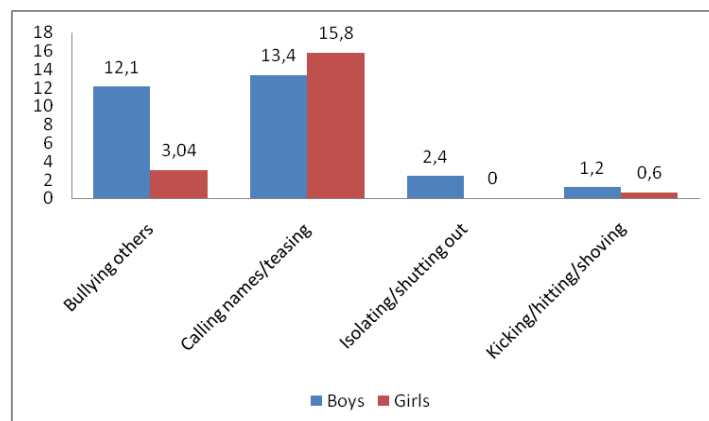


Figure 4. Percentage of boys and girls who reported having bullied other students. This figure is based on a total of 82 boys and 164 girls.

The next figure (figure 5) shows victims among boys and girls. It shows that 8.5% (n=7) of boys had experienced being bullied in general, 20.7% (n=17) had experienced being called names or teased in way that may be called bullying, 2.4% (n=2) had experienced physical bullying (being kicked, hit, or shoved), and no one had experienced being isolated or shut out. Among girls, 15.2% (n=25) had experienced being generally bullied, 19.5% (n=32) had experienced being called names or teased by others so that it may be called bullying, 0.6% (n=1) had experienced being isolated or shut out, and 1.2% (n=2) had experienced physical bullying (being kicked, hit, or shoved).

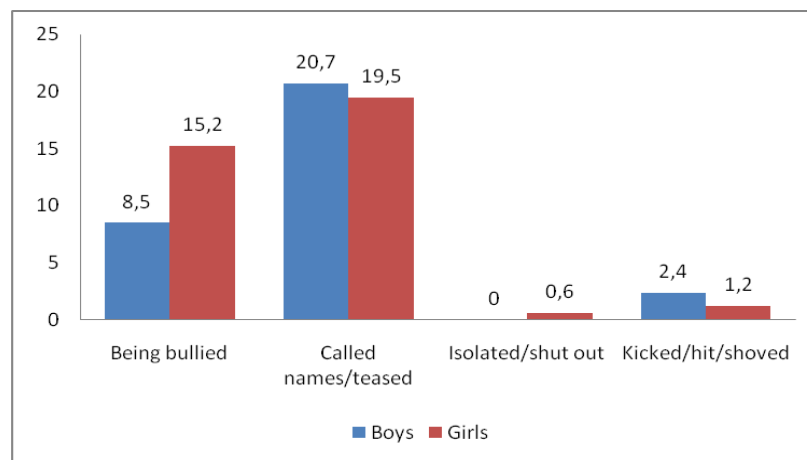


Figure 5. Percentage of boys and girls who reported being bullied. This figure is based on a total of 82 boys and 164 girls.

4.1.4. Bullies and victims in different grades

It is reported from the survey that the different number and percentage of bully and victim vary in terms of grade as well as gender. The total number of boys in grade 7 who participated in the survey were about 31 students while girls were about 83. In grade 8, boys were 51 and girls were about 81 in numbers.

Figure 6 shows that the percentage of boys in grade 7 who had identified themselves as participants in bullying others was 6.4% (n=2), as participants in calling other names or teasing 9.6% (n=3), and as participants in isolating or shutting others out 3.2% (n=1). No one had identified themselves as participants in kicking, hitting, or shoving. Among girls, only 1.2% (n=1) had identified themselves as participants in bullying others, 12.3% (n=10) had identified themselves as participants in calling

names or teasing, 1.2% (n=1) had identified themselves as participant in kicking, hitting, or shoving others, and no one had identified themselves as participant isolating or shutting others out.

In grade 8, the percentage of boys who had identified themselves as participants in bullying others was 15.6% (n=8), as participants in calling other names or teasing was 15.6% (n=8), as participants in isolating or shutting others out was 1.9% (n=1), and as participants in kicking, hitting, and shoving others was 1.9% (n=1). Among girls, 4.9% (n=4) had admitted having bullied others, 19.7% (n=16) had admitted having calling other names or teasing, and no one had admitted having isolated or shut out other, as well as having kicked, hit, or shoved others. The figure is as follow:

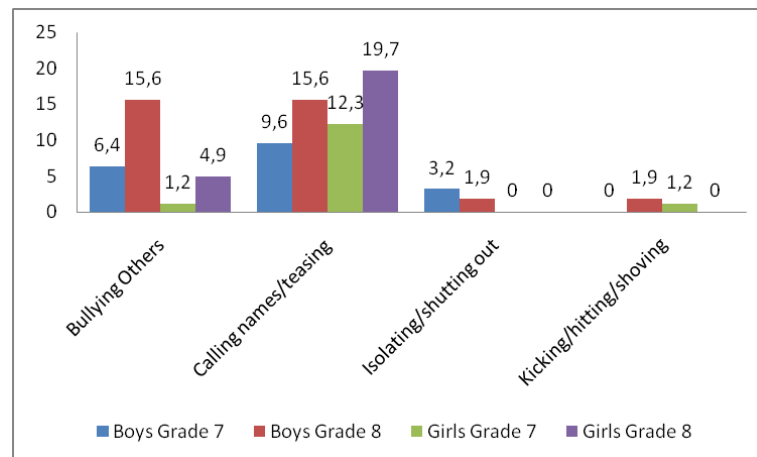


Figure 6. Percentage of students in different grades who reported having bullied others. This Figure is based on a total 31 boys and 83 girls in grade 7, 51 boys and 81 girls in grade 8.

In terms of victimization, 9.6% (n=3) of the boys in grade 7 had experienced being bullied by other students and 19.3% (n=6) had experienced being called names or teased in ways, or so often, that it can be categorized as bullying. No one had experienced being isolated and being kicked. Among girls, 8.4% (n=7) had experienced being bullied in general, 15.6% (n=13) had experienced being called names or teased, and only 1.2% (n=1) had experienced being isolated or shut out as well as being kicked, hit, or shoved by others.

Figure 7 shows the percentage of victimization among boys and girls in the two age groups. In grade 8, the percentage of boys who had experienced being bullied by

other students was 7.8% (n=4), by being called names or teased was 31.3% (n=16), by being kicked, hit or shoved was 3.9% (n=2), and no one had experienced being isolated or shut out. Among girls, 20.9% (n=17) had experienced being bullied, 17.2% (n=14) had experienced being called names or teased, and no one reported experiencing being isolated or shut out as well as being kicked, hit, or shoved by others. The figure is as follow:

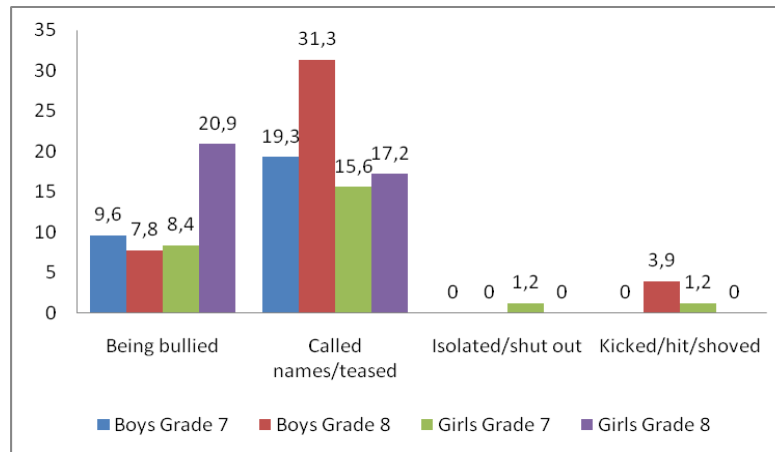


Figure 7. Percentage of students in different grades who reported being bullied. This Figure is based on a total 31 boys and 83 girls in grade seven, 51 boys and 81 girls in grade eight.

4.1.5. Bully and victims in different schools

Different schools' atmospheres might cause different outputs of bullying behavior among students. Figure 8 shows that of the results in the two schools in our investigation: 6.06% (n=2) of the boys in school one had participated in bullying others and 6.06% (n=2) had participated in calling names or teasing in a bullying way. No one had participated in isolating or shutting others out or in kicking, hitting, or shoving. Among girls, 5.3% (n=5) had participated in bullying others and 17.02% (n=16) had participated in teasing or calling names in a bullying way. No one had participated in isolating or shutting others out or in kicking, hitting or shoving.

In school two, 16.3% (n=8) of the boys had generally identified themselves having bullied others, 18.3% (n=9) had identified themselves as having participated in calling names and teasing in a bullying way, 4.08% (n=2) had been participated in isolating or shutting others out, and 2.04% (n=1) had participated in kicking, hitting, or shoving others. Among girls, no one identified themselves as bullies, 14.2% (n=10)

identified themselves as participants in calling names or teasing, and only 1.4% (n=1) identified themselves as having participated in kicking, hitting or shoving others. No one identified themselves as participants in isolating or shutting others out.

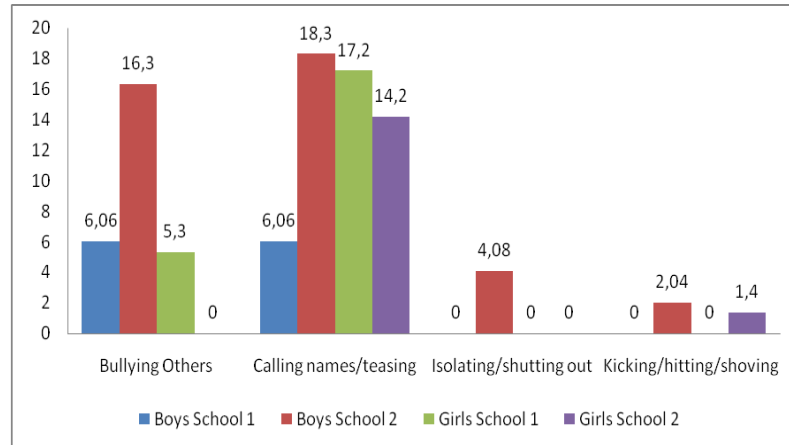


Figure 8. Percentage of students in different school who reported having bullied others. This Figure is based on a total 33 boys and 94 girls in school one, 49 boys and 70 girls in school two.

Concerning victimization (figure 9), 9.09% (n=3) of the boys in school one had experienced being bullied, 33.3% (n=11) had experienced being called names or teased in a bullying way, and 6.06% (n=2) had experienced being isolated or shut out. No one had experienced physical bullying (being kicked, hit, or shoved). Among girls, 14.8% (n=14) had experienced being bullied, 8.5% (n=8) had experienced being called names or teased in ways that may be categorized as bullying, and 1.06% (n=1) had experienced being isolated or shut out as well as being kicked, hit, or shoved.

In school two, 8.1% (n=4) boys had experienced being bullied in general and 12.2% (n=6) had experienced being called names and teased in a bullying way. No one had experienced being isolated or being kicked, hit or shoved. Among girls, 14.2% (n=10) had experienced being bullied, 34.2% (n=24) had experienced being called names or teased, and only 1.4% (n=1) had experienced being kicked, hit, or shoved. No one had experienced being isolated or shut out.

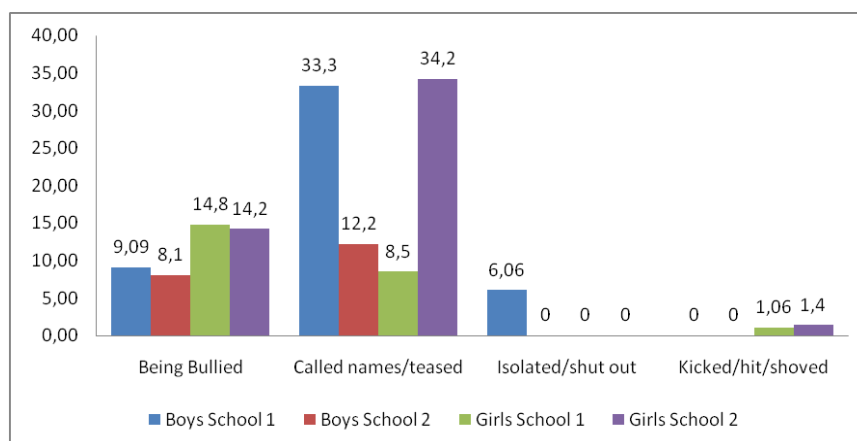


Figure 9. Percentage of students in different school who reported of being bullied by other students. This Figure is based on a total 33 boys and 94 girls in school one, 49 boys and 70 girls in school two.

