

## CHAPTER 4

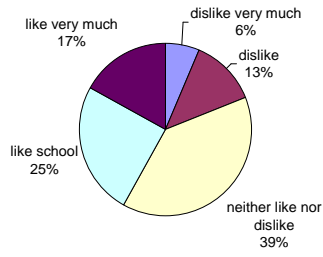
### FINDINGS

Three specific areas of results culminated in the research addressing the questions presented for this study. One finding that presented results was the administration of a valid and reliable questionnaire distributed to 176 students in third through eighth grade classrooms. Another finding came from the perspectives of teachers and school personnel who learned about the components of the program and introduced them within the school. Thirdly, results were derived from the analysis and comparison of the discipline referrals of students demonstrating bullying behaviors prior to this intervention and after it had been implemented. These findings provide the answers to the questions presented in Chapter 1 in regards to the type of bullying behaviors being exhibited at this school and the grade levels where the bullying behaviors are happening. In addition, by using the chosen intervention program one can see through the findings whether the specific components of the program result in reducing the bullying problem at the pilot school.

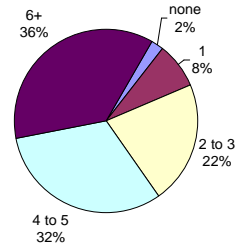
#### Results from the Olweus/Bully Questionnaire

The main evidence used in this research to identify the extent of the successful implementation of the program, and more importantly, the type of bullying and the location of bullying at this school were the results of the Olweus Bully/Victim Questionnaire. The survey consisted of thirty-nine specific questions that 98.9% of all third –eighth grade students completed in this pilot study. On the pages that follow, the 39 questions from the Olweus Bully/Victim Questionnaire are sequentially listed by using a pie-chart format showing the percentage of student responses for each question.

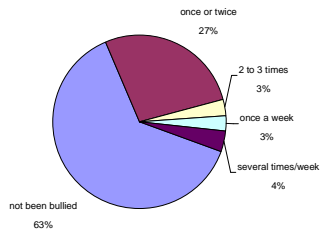
**Figure 1. How Do You Like School?**



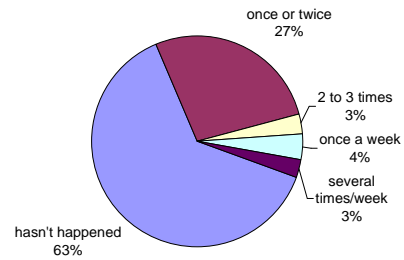
**Figure 2. How Many Good Friends Do You Have In Your Class (es)?**



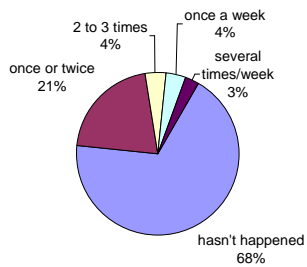
**Figure 3. How Often Have You Been Bullied at School In The Past Couple Of Months?**



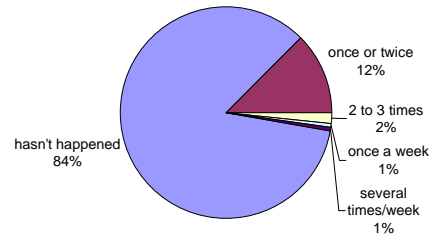
**Figure 4. I Was Called Mean Names, Was Made Fun of and Teased in a Hurtful Way**



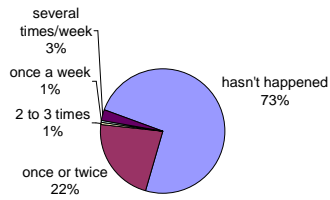
**Figure 5. Other Students Kept Me Out of Things on Purpose, Excluded Me From Their Group of Friends or Completely Ignored Me**



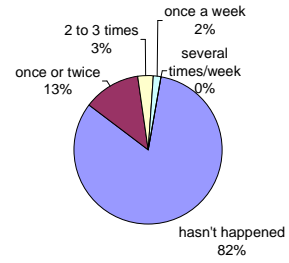
**Figure 6. I Was Hit, Kicked, Pushed, Shoved Around or Locked Indoors**