In order to assess the place where victimization occurred, the students were also asked to rate the place where they had experienced being victimized. The result in table 1 shows that 41.4% (n=34) of the boys had experienced being bullied in the schoolyard, 47.5% (n=39) had experienced being bullied in classroom, 43.9% (n=36) had experienced being bullied in the corridor, 8.5% (n=7) had experienced being bullied in the restroom, 8.5% had experienced being bullied on the way to/from school, 19.5% (n=16) experienced of being bullied after school/in the street, 7.3% had experienced being bullied on public transportation, and 21.9% had experienced being bullied in other places at school.

Among girls, 37.8% (n=62) had experienced being victimized in the schoolyard, 55.4% (n=91) had experienced being victimized in the classroom, 34.1% (n=56) had experienced being victimized in the corridor, 3.6% (n=6) had experienced being victimized in the restroom, 6.09% (n=10) had experienced being victimized on the way to/from school, 15.8% (n=26) had experienced being victimized after school/in the street, 8.5% (n=14) had experienced being victimized in the public transportation, and 22.5% (n=37) had experienced being victimized in other places at school.

Table 1

Location and percentage of victimization

Location/gender	<i>N</i>	%
In the schoolyard		
Boys	34	41.4
Girls	62	37.8
In the classroom		
Boys	39	47.5
Girls	91	55.4
In the corridor		
Boys	36	43.9
Girls	56	34.1
In the restroom		
Boys	7	8.5
Girls	6	3.6
On the way to/from school		
Boys	7	8.5
Girls	10	6.09
After school/in the street		
Boys	16	19.5
Girls	26	15.8
On public transportation		
Boys	6	7.3
Girls	14	8.5
Other places at school		
Boys	21	21.9
Girls	37	22.5

Having noticed all patterns from figures 2 to 9 in “bullying and victimization scales”, there is an indication that students might have a different concept or understanding of the questions of “bullying others” and the questions of “calling names or teasing” as well as the questions of “being bullied” and the questions of “being called names or teased”. As a result, more students have said that they are either calling names or teasing or are being called names or being teased, than those who have said they are bullying or being bullied, although I have defined calling names and teasing as bullying. Findings in table 1 indicate that more students have experienced being bullied in school than outside school. All patterns look similar, where in most places more girls than boys reported themselves being victimized.

4.2. Findings on Interview

This part is based on data collected during my interviews with six students and four teachers from both schools. Limited numbers of respondents was simply due to time constraints. Students who were involved in interviews were those who had been registered as bullies from the previous findings on questionnaires. They were selected at random. It was not a surprise to me that more than half of the respondents in my interviews were girls. In fact in my previous questionnaires, the results showed that more girls than boys were registered as bullies (particularly in verbal bullying).

The findings presented here are about different experiences as well as different perceptions among my respondents, related to bullying phenomenon in schools. Another important part of the findings is about motives underlying the behavior among the students as well as schools' (teachers, administrators, school principles, etc.) efforts in dealing with this behavior. I hoped that this interview finding would be in line with the previous findings from questionnaires and would also support the statistics correlation among observed variables in this study, which will be presented in the next part.

4.2.1. Perceptions on bullying

In the first stage, it was important to find out to what extent my respondents have understood the meaning of bullying. Thus, the first question I had in mind before starting my interview was: "Do my respondents know the exact meaning of term bullying?" The first time I asked this question some time before conducting my survey, neither students nor teachers knew the meaning. In my assumption, the reason was simply that, first, this is an English word. Secondly, it seemed that no one had introduced and contextualized the term to the students and teachers in the schools before I did. The only person that I met at that time who knew at least the contextual meaning of bullying was a university student. The student referred to the contextual meaning of bullying by showing me a "bullying flash game" on a computer that showed a student who always acted violently by hitting, kicking, or even shooting his fellow students and teachers. When I explained and contextualized the term to my respondents, surprisingly, they realized that it was only a matter of lacking word meaning and word understanding. In fact, teachers and students had been witnessing and experiencing the phenomenon of bullying in the school for a long time. Having said this, the phenomenon of bullying may have been common

practice among the schools' students in this city (Palu, the capital of Central Sulawesi province) but somehow many teachers and students still do not realize the phenomenon.

When asked about perception of bullying among the students in the schools, all teachers had the same views. They said that bullying seemed a common everyday practice among the students. Some severe cases were reported by students or parents but they were very rare cases. Some minor cases were also reported by victimized students but mostly went unreported. Although some cases were considered as fun by those who did it, the victims sometimes were annoyed and got upset. In line with this, one of the teachers said that "...bullying among students in this school (school number one) were considered mostly as fun". The teacher then gave me one example of reported case. He said: "...this student came to me and complained about the loss of her own mobile phone. She looked very upset and angry. When I asked the class, it was revealed that her friends had made a joke by hiding the phone somewhere in the class and by then giving it to someone else. In the end, the students gave the phone back to the owner". However, the teacher then continued, "there was also another identical case, but it was a different student who had also experienced being victimized by this "fun". This case ended with a real loss, however"

What about other forms of bullying, are they also fun? Some mild forms like calling names and teasing were also justified as mainly just 'fun' by the perpetrators. Even some physical bullying like pushing someone from the back, in some cases, was still justified as fun by the students. It surprised me that one of the students said: "usually I surprised my classmates by pushing them from the back....It looked very cruel...but I did this in response to their⁷ teasing me before. They called me by my parent's name and so I took revenge...often by calling names too and sometimes by physical attacks. Sometimes I did this to boys because they are minority in the class and acted like "girls". This was just amusement." The victims for some time seemed to enjoy being harassed, but others got annoyed and upset, another student said.

⁷ Student who used to be a perpetrator is now become a victim of one of my respondent.

Bullying in some reports could have escalated to a broader context of violence; however in the present study neither teachers nor students in both schools have indicated that bullying could escalate to violence. The teachers noticed that in some schools in the city (school names are not mentioned here due to confidentiality) school violence, such as riots or clashes between students from two or more schools, happened very often, but they did not know for sure whether the violence was triggered by bullying behavior among students. A student indicated that in many cases the clashes between two or more schools were triggered by one or two students in different schools who were in conflict. But then each of them provoked his fellow students to join into a bigger riot.

Regarding the phenomenon of hazing, both teachers and students indicated that there is no hazing anymore in their schools. Hazing was a long time tradition in most schools and universities, welcoming new students in the name of academic orientation, but recently it was prohibited due to severe problems of victims being physically and psychologically abused. Even in some cases, victimized students were found dead. A teacher said, recently we did not allow students to organize the orientation by themselves. Teachers organized the event and only some students were allowed to get involved in helping the teachers.

When asked whether or not bullying was harmful or a threat to students' academic performance, all teachers expressed almost the same views. They said that in many circumstances, mild bullying which occurred only for fun does not impact on the student's achievement. However, when it comes to severe bullying such as extorting money and hitting friends repeatedly, which have been reported (these have happened in both schools), these must have had a bad academic impact on the victims. As a consequence, the victims felt anxious and depressed, and that prevented them from going to school.

The follow up question was about both bullies' and victims' level of achievement in the schools. A teacher said that "generally the bullies are in lower level classes⁸ and

⁸ Most, but not all, of secondary schools classes in Palu city applied this formulation. The classes were formulated according to the level of students' academic achievement. For example grade 7a consisted of students who obtained 1-10 class ranking, 7b consisted of students who obtained 11-20 class ranking, and so on. Thus, the lower classes mean classes which consisted of students in somewhat low/poor level of academic.

they are somewhat below average in terms of academic achievement. Most of the teachers and other students in this school have already recognized the student's deviant behaviour and which class these students belonged to. In my opinion, this is probably why they behave in such ways; they think they are academically poor, and so they compensate in different ways, often violently.” However, when the same question was addressed to the students, one of them said that “many teachers liked me because I could always answer the teachers' questions correctly in class even though they knew that I am a bully”. Another student responded that “sometimes the teachers got angry and sometimes they laughed when seeing our behavior. If a teacher got angry, he/she would not come to teach. Still, many teachers liked us.”

4.2.2. Forms and Motives

Some general forms of bullying had been identified on the questionnaires and some have been mentioned in the previous part. This part elaborates on more forms that could not be identified using questionnaires. Furthermore, an interesting finding elaborated in this part concerns the motives underlying bullying behavior among students. This part is based on six students and four teachers' testimony.

There were three types of bullying that could be identified during my investigation (questionnaires and interview): physical, verbal, and gestural⁹. Physical bullying was mainly hitting, pushing (direct physical bullying), and extorting money and removing/hiding belongings (indirect physical bullying), while verbal bullying was mainly calling names and teasing. Gestural bullying consisted only of staring cynically or threateningly at others.

All teachers identified two forms that were the most harmful types of bullying and that had bad consequences to the students, socially and academically: extorting for money followed by threatening and even physical violence against the victims. One of the teachers said that:

⁹ These three types/means of bullying were suggested by Rigby, K (2008, p.26) “*Children and bullying. How parents and educators can reduce bullying at school*”.

“Some time ago, a student in grade seven in this school missed class for more than three days without any notification from the student himself or his parents. We were worried about him. We sent three letters of notification to his parents about his absence. At last the parents came and asked the school teachers what had happened to their son. Neither the parents nor the teachers knew about this student’s problems at that time. Then we (teachers and parents) called the student and asked him why he missed the class for more than three days. He answered that he had been suffering from having his money extorted by his seniors on the way home almost every day. They also threatened him to not tell anyone else about this; otherwise he would have been hit or punched by them. The teachers tried to resolve the problem and called the perpetrators. Surprisingly, the perpetrators admitted that they too had been threatened by some of outsiders. We assumed that there must have been a kind of outsider gangs associated with these students.”

There were also some cases of students who extorted money from other students that have been reported to the teachers. One of them involved a girl which was still on grade seven. According to the report, this girl had been acting over and over again and made her victims feel insecure. Teachers and even the school principle were shocked because of this. Luckily, the teachers took immediate action to counteract this unusual problem. About this, one of the teachers noted: “We were shocked: it is unusual for girls to be involved in extorting money. It is boys who usually do this.”

About gang’s membership, a teacher noted: “It can be true but we are still not sure if some students belonged to gangs. We can only look after them when they are in the school. However, if the students are out of school hours, it is the parents’ role to take responsibility for them.” According to the teacher, some parents have come to us also noticed that their children might have been part of the gangs. They could identify to whom their children belonged when they were out of school. In school, teachers also received some reports from students that there were some fellow students who always together and making trouble in a class, threatening and disturbing other students.

While some teachers have assumed that there might be gangs in school, none of my respondents who were apparently bullies admitted to belonging to a gang. They only noticed that there were some students who were always in groups and acted unpleasantly toward other students, and mainly boys. The actors were from the lower classes.

Bullying behavior does not seem to occur if there is no trigger. Therefore, I also sought to find out the motives why students bully others. Students and teachers had different views and perceptions which made my findings interesting.

In my interview I found some variation of answers regarding the motives underlying students' aggressiveness. A student said, "Although I like to bully others, I did this only to have fun with my friends. But as for others, they bully in order to be recognized by other students. There are also girls among them, and they come from the upper grade. They often do this because they are organizer of a particular school event. So, they think they have the power to rule over their juniors." This answer seemed to be confirmed by one of the teachers. She said that "it is common that students who bully others are mainly from the upper grade. Their purpose is to seek recognition from others. This is a common motive among bullies, and in many cases this is harmless."

What are the motives of those who always extort money from other students? Two teachers said that these students had been identified to have difficult family problems: economic and parenting problems. For example, a teacher said: "We have identified a student who always extorts money from other students. He has a broken family with single parents. Only his mother looks after him with limited financial support." Referring to another case, another teacher also said that "one student that we identified had parenting problems. His parents were overprotecting him¹⁰. Since his mother was so busy looking after his father who was sick in hospital, no one seemed to take care of him, and that made him react in such a way. He started to extort money from his friends because he received no money from home."

¹⁰ Overprotecting in this context means "spoiled", in which parents seem to legitimate whatever the kid wants.

Another teacher from a different school has described a different case. He generally referred to general bullying behavior without specifying which forms he meant. He said that “as far as I can see, those who always bully others have problems with their family. In one example, there is a boy who always bullies others, who has a broken family. In fact, his parents have already divorced but they still live together in the same house with their children. This obviously created more conflicts in the family and affected the children’s behavior.” The teacher then explained to me the case of some students who always extort money because they received a threat from outsiders.

Further discussion and interpretation of statistical analysis; whether or not there is correlation between bullying others and power related aggressiveness and affiliation related aggressiveness, will be presented in the next part.

4.2.3. What are these schools doing about bullying?

The teachers were aware that it was increasingly difficult to deny that bullying and other violence could occur in their school. Thus, in my interview, the teachers from school one indicated that the school had a common program for all students to deal with any kind of students’ deviant behavior, including bullying. For example, school one has what they called in Indonesian “Program Pembiasaan”, which in English means “getting used to”. This program aimed to increase students’ awareness of living in different ethnic and religious background. Specifically, it was intended to create a peaceful mind at the individual level. Every Friday all students had to attend the program. They were split into religious groups (Muslim, Christian, and Hindu) with each student chaplain. The core content of the program was the teaching of religious values to respect differences. The teachers reported that the program has been going on and that it looked very effective in anticipating and even reducing violence in school one, at least during the past two years.

Unlike school one, school two had no continuous program to deal with students’ deviant behavior however. In general, the principle and the teachers handled students’ problems with regular supervision in which the problem would be overcome whenever found or identified. With ‘maximum approaches’ from teachers to students and parents this program seemed effective in reducing students’

aggressiveness in the school. Maximum approach means that teachers and parents took a role of monitoring the students' behavior inside or outside schools. If indicated in any violent behavior, teachers and parents agreed to take action, whether the students were to be temporarily excluded from the school or to be dropped out.

4.3. Correlation Analysis

The general purpose of this part of statistical analysis is to investigate and determine the degree and direction of relatedness amongst the variables: bullying others, victimization, power related aggressiveness, affiliation related aggressiveness, proactive aggressiveness and reactive aggressiveness. In specific, the purpose of this analysis is to find out how significant each variable predict other variables (e.g. how significant power related aggressiveness predicts bullying others). As gender, grade level and school may influence such relations, an attempt was made to investigate the relations among different variables in boys and girls in their seventh and eighth grade, in both school one and two. It is important to bear in mind that not all variables were correlated in my study due to limited coverage (see figure 10).

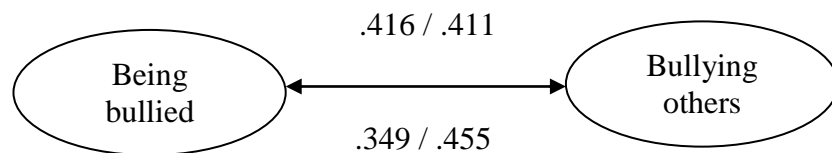
Before running the analysis, the reliability of the six scales was first tested in order to find out the internal consistency among them. This test used Cronbach's alpha, and all accumulated respondents individual score (boys and girls in grade seven and eight, in two different schools) were included in the test. Analysis revealed a satisfying consistency score which was 0.72 (in the previous research by Fandrem et al. 2009, it was between 0.72 and 0.91 in range).

4.3.1. Correlation between bullying others (BO) and being bullied (BB)

The first step in operationalizing the correlation model was to separate the variables that I wished to correlate. All analysis procedures used bivariate and partial correlation. To begin with, bullying others and being bullied was first analyzed (see figure 10). From the output, bivariate correlation showed that there was a positive and significant correlation between BO and BB ($r = .416$, $p = 000$). Theoretically, this correlation revealed that those who admitted to bullying others may also have thought they were bullied. To crosscheck the result, a partial correlation was also run to find out whether the third variable could have impacted the degree and the direction of the relatedness. The first controlling variable was gender. It was

interesting to note that controlling for “gender” did not much change the strength of relationship between level of “bullying others” and level of “victimization”, which was $r = .411$, $p = 000$. Looking at the correlation analysis which was tested separately for boys and girls, it was found that there was a strong and significant correlation between BO and BB, in which girls were much higher than boys in the degree of correlation although both were significant (boys: $r = .349$, $p = 001$, girls: $r = .455$, $p = 000$). Thus, this result could have revealed that probably more girls than boys may have regarded themselves as both bully and victim (see also figure 4 and 5)¹¹.

Figure 10. Degree of correlation between BO and BB



Note: Bivariate and partial correlations are reported separately, separated by slash, bivariate correlation before slash, and partial correlation controlling for gender after slash (above the line). Correlations are also reported for boys and girls separately, separate by slash, boys before the slash, and girls after the slash (below the line).

Secondly, when controlled for grade, the result was that there was still a significant correlation between BO and BB ($r = .416$, $p = 000$). In a separate test for boys and girls, I found that there is no significant difference in correlation coefficient between boys and girls in grade seven, and both coefficient correlations are statistically significant (boys: $r = .464$, $p = .009$; girls: $r = .452$, $p = .000$). In grade eight coefficient correlations were somehow different between boys and girls. Boys' were lower than girls' (boys: $r = .314$, $p = .025$; girls: $r = .473$, $p = .000$), however, both coefficient correlations are still statistically significant.

Thirdly, another interesting result was also found when controlled for school. There was still a significant correlation between BO and BB ($r = .418$, $p = 000$). This revealed that students in both school one and school two might have registered

¹¹ In bullying and victimization variables correlation test I used only “the real bullying” scale which was distinguished from “think bullying” in the questionnaires. “Real bullying” was indicated by real forms of bullying such as “calling names”, “teasing”, “isolating”, “kicking”, “hitting”, “pushing”, etc. in the questionnaires. However, “think bullying” was only a general question to identify whether the students have bullied others or have been bullied by others, without being indicated by what means the students have experienced. Figure 1-8 have shown the distinction among answers.

themselves as both bullies and victims. This correlation was also tested separately for boys and girls in both schools. In school one, correlation between BO and BB in boys and girls were statistically significant (boys: $r = .643$, $p = .000$; girls: $r = .549$, $p = .000$). In school two, however, a non-significant correlation between BO and BB was found in boys, but not in girls (boys: $r = .234$, $p = .105$; girls: $r = .302$, $p = .011$). Thus, both boys and girls in school one were indicated as victims. In school two girls indicated that they were both bully and victims. However, boys seemed to register themselves as bully or victims separately.

To confirm the correlation result between BO and BB above, I have isolated the individuals who have registered themselves only on “one side”; either bullies or victims, as well as those who have registered themselves in “both sides”; bullying others and being bullied. The same method was also applied to separate those who have admitted to get involved in only “one side”; calling name or being called names as well as those who have admitted to get involved in “both sides”; calling names or being called names.

The result, based on the criteria given above showed that of the total 246 students, 4.06% ($n=10$) registered themselves only as bullies, 11% ($n=27$) registered themselves only as victims, and 2.03% ($n=5$) registered themselves as involved on both sides. To split the individuals into gender differences, it was indicated that more boys than girls registered themselves only as bullies (boys 9.7%, $n=8$; girls 1.21%, $n=2$), and more girls than boys registered themselves only as victims (girls 13.4%, $n=22$; boys 6.09%, $n=5$). Although the number is not significant, it was indicated that girls were slightly more involved on both sides than were boys (girls 2%, $n=3$; boys 2.4%, $n=2$). In only calling other names or teasing, it was girls who were indicated more to get involved than boys (girls 7.3% $n=12$; boys 8.5% $n=7$) and in only being called names or teased, it was also girls who were indicated to get more involved than boys (girls 11.5% $n=19$; boys 15.8% $n=13$). In addition, it was indicated that more girls than boys registered themselves on both sides (girls 8% $n=13$; boys 5% $n=4$).

4.3.2. Correlation between bullying others (BO) and four types of aggressiveness

The correlation between four forms of aggressiveness (power related aggressiveness [PowAgg], affiliation related aggressiveness [AffAgg], proactive aggressiveness [ProAgg], reactive aggressiveness [ReAgg]) and bullying others [BO] were analyzed using the whole sample and the same procedures were used as during the previous analysis on BO and BB. In bivivariate analysis I found significant correlation between bullying others and power-related aggressiveness ($r = .247$, $p = .000$) as well as affiliation related aggressiveness ($r = .151$, $p = .018$). There was significant correlation between bullying others and both proactive aggressiveness ($r = .144$, $p = .024$) and reactive aggressiveness ($r = .185$, $p = .004$). This finding is somewhat different from the previous study conducted by Fandrem et.al in Norway (Fandrem & al. II 2009, p. 915). They found that all forms of aggressiveness were related to bullying others except reactive aggressiveness.

In this test, a partial correlation was also applied to find out whether the third variable could have impacted the degree and the direction of the relatedness. As previous tested, the first control variable was gender. It is interesting to note that controlling for gender also did not lower the significant correlation between bullying others and the four forms of aggressiveness (BO and PowAgg: $r = .236$, $p = .000$; BO and AffAgg: $r = .144$, $p = .024$; BO and ProAgg: $r = .129$, $p = .043$; BO and ReAgg: $r = .192$, $p = .003$). Further, these correlations were tested again for boys and girls separately.

In boys, I found a significant correlation coefficient only between bullying others and affiliation related aggressiveness ($r = .257$, $p = .020$). No significant correlations were found between bullying others and the three other forms of aggressiveness among boys. In girls, however, I found significant correlations between bullying others and power related aggressiveness ($r = .373$, $p = 000$); proactive aggressiveness ($r = .202$, $p = 010$); and reactive aggressiveness ($r = .265$, $p = 001$), but not with affiliation aggressiveness. Having looked at this, it is indicated that the correlation between bullying others, power related aggressiveness, affiliation related aggressiveness, and proactive aggressiveness and reactive aggressiveness are different between boys and girls. Boys' aggressiveness is only associated with affiliation oriented, not with others, while girls' is associated with three forms of

aggressiveness (power, proactive, and reactive), but not with affiliation related aggressiveness.

The second control variable was grade. No changes were found on the strength of relationship between bullying others and the other four different forms of aggressiveness when controlled for grade (BO and PowAgg: $r = .233$, $p = .000$; BO and AffAgg: $r = .147$, $p = .022$; BO and ProAgg: $r = .131$, $p = .040$; BO and ReAgg: $r = .170$, $p = .008$). When again these correlations were tested separately for boys and girls in different grades, I found some variations of coefficients correlations. Among seventh grade students, BO was related to the four different forms of aggressiveness, although somewhat different in boys and girls. The relation between bullying others and power related aggressiveness, proactive aggressiveness, and reactive aggressiveness was significant in girls (BO and PowAgg: $r = .362$, $p = .001$; BO and ProAgg: $r = .255$, $p = .020$; BO and ReAgg: $r = .386$, $p = .000$), but not with affiliation related aggressiveness. In boys, no significant correlations were found between bullying others and the four different forms of aggressiveness.

Among eighth grade students, an interesting difference was observed. The four different forms of aggression appeared not to be the important component of bullying others among girls. This means that no significant correlations were indicated among these observed variables. In boys, however, there was a significant correlation found between bullying others and affiliation related aggressiveness ($r = .349$, $p = .012$). Power related aggressiveness, proactive aggressiveness, and reactive aggressiveness were not good predictors for bullying others among boys.

Thirdly, when controlled for school, the four forms of aggressiveness were still good predictors for bullying others (BO and PowAgg: $r = .232$, $p = .000$; BO and AffAgg: $r = .147$, $p = .022$; BO and ProAgg: $r = .131$, $p = .040$; BO and ReAgg: $r = .170$, $p = .008$). When these correlation were again tested separately for boys and girls, significant correlations were observed between bullying others and power related aggressiveness, proactive aggressiveness, and reactive aggressiveness among girls in school one (BO and PowAgg: $r = .381$, $p = .000$; BO and ProAgg: $r = .340$, $p = .001$; BO and ReAgg: $r = .337$, $p = .001$). No significant correlation was indicated between bullying others and affiliation related aggressiveness. Among boys in school one,

significant correlation coefficient was only found between bullying others and reactive aggressiveness ($r = .404$, $p = .020$), not with the three other forms of aggressiveness. In school two, neither power related aggressiveness nor affiliation related aggressiveness were good predictors of bullying others among boys and girls. Also, proactive and reactive aggressiveness seemed not to be important predictors of bullying others in boys and girls.

4.4. Differences between the expected and observed variables

The purpose of this analysis is to test the hypothesis presented earlier in this paper. It was expected that there should have been a consistency between the present study and the previous ones in terms of the general trend of bullying as well as the tendency of how the types of aggressiveness were associated with bullying behaviors. Using a series of 2 x 2 contingency table, the result of Chi Square of the variable “boys vs. girls” and “BO vs. BB” was $\chi^2 (1, N=45) = 8.87$ $p = 0.002$. Thus, it was indicated that the result exceeded the critical alpha value for the level of 0.05. When tested for variable “boys vs. girls” and “calling names vs. being called names”, the result was also the same, in which the Chi Square value exceeded the critical alpha value for the level of 0.05: $\chi^2 (1, N=86) = 10.67$ $p = 0.001$. Since both of these variables’ χ^2 statistics values (8.87 and 10.67) exceeded the critical value for 0.05 probability level (3.841)¹², the null hypothesis proposed to this study was rejected.