**Figure 7. Other Students Told Lies or Spread False Rumors About Me and Tried To Make Others Dislike Me**



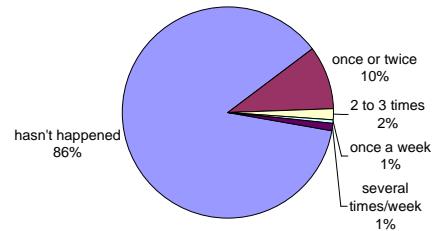
**Figure 8. I Had Money or Other Things Taken Away From Me or Damaged**



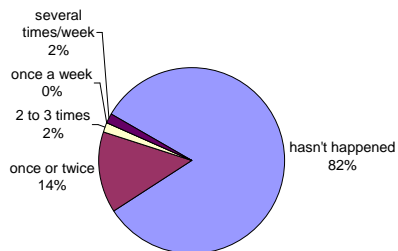
**Figure 9. I Was Threatened or Forced To Do Things I Didn't Want To Do**



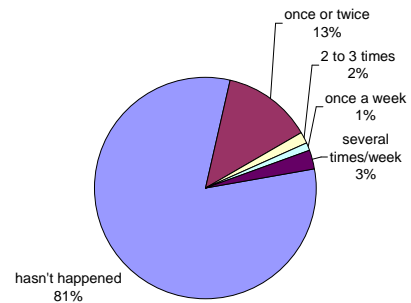
**Figure 10. I Was Bullied With Mean Names or Comments About My Race or Color**



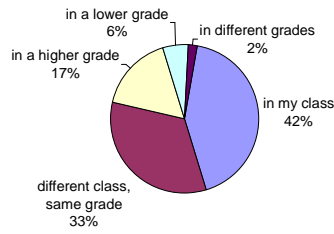
**Figure 11. I Was Bullied With Mean Names, Comments, or Gestures With a Sexual Meaning**



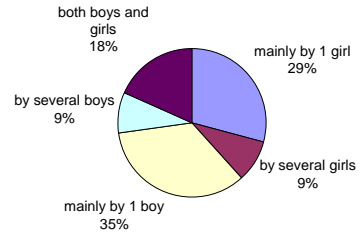
**Figure 12. I Was Bullied in Another Way**



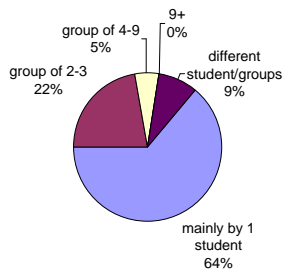
**Figure 13. In Which Class (es) is The Student or Students Who Bully You?**



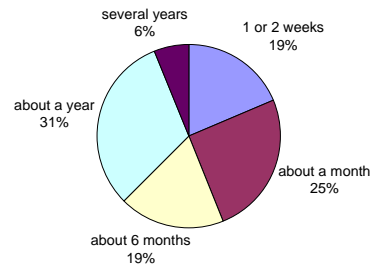
**Figure 14. Have You Been Bullied By Boys or Girls?**



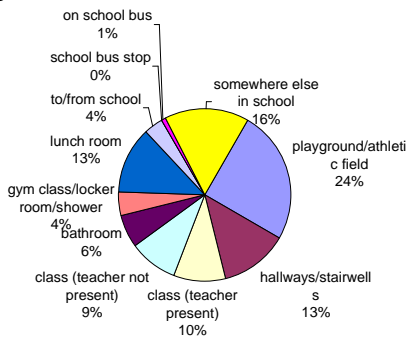
**Figure 15. By How Many Students Have You Usually Been Bullied?**



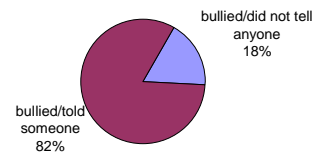
**Figure 16. How Long Has The Bullying Lasted?**