An analysis of the variables “boys vs. girls” and “proactive vs. reactive aggressiveness” showed that the Chi Square value ($\chi^2 (1, N=259) = 0.04$ $p = 0.841$) was below the conventionally accepted significant level of 0.05. When analyzing the variable “boys vs. girls and power related vs. affiliation related aggressiveness,” it was found that the Chi Square value ($\chi^2 (1, N=59) = 0.03$ $p = 0.862$) was also below the conventionally accepted significant level. Having looked at these two variables, the null hypothesis proposed to this study particularly concerning the relation between bullying other types of aggressiveness is accepted.

The null hypothesis of this study was “there is no significant difference between observed variables in present study and expected variables as reported from the previous studies”.

¹² This can be confirmed with the table of Chi Square distribution in the appendices.

The expected variables were: a) more boys than girls could be identified as bullies, whereas more girls than boys could be identified as victims. On the basis of chi square test above, it was indicated that the null hypothesis was rejected and alternative hypothesis was accepted. This means that there is a significant difference between the present study and the previous ones. This also revealed that in the present study there could be more girls than boys who registered themselves as bullies, and more boys than girls who registered themselves as victims.

On the next test, it was indicated that the null hypothesis was accepted. This means that there is no significant difference between the present study and the previous ones concerning the relation between bullying others and proactive and reactive aggressiveness. It was expected that b) proactive and reactive aggressiveness is associated with bullying others among the students. According to Chi Square test above, the present study indicates the same trend in which proactive and reactive aggressiveness were related to bullying others among students. This, however, may lead to an open interpretation that although bullying others is related to proactive and aggressiveness among students, there could be possible changes and differences if bullying behavior and aggressiveness were attributed to gender differences, grade/age differences, or school differences.

CHAPTER V

INTERPRETATION AND DISCUSSION

5.1. Prevalence of bullying and victimization

The first aim of this study was to investigate the prevalence of bullying among students within two secondary schools in the city of Palu. Two categories of questions were asked about bullying and victimization. First, a general question; the question appeared without indicating any particular means of bullying. Second, concrete actions; the questions directly mentioned particular forms of bullying (e.g. teasing, calling names, isolating, kicking, etc.). Of the 246 students in the survey only a small number of students registered in the first category: 6.9% (n=15) reported themselves as bullies and 13% (n=32) reported being victimized *on a daily basis*. However, when it came to specific forms of bullying, more students registered as participants or victims of concrete bullying actions, than those who identified as participants/ victims of general bullying: 15.4% (n=37) admitted having bullied others in such concrete ways, and 20% (n=49) had experienced being victimized on a daily basis.

In my study, I found that not all forms of bullying are equally common. Thus, a significant number of bullying cases were only found in teasing and calling names (15.4%). Less than 2% of the students were involved in other forms (isolating, shutting out, kicking and hitting). In victimization, a trend has shown the same way in which more students had experienced being called names or being teased than by physical bullying. This way of answering the questions can, in fact, be called an inconsistency or an internal divide in the answer of students.

These types of result may lead to some assumptions; 1) most students might feel reluctant to answer a direct question that contains the word “bullying”, like in “how often have you bullied others?” simply because they did not want to be recognized as bullies, or in bullying as something bad. The same can be said of the question “how often have you been bullied”; some students might have been afraid to tell what they have experienced to others, but in many cases to record themselves as victims was much easier than to record themselves as bullies. 2) Students seemed to feel free to answer when the questions contained direct forms of aggression, like in “how often have you bullied others by calling names or teasing”. Thus, it was assumed that students might have thought that

calling names or teasing was just a common daily practice among them, and not a serious problem, even if they did it now and then. Alternatively, students probably did not identify all teasing and calling names as bullying, although some students did identify it as so.

5.1.1. Gender differences

Boys significantly more often admitted being involved in general bullying than did girls, with twice as many as boys identified as bullies (boys: 12.1%, n=10; girls 3.4%, n=5). However, in teasing or calling names, girls were significantly more frequently involved than were boys, with more than twice as many girls identified as bullies (girls: 15.8%, n=26; boys: 13.4%, n=11). There was no significant difference between boys and girls who were involved in indirect and direct physical bullying (isolating: boys 2.4%, n=2 and no girls; hitting and kicking: boys 1.2%, n=1 and girls 0.6%, n=1). In terms of victimization, girls had significantly more frequently experienced being bullied in general than did boys; more than twice as many girls identified themselves as victims (girls 15.2%, n=25 and boys 8.5%, n=7). An almost similar trend was also found in being exposed to verbal bullying. Girls were almost twice as often as boys identified as victims (girls 19.5%, n=32 and boys 20.7%, n=17). Less than three students had experienced direct and indirect physical bullying in both boys and girls.

According to Rigby (2008) “perhaps the most consistently reported finding in the literature on bullying is that boys tend to bully more often than girls” (p. 35). In addition, Olweus (1993) have also argued that “it is evident that a considerably larger percentage of boys than girls had participated in bullying...more than four times as many boys as girls reported having bullied others students in secondary schools” (p. 19). It is interesting to note the evidence in my study that in general more boys than girls were involved in bullying. However, in concrete forms of bullying (teasing and calling names) more girls appeared to be involved than boys. Rigby (2008) regarded teasing and calling names as *direct bullying*. Thus, this was surprising to me since the previous findings (Rivers and Smith 1994) have found that indirect bullying was more evident in girls, but not direct bullying. Although Rigby (2008) and Remboldt (1994) have found that verbal bullying such as calling names and teasing were commonly reported forms of bullying, their findings still indicated that more boys than girls

reported to be involved. Having said this, I have an interesting finding to show in which girls were significantly more involved in calling names or teasing than were boys.

5.1.2. Grade / age differences

In terms of grade level, there is a general trend that bullying seems to decrease in the higher level of grade. Seals and Young (2003) argue that “in regard to grade level, seventh graders were more involved in bullying than were eighth grades” (p. 744), indicating the general trend found by other researchers: That bullying decreases with age. For example, Rigby (2008) argues that “with an increase in maturity children appear to be less likely to seek to hurt each other” (p. 37). However, it is important to note that there might be opposite findings from the general trend. Olweus (1993) has drawn interesting findings from his study in Scandinavia that there was a tendency that victims steadily declined in the higher grade, in both boys and girls. However, bullies increased for boys in the higher level, and not for girls. My findings on bullies has shown that in general, the average percentage of boys in grade eight was higher (15.6% or n=8) than in grade seven (6.4% or n=2). Girls in grade eight were also higher (4.9% or n=4) than in grade seven (1.2% or n=1). The same trend was also seen in teasing or calling names, where boys and girls in grade eight bullied more than in grade seven. I interpret this as an accidental peculiarity in the two observed classes. Although not significant in numbers, however, the general trend was found in other forms of bullying (isolating, shutting out, kicking and hitting) where boys in grade seven were slightly higher than boys in grade eight. No girls were found to be involved in these forms of bullying. Having looked at this, there is an indication that my findings were slightly opposite to the general trend presented above in Seal and Young (2003); Rigby (2008), and Olweus (1998).

In terms of victimization, generally I found boys in grade seven were slightly higher in percentage (9.6% or n=3) than in grade eight (7.8% or n=4). However, a reverse was found for girls where grade eight were significantly higher (20.9% or n=17) than grade seven (8.4% or n=7). Both boys and girls in grade eight were suffering more from being teased and called names than were in grade seven. Only one girl (1.2%) was found to suffer from being isolated or shut out in grade seven, while two boys (3.9%) and one girl (1.2%) was found to suffer from being kicked or hit in grade eight.

These results demonstrated various patterns, where boys followed the general trend in general victimization as above while girls were against the general trends. However, in verbal victimization, both boys and girls were against the general trend. Despite the differences, Olweus (2003, p. 15) has noted that it commonly happens that the number of victims tends to decline with higher grades.

5.1.3. School differences

With regard to school differences, it seemed that the schools in my study tended to differ much in the level of bullying occurrence. School two tended to be much higher than school one in terms of bullying and victimization. However, there is a slight difference in terms of gender. In bullying others by teasing and calling names, boys in school two (18.3%, n=9) scored much higher than boys in school one (6.06%, n =2). However, girls were found to score slightly higher in school one (17.02%, n=16) than girls in school two (14.2%, n=10). While both boys and girls were involved in kicking and hitting in school two, only boys were found to get involved in isolating others in school two. No girl from school one had admitted having bullied others by isolating, shutting out, kicking and hitting, and also no girl from school two had admitted having bullied others by isolating and shutting out. In terms of victimization by being called names and teased, the percentage of boys in school one was much higher (33.3%, n=11) than that for boys in school two (12.2%, n=6). However, girls in school two were much higher (34.2%, n=24) than were girls in school one (8.5%, n=8). According to Rigby (2008) “this is true that in most studies some schools did report much higher level of bullying than others” (p. 38).

Although the two observed schools were located in different places in the city of Palu, where school one was in the middle of the city and school two was a bit on the periphery of the city, it is too early to conclude that the differences of bullying phenomena were due to the socio-economic statuses of the schools’ catchment area. Looking at what the two schools have been doing to address bullying behavior, school one has its own regular program dealing with students’ violent behavior, while school two does not. Therefore, it can be assumed that the higher level of bullying in school two was due to the lack of safety in comparison to school one. In a general sense, the students felt secure enough to go to school if they felt protected. The protection could be an awareness of any potential violent behavior from deviant

students. So, the effects of what a school has been doing about students' malign behavior are extremely important aspects of predicting the degree of bullying occurrence in the school.

5.2. Place where bullying occurs

Sometimes a claim is made that most bullying takes place on the way to school. However, research shows that two to three times as many as students are bullied at school compared to those who are bullied on the way to school. A result from the present study has also confirmed the trend that bullying occurred much more frequently in school than outside school. In the school, it was indicated that more bullying occurred in the classroom than in the schoolyard. Also, more bullying occurred in the schoolyard than in the corridors. However, very few bullying incidents occurred in the restroom. If bullying occurs in places where students interact most with each other, it might be possible that the classroom is the place where most bullying occurs, rather than the schoolyard or corridor. However, how can most bullying occur in a classroom where teachers are present? There is an assumption that this could be a more light form of bullying that might not be considered as a problem among the students; as indicated earlier, this was the type of bullying done 'just for fun', although to some extent it was clearly identified as bullying behavior by some. There is also speculation that since bullying mostly occurred in the school compared to other places, there is an indication that students were likely to exercise their aggressive behavior in order to be perceived as popular or tough or to get attention from other students, or they might belong to a certain group of individuals in the schools. Therefore, it is obvious why most of bullying behavior takes place in school, because it is a place where the student interacts most with other individuals, compared to other places.

5.3. Correlation result

The second goal of this study was to investigate which forms of aggression (proactive and/or reactive) and motives (power related and/or affiliation related) are associated with bullying behavior. In the first stage, the correlation between bullying others and being bullied is discussed. Using the Likert scale to formulate results from the questionnaires allowed me to analyze the association among the variables using statistical correlation procedure in SPSS program. This, complemented by findings from my interviews with students and teachers, could result in more comprehensive findings. Despite some

limitations, I found unique results, which were slightly different from previous studies. Generally, the information derived from the two sources (questionnaires and interview) supported and complemented each other.

There is a consideration to not to use “school” as a controlling variable in this discussion. This is simply to prevent any bias and overlap description regarding the correlation among the main variables. So, the following discussion will only focus on “gender” and “grade level” as the controlling variables.

5.3.1. Bullying others (BO) and being bullied (BB)

I found a significant coefficient correlation between bullying others (BO) and being bullied (BB) among students in both schools. The result indicated that there is a probability that those who registered as bullies also registered as victims. This particular case has been recognized as ‘bully-victim’ - those who have bullied others and been bullied themselves. In many circumstances bully-victims may unintentionally prompt other students to bully them again by reacting very emotionally to teasing, threats or physical aggression, and may have similar problems controlling feelings of anger and frustration, predisposing them to retaliatory aggression. Olweus (1993) categorized these persons as “provocative victims who are characterized by a combination of both anxious and aggressive reaction” (p. 33). Some of those I have called “bully-victims” may be what Olweus called *provocative victims*. A provocative victim is, according to Olweus, different from the passive victim in that “passive victims were characterized by an anxious or submissive reaction pattern, combined (in the case of boys) with physical weakness” (Olweus (1993, p. 32). My in-depth interviews with bullies (particularly with girls) also indicated that they bullied others as a reaction to being victimized by the same person before. Sometimes the girls bully boys or vice versa, but mostly girls bully girls and boys bully boys. However, bully-victims were mostly indicated among girls. From my observation, these bully-victims constituted the most aggressive students of all, although it may be possible that the number is not high or significant. I cannot tell how many of these would be in the category “provocative victim” according to Olweus.

From case discrimination (whether an individual registered on one side or registered on both), it was indicated that most students were likely to get involved in only one side, and also that there was asymmetry in strength and power between peers who were involved. Only a small number of students indicated that they were involved on both sides. On the basis of this result, I can conclude that most cases that were observed in the two schools were real bullying, not just a “conflict.”

There was a slightly different result when boys and girls were tested separately. Both boys and girls were equally likely to be involved as bully-victims in grade seven; however, more girls were involved as bully-victims than were boys in grade eight. Having looked at this, most victimized boys in grade eight have been indicated as passive victims. This result was also confirmed by my findings on interviews that some victimized boys were likely to be passive (have physical weakness).

5.3.2. Bullying others and proactive and reactive aggressiveness

Among the students, proactive aggressiveness was a good predictor of bullying others among boys, but not for girls. However, reactive aggressiveness was a good predictor of bullying others for girls, and not for boys. This means that there is a correlation between bullying others and proactive and reactive aggressiveness among students, but it is somewhat different between boys and girls. This correlation finding was in line with my interview findings with some girls who confirmed that they bullied others as a reaction to being victimized. However, it is different from the previous studies (Fandrem, et al., 2009 and Salmivali and Nieminem, 2002), which reported that reactive aggressiveness was more associated with boys than with girls. There is no clear agreement found in the association between proactive aggressiveness and boys’ involvement in bullying during my interview.

When controlled for grade, proactive and reactive aggressiveness were significantly related to bullying others for girls in the seventh grade, but not for boys. However, among the eighth graders, neither proactive aggressiveness nor reactive aggressiveness were related to bullying others for boys and girls.

The information presented in the present study might reveal that since boys scored higher on proactive aggressiveness than girls, boys who bully others are not likely to

be victimized but are most probably bullies among their peers. There is a possibility that boys who are proactively aggressive tend to be even more reactive than victims, because this is a part of a personality pattern among bullies. They are likely aggressive in both ways. Conversely, since girls were more related to reactive aggressiveness than were boys, it was indicated that girls were more situational in their response to consistent attacks directed at them (Salmivalli and Nieminen 2002, p. 43). Consequently, girls in this state could be categorized as reactive victims or bully-victims, or they could be just involved in a horizontal conflict with peers.

5.3.3. Bullying others and power and affiliation related aggressiveness

Power related aggressiveness was a better predictor for being involved in bullying for girls than for boys, and affiliation related aggressiveness was a better predictor for boys than for girls. This means that more girls tended to bullying others in order to search for recognition or gain power over others than did boys. However, more boys than girls participated in bullying because they belonged to the same social group or friendship. This association, which is opposed to Fandrem and all findings in Norway, seems to agree with my interview results.

In grade seven, power related aggressiveness was a better predictor for being involved in bullying for girls, than affiliation related aggressiveness. However, neither power related nor affiliation related aggressiveness was a good predictor for being involved in bullying for boys. In grade eight, neither power related nor affiliation related aggressiveness was related to bullying others among girls. Only affiliation related aggressiveness was a good predictor of being involved in bullying among boys.

5.4. Possible explanations toward the differences between the present study and the previous ones.

My results showed great variation and were slightly different from previous studies that also used the same scales as I used in this study. In scales of bullying and victimization, my study was inconsistent with the previous studies in Norway and elsewhere. In other scales, particularly in the underlying mechanisms of bullying behavior, my result also showed significant difference from the previous studies. This is the unexpected result, I could say. This peculiar finding in the level of bullying, as well as in goals and types of

aggressiveness patterns among my sample, may reflect perception differences, cultural differences or other contextual factors between these two countries. I would like to highlight some possible factors that may have contributed to the differences among the findings.

5.4.1. Students and teachers perception on bullying behavior

Studies in Norway have shown that bullying behavior has become a serious problem among school students (Kim, 2004, p. 7). The behavior has become a serious problem because it has created a physical as well as a psychological negative impact toward the victims generated from negative actions such as calling teasing, calling names, kicking, hitting, excluding, extorting, and so on. In some cases sexual and racial abuse has become part of bullying action. In Indonesia, however, the word for “bullying” is still not familiar among students as well as teachers. This is not because they have never experienced such behavior; it is simply due to the lack of meaning and word understanding. More importantly, respondents in my study have yet to recognize how severely bullying behavior could impact on students’ well being and academic achievement. However, when it comes to real actions of bullying as presented above, it becomes clear that such behavior has already existed and has even become common and daily practice among the students. As indicated earlier, most forms of bullying that were included in the questionnaires were considered harmless forms of bullying, and the teachers seemed to confirm this. What I found is that some forms are likely to be legitimated among the students. Thus, this contextual factor may have influenced the answers from the question, for example “how often have you bullied others by calling names, teasing” to be significantly high compared with responses from the question “how often have you bullied others”. Referring to a previous study (Lai et al. 2008) conducted in Asia-Pacific countries including Indonesia, it was indicated that “the most common type of bullying in the Asia-Pacific middle school is of the students being made fun of or being called names’...and basically there is a negative relationship between the experience of bullying and students academic achievements” (p. 512). Therefore, it becomes clear that in this stage the difference between Norwegian and Indonesian contexts in terms of bullying understanding is simply due to different perceptions. This creates, of course, a big challenge for the future researcher to argue whether or not bullying

behavior could create negative impacts among the students in an Indonesian school context, as it is commonly perceived from other studies.

5.4.2. Cultural differences

Bullying can happen to anyone, at anytime, and anywhere. However, the contexts, when and where bullying happens, can bring about harm to the surroundings. Referring to some international studies presented in this work as well as findings of this study, it is moderate to say that bullying is harmful in some ways. In the Western context that is recognizable through individualistic culture, where most of the bullying studies have been conducted, bullying behavior has generated serious problems (Kim, 2004, p. 7). However, in the Eastern context, particularly in Asian countries that are recognizable through collectivistic cultures, bullying tended to create little, or even no impacts on academic achievement (Lai et al 2008). In my findings, it was clearly indicated that what I have discovered was the real phenomenon of bullying. It was also discovered that although this is a real bullying phenomenon, particularly in calling names and teasing and some, there was little indication that such behaviors generated serious negative impacts toward students' well being as well as academic achievement, at least from students and teachers' general perspectives in both schools. However, the discussion of how much calling names or teasing hurts victims will remain uncertain unless there is a specific study that addresses this particular issue. To some extent, students have considered this behavior as an amusement.

In my limited understanding, the difference of the impacts of bullying on students' academic achievement between countries in the west and in the east is simply because of cultural beliefs. In a collective society like Indonesia, for example, there are certain strong norms and beliefs prevailing within the community that must be respected. For example, in common norms, people of Indonesia have for a long time been applying what they called "familial spirit". The basic principles of this approach include the concepts of mutual assistance or "gotong royong" and consultations or "musyawarah" to arrive at a consensus or "mufakat". Derived from rural life, this system is still very much in use in community life throughout the country. Within the frame of this approach, any potential of individual or social dispute can be anticipated or reduced before it escalates into a broader context of

violence. Or even if a dispute has already escalated, the first attempt to solve it (before going to court) was to settle the issue amicably using the familial spirit approach. Accordingly, study did not much indicate bullying as a serious problem because students probably considered what they had as still within the frame of common norms. In addition, familial spirit among the students may have also made them aware to not succumb to serious trouble and hatred. Therefore, I come to the conclusion that many teachers in Indonesia still do not consider bullying as a serious problem because what the students commonly do is not considered severe, although it is real bullying.

5.4.2. Students' class distribution and gender socialization

In the level of bullying and victimization among boys and girls, my findings were somewhat different from the previous studies in Norway (Roland and Idsøe 2001 & Fandrem et al. 2009). While in Norway boys are more likely to bully others and are more likely to be victimized than girls, in the two schools in Indonesia, girls are more likely to bully others by calling names or teasing and are more often victimized than boys.

There are two patterns that I suspect from the Norwegian studies and this study. First, because boys more often than girls bully others in Norwegian schools, the boys tend to be more aggressive than girls. Boys are more likely to bully boys than girls, which make boys more often victimized than girls. Second, girls are more likely to take part in bullying others, particularly in calling names and teasing than are boys in the two Indonesian schools. It is likely that this makes girls more aggressive than boys. I suspect that these aggressive girls are more likely to bully girls than boys, and that also makes girls more often victimized than boys.

Having looked at these overall results, I can infer that in the two Indonesian schools, girls engage more actively and aggressively than boys in bullying, whereas in Norwegian schools, boys are more actively and aggressively involved in bullying than girls.

The same interesting findings were also found concerning the motives and types of aggressiveness among boys and girls. In previous studies, Fandrem et al. (2009) and

Roland and Idsøe (2001) have found that the motivation of girls to get involved in bullying is because they affiliate with the same group of individuals (bullies), whereas boys tend to bully others because they want to be dominant as an individual. My findings, however, showed the opposite in which girls tend to bully others because they want to be dominant, whereas boys tend to bully because they affiliate with the same group of individuals. In regard to grade differences, what I found is also very different from what Fandrem et al. and Roland and Idsøe found in Norwegian schools. This indicates that the motives for bullying others among boys and girls in Norwegian schools are totally different from the motives for bullying others among boys and girls in the two Indonesian schools in my study. When it comes to the types of aggressiveness, my findings seem opposed to the previous studies. Roland and Idsøe have found that proactive and reactive aggressiveness were good predictors of the involvement of boys and girls in bullying. However, in my findings proactive and reactive aggressiveness were only strongly related to bullying others for girls, but not for boys. While in Norwegian schools boys tend to bully others because they want to exercise their power over others, in the two Indonesian schools boys tend to bully others because they affiliate with other bullies. Conversely, in the two Indonesian schools, girls tend to bully others because they want to exercise their power over others, whereas in the Norwegian schools, girls tend to bully others because they affiliate with other bullies.

These findings naturally lead one to ask why girls in the two Indonesian schools seem to be more aggressive compared to girls in Norwegian schools and what makes them more aggressive compare to boys. To better understand this, I will highlight some possible factors that contribute to the differences.

a. Students' distribution in a class

One characteristic of the schooling system in the city of Palu that may have become a factors influencing the level of bullying occurrence is that students were distributed in each class according to the level of achievement the students gained. In school one, for example, grade seven consists of at least six classes, and so does grade eight. A student who achieved "excellent grades" in the previous level of school or class would have an opportunity to join other students with the same level of excellence in grade 7a. The next level would be those who achieved

“good grades”. These second level students would be placed in the grade 7b. The same procedure also had been applied to the rest of the classes. Teachers in the school have confirmed that the use of this system would make the students easier to assess and monitor in terms of their academic improvement. In addition, according to some teachers categorization is important if there is an event or competition at the regional or national level. Those who were already considered the best students with the best academic achievement would have a significant opportunity to represent the school in the competition.

However, there have always been negative impacts due to this system. Students from the lower levels (e.g. 7d, 7e, or 7f) would have sometimes sought compensation. Because they identified themselves as “not intelligent enough”, especially when compared to others in grades 7a or 7b, they sometimes caused trouble at school.

In fact, the system of level/grade categorization is used in most secondary and high schools in Indonesia, particularly in schools located in the city/urban area. The schools had to use this procedure in order to filter a great number of students who wanted to enroll in a particular school. Students would have been ranked based on their previous academic achievement. In a quick observation of the two schools, I found out that more girls than boys enrolled in so called “best class” and more boys than girls enrolled in so called “poor class”. During my investigation, the headmasters had allowed me to collect my data from grade 7a, 7b, 8a, and 8b in both schools. As a consequence, the imbalanced numbers between boys and girls who were involved in my investigation were inevitable. This imbalance has to some extent somehow influenced my findings. For example, in my registration of *frequency* of bullying, boys were more subjected to bullying attacks in a particular form than were girls. Surprisingly, the perpetrators (among girls) have argued that they often bully boys because boys look “girlish”. Based on this, I could say that because girls are the numerical majority in the classes in this study, they become more aggressive, and boys are somehow at risk from being victimized because they are minority. According to Graham and Juvenon (2002), to be the numerical minority is considered to be at risk of being victimized (p. 175)

b. Gender socialization

In most schools in Indonesia, gender socialization is equality oriented. For example, boys and girls sit in the same classroom, listen to the same teachers, share the same playground, share the same study group, etc. However, in some particular cases, boys and girls are treated differently. This treatment is not because one is more special than the other; rather it is due to common norms, beliefs and roles applied among boys and girls. On the other hand, some secondary and high schools in Indonesia, particularly in Islamic/boarding schools, are adopting a regulation that boys and girls are separated in most circumstances.

Concerning the overall pattern of aggressiveness among boys and girls in my study; both proactive and reactive aggressiveness are more strongly related to girls than boys. However, power-related aggressiveness is strongly related to girls, whereas affiliation-related aggressiveness is strongly related to boys. I speculated that because the socialization among boys and girls is the same in both schools, they might have an equal opportunity to exercise their aggressive behavior together in the class/school. As a result girls are likely to bully others because they received the same treatment before. Supported the fact that they are the majority in class, girls become more proactive in exercising their aggressiveness and tend to act individually in comparison to boys.