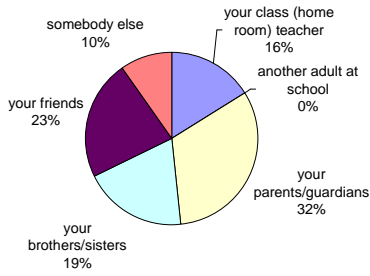
**Figure 17. Where Have You Been Bullied?**



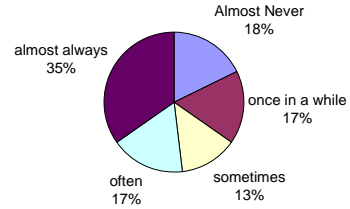
**Figure 18. Have You Told Anyone That You Have Been Bullied at School in The Past Couple of Months?**



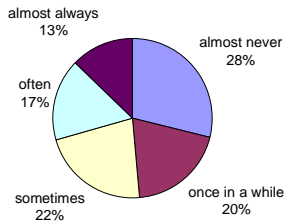
**Figure 19. Told Whom?**



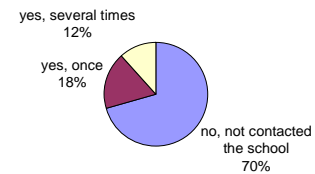
**Figure 20. How Often Do The Teachers or Other Adults at School Try To Put a Stop To It When a Student is Being Bullied at School?**



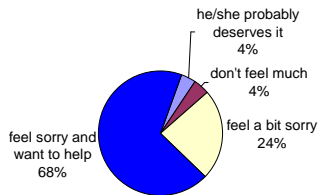
**Figure 21. How Often Do Other Students Try To Put A Stop To It When A Student Is Being Bullied?**



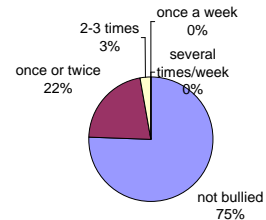
**Figure 22. Has Any Adult At Home Contacted The School To Try To Stop Your Being Bullied At School In The Past Couple Of Months?**



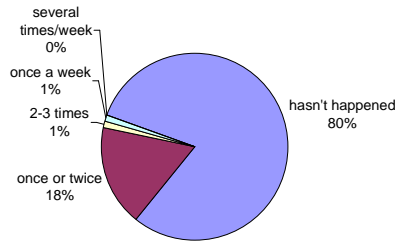
**Figure 23. When You See A Student Your Age Being Bullied At School, What Do You Feel Or Think?**



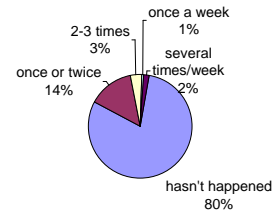
**Figure 24. How Often Have You Taken Part In Bullying Another Student(s) At School In The Past Couple Of Months?**



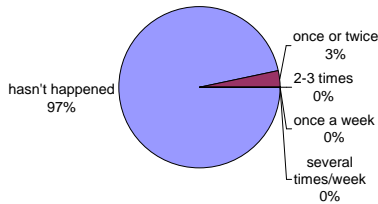
**Figure 25. I Called Another Student(s) Mean Names, Made Fun Of And Teased Him Or Her In A Hurtful Way**



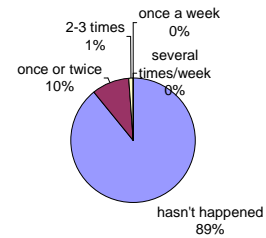
**Figure 26. I Kept Him Or Her Out Of Things On Purpose, Excluded Him Or Her From My Group Of Friends Or Completely Ignored Him Or Her**



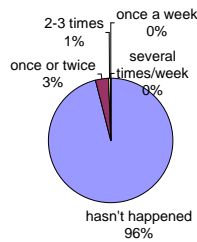
**Figure 27. I Hit, Kicked, Pushed, And Shoved Him Or Her Around Or Locked Him Or Her Indoors**