CHAPTER VI

CONCLUSION

6.1. Prevalence of bullying and victimization

In the previous chapter, I explored the differences in the level of bullying and victimization across the gender and grade levels. The result indicates that generally boys thought they were significantly more involved in bullying than girls. However, girls seemed more often to take part in verbal bullying (e.g. calling names or teasing) than did boys, and no less than boys in other forms of concrete bullying (isolating, physical bullying isolating others etc.). It was also indicated that girls were more often victimized than boys. In the previous studies, Roland and Idsøe (2001) and Fandrem et al. (2009) found that boys are more likely to bully others in comparison to girls, and to also be victims of bullying. Having compared these two findings, I would like to say that my results indicate that girls, more than boys, are victims of bullying, whereas their findings indicate that more boys than girls are victims of bullying. Across grade levels, I feel that my findings have shown a different direction from the previous studies (e.g., Olweus, 1993; Seals and Young, 2003; Rigby, 2008). These studies have indicated that the general trend in bullying is likely to decrease the higher the level of grade. My study indicates that both boys and girls in grade eight scored higher in bullying others than in grade seven. In victimization boys in grade seven scored higher than in grade eight. However, girls scored higher in grade eight than in grade seven. Having looked at this pattern, it seemed that in bullying others, both boys and girls in my study are opposed to the general pattern as presented in previous (Western) studies. In victimization, however, boys are in line with previous studies, whereas girls are not.

6.2. Underlying mechanisms of aggressive behavior among boys and girls, in grade seven and eight.

My finding on the correlation analysis, particularly in finding out which form of aggression is related to bullying behavior, opposed the general expectation as presented in the previous study in Roland and Idsøe (2001). They have indicated that in the Norwegian school context, proactive and reactive aggressiveness were related to bullying others among boys and girls in the lower grade. In higher grades only proactive aggressiveness was related to bullying others, but was slightly different among boys and girls. What I have found is that proactive and reactive aggressiveness were significantly

related to bullying others for girls in the seventh grade, but not for boys. However, among the eighth graders, neither proactive aggressiveness nor reactive aggressiveness was related to bullying others for boys as well as girls.

This study has also sought to discover the motives behind the bullies' aggressive means: either power or affiliation. It is indicated that power-related aggressiveness was a good predictor for being involved in bullying among girls, but not for boys. However, affiliation related aggressiveness was a good predictor for boys, but not for girls. In terms of grade, power-related aggressiveness was a good predictor for being involved in bullying for girls in grade seven, but not for affiliation related aggressiveness. However, neither power related nor affiliation related aggressiveness was a good predictor for being involved in bullying for boys. In grade eight, neither power related nor affiliation related aggressiveness was related to bullying others among girls, while only affiliation related aggressiveness was a good predictor for being involved in bullying among boys. Generally, these findings are quite different from what Roland and Idsøe have found in their study in a Norwegian context in which “power-related aggressiveness is a better predictor for being involved in bullying for boys than for girls, and affiliation-related aggressiveness is a better predictor for girls than for boys” (Roland and Idsøe, 2001, p. 459).

6.3. Limitation of the present study

I have used three different methods to assess the phenomenon of bullying in the two schools; questionnaires, interview, and correlation analysis, with different purposes. Questionnaires were used to identify bullies and victims as well as an instrument for correlation analysis, while interviews were used to identify some un-identified cases as well as to support findings from the questionnaires. It was quite obvious that using questionnaires to identify bullies has brought about inconsistency and led to a biased result (Fandrem et al. 2009, p. 911). For example, the students might feel reluctant to identify themselves as bullies (Smith and Sharp, 1994). As a consequence, this may underestimate the real prevalence of bullying and victimization in the present study.

Another issue is that there is inconsistency in the present findings compared to the previous ones, particularly in the correlation analysis. Conditions attributed to school or grade as controlling variables may have created error in the analysis at individual levels

in the present study. In the previous studies (Fandrem et al. 2009; Salmivali and Nieminen, 2002), for example, reactive aggressiveness was more associated with boys than with girls, while in the present study reactive aggressiveness was more associated with girls than boys. Using school and grade for controlling variables somewhat changed the expectation of the result at individual level. The differences in some points can be indicated as a new finding; however, this also could be a limitation of measurement methods that I used. I have previously described some limitations of my measurement in the methodology chapter. In terms of sample size, girls were much more involved in the present study than boys. I realized that the significant different numbers between boys and girls in sampling could have significantly impacted the overall result of the present study. Furthermore, the limited number of students involved in the interview process might have generated a bias and inconsistent result.

The simple statistical approach used in the present study also led to a somewhat biased description when compared to previous studies, which mostly used more advanced statistical tools. This could be seen in some statistical correlations, which did not reflect the real situation of the students, although I had already realized that the correlation itself may not express any causal relationship between tested variables and the real situation. As a result, this study might not be generalizable to any other places or schools, whether it is in the city of Palu or anywhere in Indonesia.

6.4. Future studies

This study is the beginning of a diagnosis of the problem of bullying in Indonesia, using a very small sample from two secondary schools in the city of Palu. The result, therefore, cannot be generalized to any other places or schools in the city or even for the whole Indonesia. It is possible that in the future, the same study could be carried out with a larger sample, which could be on a regional or national scale in order to see how prevalent the phenomenon is throughout the region or country.

Indonesia, with its cultural diversity, made it difficult to conclude that this study reflected the general trend of school bullying present in the country. This heterogeneous cultural issue may also influence the overall result of my finding. In light of this, it is sometimes difficult to claim one's study reflects the whole population; instead it only reflects the very specific society within the particular area where the study was conducted. For

example, if my study of bullying were to cover all schools in the city of Palu, it would not necessarily reflect another city in another neighbouring region, for they have different cultural considerations. Having said this, it would be interesting if future studies in school bullying in Indonesia could be carried out on a regional base. By doing this, a researcher can infer how important cultural differences are in shaping every perception and consideration of a study. Moreover, possible explanations as to why school violence occurs within a particular school could be interesting to look at in future studies. As I mentioned earlier, school violence seemed to be prevalent within schools in this region, but unfortunately I did not find any indications that it existed in the two schools where I conducted my study. If one can do a national scale study, it could be a great contribution to build a more solid perception of school violence in Indonesia.

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Appendices

Appendix 1. Questionnaires for students (1)

1. Which school are you in? _____
2. Student number: _____
3. Grade: _____th grade
4. Boy or girl? Boy____ Girl____

Bullying at school

It is called bullying when one or more students together are unfriendly or unpleasant towards another person who cannot so easily defend himself / herself, and when this is repeated again and again. Examples are: When somebody is being beaten, kicked or pushed. It is also bullying when somebody is repeatedly being teased or called names, or is isolated so that he/ she is lonesome and don't have any friends.

5. How often have you during the last half year

	Never	Seldom	2-3 times/month	Weekly	Daily
Bullied other students at school?					
Bullied others by teasing others or "calling" them things?					
Bullied others by isolating them?					
Bullied others by beating, kicking or pushing them?					

6. How often have you during the last half year

	Never	Seldom	2-3 times/month	Weekly	Daily
Been bullied by other students at school?					
Been bullied by being teased or "called" things?					
Been bullied by being isolated and alone?					
Been bullied by being beaten, kicked or pushed?					

Put in one (x) pr line

7. How often have you been bullied by *adults* at school during the last semester?

Never	Seldom	2-3 times pr month	Weekly	Daily

8. How often have you been bullied by *adults* at school?

Never	Seldom	2-3 times pr month	Weekly	Daily

9. How often have you, during the last semester, been bullied during your leisure time or on the way to/ from school?

Never	Seldom	2-3 times pr month	Weekly	Daily

10. Where have you been bullied during this semester?

	Yes	No
In the school yard		
In the classroom(s)		
In the corridors		
In the restrooms		
Other places at school		
On the way to/from school		
After school/in the street		
On the public transport		

Thank you for helping us with answering these questions ☺

Appendix 2. Questionnaires for students (2)

1. Which school are you in? _____
2. Student number: _____
3. Grade: _____th grade
4. Boy or girl? Boy_____ Girl_____

How are you?

Below you will find some statements about how well one is or feels that life is.
Put one cross in the square you feel best describes your situation. Write one cross pr line.

Anger

		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1.	I get angry easily				
2.	Sometimes I am so angry that I don't know what I am doing				
3.	If a teacher criticizes me, I get angry				
4.	If a teacher has promised that we are going to do something fun, but changes his/her mind, I protest strongly				
5.	If I do not get my will I will be angry				
6.	If I lose the game, I will get angry				

Feelings and situations

		Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1.	I like to make others make a fool of themselves				
2.	I like to see that another pupil is afraid of me				
3.	I like to have power over others, so that they are scared of me				
4.	I like to have power over others, because then I decide				
5.	I go along with wrong actions, in order to be together with others				
6.	I feel we become friends when we freeze out somebody else				
7.	I feel we become friends when we tease somebody else				
8.	I feel we become friends when we do something illegal together				

Thank you for helping us with answering these questions 😊

Appendix 3. Interview guide with the students

Student number : _____
School : _____ (anonymous)
Municipality : _____
Held on : _____ 2009

“This interview is a follow up survey after the last month survey which was using questionnaires. This interview is aimed to get your point of views and perceptions about your behavior that you have admitted.”

“If it is okay with you, I will be recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all your comments without any reference to individuals”.

“I’d like to start by having you briefly describe your perception of bullying”

“Are you aware of any problems with your behavior toward others?”

“How did you get involved in bullying activities? Identity?”

“How did you bully others and how did they react?”

“How do you feel when you bully others?”

“How do you feel if you are being bullied by others as well?”

“Do you think that your behavior had impacted your academic achievement?”

“Who is the most targeted of your actions?”

“How do you see the gang phenomenon in this school? Do you belong to these individuals?”

“How do the teachers treat you when they know you bully others?”

Appendix 4. Interview guide with teachers

Teacher : _____(anonymous)

School : _____(anonymous)

Municipality : _____

Held on : _____2009

Interviewer : _____

“This interview is a follow up survey after last month survey which was using questionnaires. This interview is aimed to get your point of views and perceptions about the phenomenon of bullying in this school”.

“If it is okay with you, I will be recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all your comments without any reference to individuals. If you agree to this interview and the recording, please sign this consent form.”

“I’d like to start by having you briefly describe your perception of bullying”

“Are you aware of any problems with bullying behavior among the students?”

“What have the problems been?”

“What types of bullying have you witnessed lately?”

“How serious have these problems threatened students’ well being and academic achievements?”

“What do you think the most harmful types of bullying that the students have done?”

“Have you seen any of these phenomena escalated into violence?”

“Do you know why bullying occurs?”

“Do you have any programs to minimize or to deal with these problems?”

“Do you still have any so called hazing tradition in this school?”

“Is there any other information about bullying or other school violence issues that you think would be useful for me to know?”

“In what extent do you know the bullies academic and social life?”