**Figure 28. I Spread Salse Rumors About Him Or Her And Tried To Make Others Dislike Him Or Her**



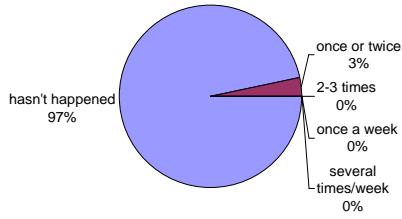
**Figure 29. I Took Money Or Other Things From Him Or Her Or Damaged His Of Her Belongings**



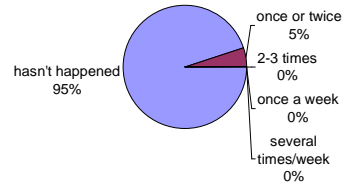
**Figure 30. I Threatened Or Forced Him Or Her To Do Things He Or She Didn't Want To Do**



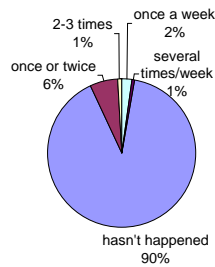
**Figure 31. I Bullied Him Or Her With Mean Names About His Or Her Race Or Color**



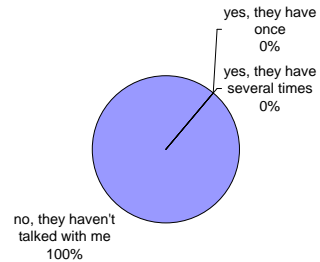
**Figure 32. I Bullied Him Or Her With Mean Names, Comments, Or Gestures With A Sexual Meaning**



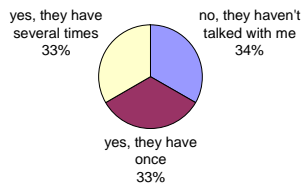
**Figure 33. I Bullied Him Or Her In Another Way**



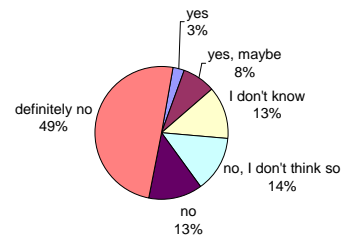
**Figure 34. Has Your Class Teacher Or Any Other Teacher Talked With You About Your Bullying Other Students At School In The Past Couple Of Months?**



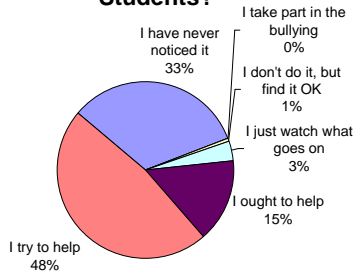
**Figure 35. Has Any Adult At Home Talked With You About Your Bullying Other Students At School In The Past Couple Of Months?**



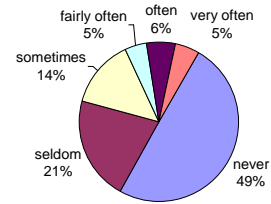
**Figure 36. Do You Think You Could Join In Bullying A Student Whom You Don't Like?**



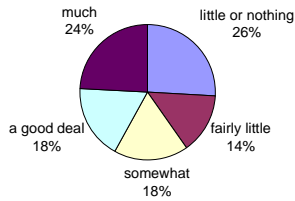
**Figure 37. How Do You Usually React If You See Or Understand That A Student Your Age Is Being Bullied By Other Students?**



**Figure 38. How Often Are You Afraid Of Being Bullied By Other Students In Your School?**



**Figure 39. Overall, How Much Do You Think Your Class Teacher Has Done To Counteract Bullying In The Past Couple Of Months?**





The data shows that most students attending this school have a positive outlook on school environment. Two thirds of the students responded that they “neither like nor dislike school” or “like school” in general. In addition, when looking at question 2, a majority of the students have many good friends in their classes. Only 2% of the student population responded that they did not have any friends existing in their class.

When asked if they had been bullied at school in the past couple of months, 63% responded that they had not been while 27% said that it happened “once or twice” in the past few months. There was a small percentage of 4% that said, “They were bullied several times a week.”