Appendix 5. Responds to the questionnaires in LIKERT-SCALE

Boys

No.	Bullying others	Scaling/rating				
		1	2	3	4	5
1	Bullied other students at school?	19	47	3	1	10
2	Bullied other students at school by <i>calling names or teasing</i> them?	15	47	5	2	11
3	Bullied other students at school by <i>isolating/shuting them out</i> ?	66	11	0	1	2
4	Bullied other students at school by <i>hitting, kicking, or shoving</i> them?	43	35	1	0	1

Girls

No.	Bullying others	Scaling/rating				
		1	2	3	4	5
1	Bullied other students at school?	62	86	4	4	5
2	Bullied other students at school by <i>calling names or teasing</i> them?	39	84	1	8	26
3	Bullied other students at school by <i>isolating/shuting them out</i> ?	30	28	1	0	0
4	Bullied other students at school by <i>hitting, kicking, or shoving</i> them?	121	39	0	2	1

Boys

No.	Being Bullied	Scaling/rating				
		1	2	3	4	5
1	Been bullied by other students at school	17	51	2	2	7
2	Been bullied by being teased and called things	22	35	2	4	17
3	Been bullied by being isolated and shut out	61	78	1	1	0
4	Been bullied by being hit, kicked, or pushed	44	29	3	1	2

Girls

No.	Being Bullied	Scaling/rating				
		1	2	3	4	5
1	Been bullied by other students at school	52	74	3	8	25
2	Been bullied by being teased and called things	47	69	1	8	32
3	Been bullied by being isolated and shut out	130	28	0	0	1
4	Been bullied by being hit, kicked, or pushed	128	29	0	1	2

Scales :

1. Never
2. Seldom
3. 2-3 times a month
4. Weekly
5. Daily

No.	Proactive power related aggression	Scaling/rating			
		4	3	2	1
1	I like to make others make a fool of themselves	11	21	35	178
2	I like to see that another pupil is afraid of me	5	17	47	175
3	I like to have power over others, so that they are scared of me	7	8	56	174
4	I like to have power over others, because then I decide	6	14	47	178

No.	Proactive affiliation related aggression	Scaling/rating			
		4	3	2	1
1	I go along with things that are wrong to be in with others	6	6	32	186
2	I feel that we become friends when we shut someone out	18	18	42	154
3	I feel that we become friends when we tease someone	1	1	19	211
4	I feel that we become friends when we do something illegal together	5	5	10	225

No.	Reactive aggression	Scaling/rating			
		4	3	2	1
1	I get angry easily	14	74	76	81
2	Sometimes I am so angry that I don't know what I am doing	57	77	67	53
3	If a teacher criticizes me, I get angry	16	30	47	139
4	If a teacher has promised that we are going to do something fun, but changes his/her mind, I protest strongly	45	61	64	77
5	If I do not get my will I will be angry	29	47	55	118
6	If I lose the game, I will get angry	16	40	55	135

Scales :

4. Strongly agree
3. Somewhat agree
2. Somewhat disagree
1. Strongly disagree

Appendix 6. Chi Square with 2 x 2 contingency table for hypothesis testing

Chi Square distribution table (X^2)

Probability level (alpha)

Df	0.5	0.10	0.05	0.02	0.01	0.001
1	0.455	2.706	3.841	5.412	6.635	10.827
2	1.386	4.605	5.991	7.824	9.210	13.815
3	2.366	6.251	7.815	9.837	11.345	16.268
4	3.357	7.779	9.488	11.668	13.277	18.465
5	4.351	9.236	11.070	13.388	15.086	20.517

2 x 2 contingency table

Case	Gender		Total
	Boys	Girls	
Bullying others	10	5	15
Being bullied	7	25	32
Total	17	30	45

Chi Square: $X^2(1, N=45) = 8.87 p = 0,002$ (null hypothesis is rejected)

Case	Gender		Total
	Boys	Girls	
Calling names	26	11	37
Being called names	17	32	49
Total	43	43	86

Chi Square : $X^2(1, N=86) = 10,67 p = 0,001$ (null hypothesis is rejected)

Case	Gender		Total
	Boys	Girls	
Proactive	23	36	59
Reactive	72	125	200
Total	98	161	259

Chi Square : $X^2(1, N=259) = 0,04 p = 0,841$ (null hypothesis is accepted)

Case	Gender		Total
	Boys	Girls	
Power related	12	18	30
Affiliation related	11	18	29
Total	23	36	59

Chi Square : $X^2(1, N=59) = 0,03 p = 0,862$ (null hypothesis is accepted)

Appendix 7. Isolated Cases (being involved in only one side or both sides) boys: n=82 and girls: n=164

Cases	Gender		Total
	Boys (%)	Girls (%)	
bullying others (ONE SIDE)	8 (53.3%)	2 (7.4%)	10
Only being bullied (ONE SIDE)	5 (33.3%)	22 (81.4%)	27
Bulling others and being bullied (BOTH SIDES)	2 (13.3%)	3 (11.1%)	5
Total	15 (100%)	27 (100%)	42

Note: Number of gray cases of bullying: Boys n=70 girls n=137

Cases	Gender		Total
	Boys (%)	Girls (%)	
Only calling names or teasing (ONE SIDE)	7 (29.1%)	12 (27.2%)	19
Only being called names or teased(ONE SIDE)	13 (54.1%)	19 (43.1%)	32
Calling names and being called names (BOTH SIDES)	4 (16.6%)	13 (29.5%)	17
Total	24 (100%)	44 (100%)	68

Note: Number of gray cases in real aggression: boys n=58, girls n=120

Appendix 8. Consents

Parental Consent Letter

Dear Parent/Guardian:

Your child's school has been chosen to take part in "BULLYING" survey. This survey is conducted as part of my Master Degree research project. The purpose of the survey is to gather information concerning students' behavior whether or not they have been involved in actions so called bullying.

It is called BULLYING when one or more students together are unfriendly or unpleasant towards another person who cannot so easily defend himself / herself, and when this is repeated again and again. Examples are: When somebody is being beaten, kicked or pushed. It is also bullying when somebody is repeatedly being teased or called names, or is isolated so that he/she is lonesome and don't have any friends.

The survey is semi anonymous and confidential. On the questionnaires, students only require stating their level of grade, sex, and students' identification number instead of name. Any information that is obtained in connection with this study and that can be identified with your child will remain confidential.

The survey is voluntary. You may choose to have your son or daughter not take part in the survey. Students also may decline to take any part of the survey as well.

The survey well be administered at.....

Best regards,

Darmawan
Researcher

✂.....

To have your son or daughter opt out of taking the survey, complete this note:

Student's name _____ Student's school _____ Grade _____, at my request is not to participate in BULLYING Survey.

Name _____ Relationship to student: _____

Signature _____ Date: _____

Return this note to:(a teacher who is responsible for the survey)

Teacher consent

Dear Teacher

You are invited to participate in this an interview session which is part of my survey on bullying phenomenon in your school. The purpose of this interview is to acquire some information that will define the level and degree of bullying behavior among students in your school. You are selected because you are capable of giving that information.

It is called BULLYING when one or more students together are unfriendly or unpleasant towards another person who cannot so easily defend himself / herself, and when this is repeated again and again. Examples are: When somebody is being beaten, kicked or pushed. It is also bullying when somebody is repeatedly being teased or called names, or is isolated so that he/she is lonesome and don't have any friends.

This survey is confidential. The records of this interview will be kept private. No identifiers linking me to the study will be included in any sort of report that might be published. Research records will be stored securely and only I and my supervisor will have access to the records.

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE. YOUR SIGNATURE INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE.

Date: _____

Name: _____

Signature: _____

Appendix 9. Correlation matrix

1. Reliability test

Case Processing Summary

		N	%
Cases	Valid	246	100.0
	Excluded ^a	0	.0
	Total	246	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.725	6

a. Listwise deletion based on all variables in the procedure.

2. Correlation between bullying others and being bullied

Correlations

Control Variables			Level of BO	Level of Victimization	of Gender
-none- ^a	Level of BO	Correlation	1.000	.416	.092
		Significance (2-tailed)	.	.000	.151
		Df	0	244	244
	Level of Victimization	Correlation		1.000	.093
		Significance (2-tailed)		.	.147
		Df		0	244
	Gender	Correlation			1.000
		Significance (2-tailed)			.
		Df			0
Gender	Level of BO	Correlation	1.000	.411	
		Significance (2-tailed)	.	.000	
		Df	0	243	
	Level of Victimization	Correlation		1.000	
		Significance (2-tailed)		.	
		Df		0	

a. Cells contain zero-order (Pearson) correlations.

Correlations

Control Variables			Level of BO	Level of Victimization	Grade
-none ^a	Level of BO	Correlation	1.000	.416	.093
		Significance (2-tailed)	.	.000	.145
		Df	0	244	244
	Level of Victimization	Correlation		1.000	.005
		Significance (2-tailed)		.	.941
		df		0	244
	Grade	Correlation			1.000
		Significance (2-tailed)			.
		df			0
Grade	Level of BO	Correlation	1.000	.417	
		Significance (2-tailed)	.	.000	
		df	0	243	
	Level of Victimization	Correlation		1.000	
		Significance (2-tailed)		.	
		df		0	

a. Cells contain zero-order (Pearson) correlations.

Correlations

Control Variables			Level of BO	Level of Victimization	School Name
-none ^a	Level of BO	Correlation	1.000	.416	.052
		Significance (2-tailed)	.	.000	.418
		df	0	244	244
	Level of Victimization	Correlation		1.000	-.031
		Significance (2-tailed)		.	.623
		df		0	244
	School Name	Correlation			1.000
		Significance (2-tailed)			.
		df			0
School Name	Level of BO	Correlation	1.000	.418	
		Significance (2-tailed)	.	.000	
		df	0	243	
	Level of Victimization	Correlation		1.000	
		Significance (2-tailed)		.	
		df		0	

a. Cells contain zero-order (Pearson) correlations.

Boys

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.349**
	Sig. (2-tailed)		.001
	N	82.000	82
Level of Victimization	Pearson Correlation	.349**	1.000
	Sig. (2-tailed)	.001	
	N	82	82.000

** . Correlation is significant at the 0.01 level (2-tailed).

Girls

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.455**
	Sig. (2-tailed)		.000
	N	164.000	164
Level of Victimization	Pearson Correlation	.455**	1.000
	Sig. (2-tailed)	.000	
	N	164	164.000

** . Correlation is significant at the 0.01 level (2-tailed).

Boys in grade 7

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.464**
	Sig. (2-tailed)		.009
	N	31.000	31
Level of Victimization	Pearson Correlation	.464**	1.000
	Sig. (2-tailed)	.009	
	N	31	31.000

** . Correlation is significant at the 0.01 level (2-tailed).

Girls in grade 7

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.452**
	Sig. (2-tailed)		.000
	N	83.000	83
Level of Victimization	Pearson Correlation	.452**	1.000
	Sig. (2-tailed)	.000	
	N	83	83.000

** . Correlation is significant at the 0.01 level (2-tailed).

Boys in grade 8

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.314*
	Sig. (2-tailed)		.025
	N	51.000	51
Level of Victimization	Pearson Correlation	.314*	1.000
	Sig. (2-tailed)	.025	
	N	51	51.000

*. Correlation is significant at the 0.05 level (2-tailed).

Girls in grade 8

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.473**
	Sig. (2-tailed)		.000
	N	81.000	81
Level of Victimization	Pearson Correlation	.473**	1.000
	Sig. (2-tailed)	.000	
	N	81	81.000

** . Correlation is significant at the 0.01 level (2-tailed).

Boys in school 1

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.643**
	Sig. (2-tailed)		.000
	N	33.000	33
Level of Victimization	Pearson Correlation	.643**	1.000
	Sig. (2-tailed)	.000	
	N	33	33.000

** . Correlation is significant at the 0.01 level (2-tailed).

Girls in school 1

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.549**
	Sig. (2-tailed)		.000
	N	94.000	94
Level of Victimization	Pearson Correlation	.549**	1.000
	Sig. (2-tailed)	.000	
	N	94	94.000

** . Correlation is significant at the 0.01 level (2-tailed).

Boys in school 2

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.234
	Sig. (2-tailed)		.105
	N	49.000	49
Level of Victimization	Pearson Correlation	.234	1.000
	Sig. (2-tailed)	.105	
	N	49	49.000

Girls in school 2

Correlations

		Level of BO	Level of Victimization
Level of BO	Pearson Correlation	1.000	.301*
	Sig. (2-tailed)		.011
	N	70.000	70
Level of Victimization	Pearson Correlation	.301*	1.000
	Sig. (2-tailed)	.011	
	N	70	70.000

*. Correlation is significant at the 0.05 level (2-tailed).

3. Correlation between bullying others and four types of aggressiveness (Proactive, Reactive, Power related and Affiliation related)

Correlations

Control Variables			Level of BO	Level of Affiliation Related Aggression	Level of Power Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness	Gender
-none ^a	Level of BO	Correlation	1.000	.151	.247	.147	.185	.092
		Significance (2-tailed)	.	.018	.000	.021	.004	.151
		df	0	244	244	244	244	244
	Level of Affiliation Related Aggression	Correlation		1.000	.422	.655	.187	.086
		Significance (2-tailed)		.	.000	.000	.003	.178
		df		0	244	244	244	244
	Level of Power Related Aggression	Correlation			1.000	.679	.340	.174
		Significance (2-tailed)			.	.000	.000	.006
		df			0	244	244	244
	Level of Proactive Aggressiveness	Correlation				1.000	.255	.190
		Significance (2-tailed)				.	.000	.003
		df				0	244	244
Level of Reactive Aggressiveness	Correlation					1.000	-.066	
	Significance (2-tailed)					.	.303	
	df					0	244	
Gender	Correlation						1.000	
	Significance (2-tailed)						.	
	df						0	
Gender	Level of BO	Correlation	1.000	.144	.236	.132	.192	
		Significance (2-tailed)	.	.024	.000	.039	.003	
		df	0	243	243	243	243	
	Level of Affiliation Related Aggression	Correlation		1.000	.415	.653	.193	
		Significance (2-tailed)		.	.000	.000	.002	
		df		0	243	243	243	
	Level of Power Related Aggression	Correlation			1.000	.668	.358	
		Significance (2-tailed)			.	.000	.000	
		df			0	243	243	
	Level of Proactive Aggressiveness	Correlation				1.000	.273	
		Significance (2-tailed)				.	.000	
		df				0	243	
Level of Reactive Aggressiveness	Correlation					1.000		
	Significance (2-tailed)					.		
	df					0		

a. Cells contain zero-order (Pearson) correlations.

Correlations

Control Variables			Level of BO	Level of Affiliation Related Aggression	Level of Power Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness	Grade
-none ^a	Level of BO	Correlation	1.000	.151	.247	.147	.185	.093
		Significance (2-tailed)	.	.018	.000	.021	.004	.145
		df	0	244	244	244	244	244
	Level of Affiliation Related Aggression	Correlation		1.000	.422	.655	.187	.053
		Significance (2-tailed)		.	.000	.000	.003	.410
		df		0	244	244	244	244
	Level of Power Related Aggression	Correlation			1.000	.679	.340	.273
		Significance (2-tailed)			.	.000	.000	.000
		df			0	244	244	244
	Level of Proactive Aggressiveness	Correlation				1.000	.255	.202
		Significance (2-tailed)				.	.000	.001
		df				0	244	244
	Level of Reactive Aggressiveness	Correlation					1.000	.195
		Significance (2-tailed)					.	.002
		df					0	244
Grade	Correlation						1.000	
	Significance (2-tailed)						.	
	df						0	
Grade	Level of BO	Correlation	1.000	.147	.232	.131	.170	
		Significance (2-tailed)	.	.022	.000	.040	.008	
		df	0	243	243	243	243	
	Level of Affiliation Related Aggression	Correlation		1.000	.425	.659	.180	
		Significance (2-tailed)		.	.000	.000	.005	
		df		0	243	243	243	
	Level of Power Related Aggression	Correlation			1.000	.662	.304	
		Significance (2-tailed)			.	.000	.000	
		df			0	243	243	
	Level of Proactive Aggressiveness	Correlation				1.000	.224	
		Significance (2-tailed)				.	.000	
		df				0	243	
	Level of Reactive Aggressiveness	Correlation					1.000	
		Significance (2-tailed)					.	
		df					0	

a. Cells contain zero-order (Pearson) correlations.

Correlations

Control Variables			Level of BO	Level of Affiliation Related Aggression	Level of Power Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness	School Name
-none ^a	Level of BO	Correlation	1.000	.151	.247	.147	.185	.052
		Significance (2-tailed)	.	.018	.000	.021	.004	.418
		df	0	244	244	244	244	244
	Level of Affiliation Related Aggression	Correlation		1.000	.422	.655	.187	.295
		Significance (2-tailed)		.	.000	.000	.003	.000
		df		0	244	244	244	244
	Level of Power Related Aggression	Correlation			1.000	.679	.340	.061
Significance (2-tailed)				.	.000	.000	.343	
df				0	244	244	244	
Level of Proactive Aggressiveness	Correlation				1.000	.255	.135	
	Significance (2-tailed)				.	.000	.034	
	df				0	244	244	
Level of Reactive Aggressiveness	Correlation					1.000	-.117	
	Significance (2-tailed)					.	.067	
	df					0	244	
School Name	Correlation						1.000	
	Significance (2-tailed)						.	
	df						0	
School Name	Level of BO	Correlation	1.000	.142	.245	.141	.192	
		Significance (2-tailed)	.	.026	.000	.027	.003	
		df	0	243	243	243	243	
	Level of Affiliation Related Aggression	Correlation		1.000	.424	.649	.233	
		Significance (2-tailed)		.	.000	.000	.000	
		df		0	243	243	243	
Level of Power Related Aggression	Correlation			1.000	.678	.351		
	Significance (2-tailed)			.	.000	.000		
	df			0	243	243		
Level of Proactive Aggressiveness	Correlation				1.000	.275		
	Significance (2-tailed)				.	.000		
	df				0	243		
Level of Reactive Aggressiveness	Correlation					1.000		
	Significance (2-tailed)					.		
	df					0		

a. Cells contain zero-order (Pearson) correlations.

Boys

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.349**	.184	.257*	.067	.028
	Sig. (2-tailed)		.001	.097	.020	.548	.806
	N	82.000	82	82	82	82	82
Level of Victimization	Pearson Correlation		1.000	.062	-.016	-.074	.303**
	Sig. (2-tailed)			.582	.886	.509	.006
	N		82.000	82	82	82	82
Level of Power Related Aggression	Pearson Correlation			1.000	.412**	.527**	.162
	Sig. (2-tailed)				.000	.000	.147
	N			82.000	82	82	82
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.514**	.164
	Sig. (2-tailed)					.000	.141
	N				82.000	82	82
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.136
	Sig. (2-tailed)						.223
	N					82.000	82
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						82.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Girls

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.455**	.273**	.074	.202**	.265**
	Sig. (2-tailed)		.000	.000	.345	.010	.001
	N	164.000	164	164	164	164	164
Level of Victimization	Pearson Correlation		1.000	.188*	.040	.141	.160*
	Sig. (2-tailed)			.016	.611	.072	.040
	N		164.000	164	164	164	164
Level of Power Related Aggression	Pearson Correlation			1.000	.418**	.850**	.479**
	Sig. (2-tailed)				.000	.000	.000
	N			164.000	164	164	164
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.829**	.213**
	Sig. (2-tailed)					.000	.006
	N				164.000	164	164
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.410**
	Sig. (2-tailed)						.000
	N					164.000	164
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						164.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Boys in Grade 7

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.464**	.180	.017	.073	.136
	Sig. (2-tailed)		.009	.332	.927	.697	.466
	N	31.000	31	31	31	31	31
Level of Victimization	Pearson Correlation		1.000	.065	-.188	-.139	.195
	Sig. (2-tailed)			.728	.311	.456	.292
	N		31.000	31	31	31	31
Level of Power Related Aggression	Pearson Correlation			1.000	.061	.581**	-.075
	Sig. (2-tailed)				.743	.001	.690
	N			31.000	31	31	31
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.835**	.054
	Sig. (2-tailed)					.000	.772
	N				31.000	31	31
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.004
	Sig. (2-tailed)						.985
	N					31.000	31
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						31.000

** . Correlation is significant at the 0.01 level (2-tailed).

Girls in grade 7

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.452**	.362**	.097	.255*	.386**
	Sig. (2-tailed)		.000	.001	.385	.020	.000
	N	83.000	83	83	83	83	83
Level of Victimization	Pearson Correlation		1.000	.264*	-.077	.112	.222*
	Sig. (2-tailed)			.016	.489	.314	.043
	N		83.000	83	83	83	83
Level of Power Related Aggression	Pearson Correlation			1.000	.228*	.734**	.317**
	Sig. (2-tailed)				.038	.000	.003
	N			83.000	83	83	83
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.814**	.108
	Sig. (2-tailed)					.000	.331
	N				83.000	83	83
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.241*
	Sig. (2-tailed)						.029
	N					83.000	83
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						83.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Boys in grade 8

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.314*	.186	.349*	.062	-.022
	Sig. (2-tailed)		.025	.192	.012	.666	.880
	N	51.000	51	51	51	51	51
Level of Victimization	Pearson Correlation	.314*	1.000	.065	.046	-.068	.358**
	Sig. (2-tailed)	.025		.648	.747	.635	.010
	N	51	51.000	51	51	51	51
Level of Power Related Aggression	Pearson Correlation	.186	.065	1.000	.555**	.495**	.251
	Sig. (2-tailed)	.192	.648		.000	.000	.075
	N	51	51	51.000	51	51	51
Level of Affiliation Related Aggression	Pearson Correlation	.349*	.046	.555**	1.000	.507**	.225
	Sig. (2-tailed)	.012	.747	.000		.000	.113
	N	51	51	51	51.000	51	51
Level of Proactive Aggressiveness	Pearson Correlation	.062	-.068	.495**	.507**	1.000	.182
	Sig. (2-tailed)	.666	.635	.000	.000		.202
	N	51	51	51	51	51.000	51
Level of Reactive Aggressiveness	Pearson Correlation	-.022	.358**	.251	.225	.182	1.000
	Sig. (2-tailed)	.880	.010	.075	.113	.202	
	N	51	51	51	51	51	51.000

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Girls in grade 8

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.473**	.207	.043	.151	.113
	Sig. (2-tailed)		.000	.063	.701	.179	.316
	N	81.000	81	81	81	81	81
Level of Victimization	Pearson Correlation	.473**	1.000	.166	.151	.183	.108
	Sig. (2-tailed)	.000		.140	.180	.102	.339
	N	81	81.000	81	81	81	81
Level of Power Related Aggression	Pearson Correlation	.207	.166	1.000	.499**	.884**	.551**
	Sig. (2-tailed)	.063	.140		.000	.000	.000
	N	81	81	81.000	81	81	81
Level of Affiliation Related Aggression	Pearson Correlation	.043	.151	.499**	1.000	.846**	.274*
	Sig. (2-tailed)	.701	.180	.000		.000	.013
	N	81	81	81	81.000	81	81
Level of Proactive Aggressiveness	Pearson Correlation	.151	.183	.884**	.846**	1.000	.486**
	Sig. (2-tailed)	.179	.102	.000	.000		.000
	N	81	81	81	81	81.000	81
Level of Reactive Aggressiveness	Pearson Correlation	.113	.108	.551**	.274*	.486**	1.000
	Sig. (2-tailed)	.316	.339	.000	.013	.000	
	N	81	81	81	81	81	81.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Boys in school 1

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.643**	.200	.142	-.160	.404*
	Sig. (2-tailed)		.000	.264	.432	.372	.020
	N	33.000	33	33	33	33	33
Level of Victimization	Pearson Correlation		1.000	.190	.126	-.122	.499**
	Sig. (2-tailed)			.291	.483	.499	.003
	N		33.000	33	33	33	33
Level of Power Related Aggression	Pearson Correlation			1.000	-.018	.108	.187
	Sig. (2-tailed)				.919	.549	.297
	N			33.000	33	33	33
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.043	-.096
	Sig. (2-tailed)					.812	.596
	N				33.000	33	33
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.070
	Sig. (2-tailed)						.699
	N					33.000	33
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						33.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Girls in school 1

Correlations

		Level of BO	Level of Victimization	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.549**	.382**	.191	.340**	.337**
	Sig. (2-tailed)		.000	.000	.066	.001	.001
	N	94.000	94	94	94	94	94
Level of Victimization	Pearson Correlation		1.000	.365**	.153	.332**	.234*
	Sig. (2-tailed)			.000	.141	.001	.023
	N		94.000	94	94	94	94
Level of Power Related Aggression	Pearson Correlation			1.000	.356**	.847**	.414**
	Sig. (2-tailed)				.000	.000	.000
	N			94.000	94	94	94
Level of Affiliation Related Aggression	Pearson Correlation				1.000	.785**	.178
	Sig. (2-tailed)					.000	.086
	N				94.000	94	94
Level of Proactive Aggressiveness	Pearson Correlation					1.000	.359**
	Sig. (2-tailed)						.000
	N					94.000	94
Level of Reactive Aggressiveness	Pearson Correlation						1.000
	Sig. (2-tailed)						
	N						94.000

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Boys in school 2

Correlations

		Level of BO	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.163	.146	.166	-.173
	Sig. (2-tailed)		.264	.319	.253	.235
	N	49.000	49	49	49	49
Level of Power Related Aggression	Pearson Correlation		1.000	.510**	.881**	.141
	Sig. (2-tailed)			.000	.000	.334
	N		49.000	49	49	49
Level of Affiliation Related Aggression	Pearson Correlation			1.000	.852**	.185
	Sig. (2-tailed)				.000	.203
	N			49.000	49	49
Level of Proactive Aggressiveness	Pearson Correlation				1.000	.187
	Sig. (2-tailed)					.199
	N				49.000	49
Level of Reactive Aggressiveness	Pearson Correlation					1.000
	Sig. (2-tailed)					
	N					49.000

** . Correlation is significant at the 0.01 level (2-tailed).

Girls in school 2

Correlations

		Level of BO	Level of Power Related Aggression	Level of Affiliation Related Aggression	Level of Proactive Aggressiveness	Level of Reactive Aggressiveness
Level of BO	Pearson Correlation	1.000	.167	.023	.112	.138
	Sig. (2-tailed)		.168	.849	.355	.254
	N	70	70	70	70	70
Level of Power Related Aggression	Pearson Correlation		1.000	.477**	.866**	.567**
	Sig. (2-tailed)			.000	.000	.000
	N		70.000	70	70	70
Level of Affiliation Related Aggression	Pearson Correlation			1.000	.853**	.355**
	Sig. (2-tailed)				.000	.003
	N			70.000	70	70
Level of Proactive Aggressiveness	Pearson Correlation				1.000	.539**
	Sig. (2-tailed)					.000
	N				70.000	70
Level of Reactive Aggressiveness	Pearson Correlation					1.000
	Sig. (2-tailed)					
	N					70.000

** . Correlation is significant at the 0.01 level (2-tailed).