When asked to respond to what type of bullying behaviors were going on between the students, a majority of students responded that bullying was not occurring in the building. For example, bullying behaviors of calling others mean names and excluding others from a group did not occur 60% of the time as indicated by the respondents. While 21% stated that name calling and excluding others happened “once or twice” in the past several months. Still, results concluded that 3%-4% of students were experiencing this type of bullying on a weekly basis. In response to the more direct forms of bullying, pushing and hitting, 84% of the students did not encounter this direct form of bullying. Only 1% of students stated that pushing and hitting were happening on a regular basis. 80% or higher responded that they had not been the victims of other students spreading false rumors, taking money or possessions from them, or having their possessions damaged, nor had they been forced to do things that they did not want to do, or been exposed to comments about race or color or comments with a sexual meaning. However, 1%-3% of students said that this behavior was happening on a weekly basis. In conclusion, with a small population of students in this private school, percentages tend to be misleading. It is evident from the data that a small number of children are victims of continuous and severe bullying.

The source of the bullying appears to be people in the same class or at least in the same grade. 42% of the students responded that someone in their own class was bullying them, while 33% said someone bullied them in a different class but the same grade. Boys tend to be the bullies at this school; one person and not several in a group do the bullying. In comparison, 35% of the boys were the bullies in contrast to 29% of the girls. 64% of the responses said that the bullying was “mainly by one student.” From looking at Figure 16, the highest percentage of the students responded that the bullying has lasted for about one year (31%). Looking at the data, one can see the location in the building where the bullying “hot spots” are located. The bullying is taking place primarily at recess (24%), in the hallways and stairwells (13%), in the lunchroom (13%), in class (10%), and in the bathroom (6%). A high percentage of responses indicated instances of bullying “somewhere else in school” (16%). The unidentified locations were addressed in staff discussion group meetings as possibly being in the after-school program or “outside the school instructional day” at school athletic events. The data suggests where supervision needs to be enforced (“hot spots”) on the school premises.

Most of the bullied students have told someone that they have been bullied at school (82%). Of these, parents were in the highest percentage (32%) followed by the students’ friends (23%). Despite the high percentage, (70%) of adults from home have never contacted the school to communicate the bullying involving their children.

When asked if teachers or other adults put a stop to bullying when it occurs, the students responded “almost always” (35%), but the responses did seem to vary. In addition, when responding to the question about other students who try to put a stop to bullying when it occurs, the percentages were varied from “almost always” to “almost never.” Higher percentages seemed to favor the “almost never” response. When students were asked how they felt when they

see a student being bullied, an overwhelming high percentage felt “sorry and want to help.” Only 4% of the students felt that he or she probably deserved being bullied while 4% don’t feel any remorse about witnessing the person being bullied. In addition, when asked how the student reacts if he sees a student being bullied, 48% responded that they try to help the person being bullied while 33% responded that they don’t notice bullying taking place, and 15% know they the rest knowing they “ought to help”(15%). There was only 1% that says it’s it “O.K.” to bully. The data indicates that 75% of the students responded that they have not bullied another student at school in the past couple of months whereas 22% said they have bullied “once or twice “ in the past few months. All the different forms of bullying (teasing, excluding, kicking, spreading rumors, taking belongings, forcing to do things, making racial remarks, making sexual comments) were almost non –existent with 90+% indicating these behaviors were not observed.

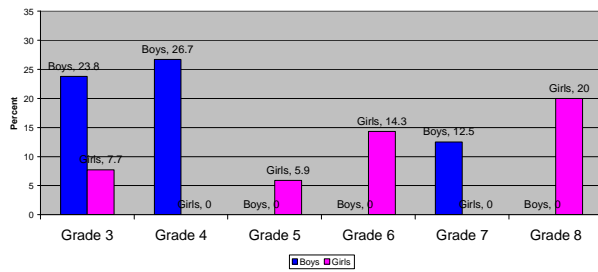
A conclusion can be drawn from the data related to the different forms of bullying. The more direct forms of bullying (kicking, stealing) are less likely taking place, based upon the percentages in which these questions are asked in the survey, than the more indirect forms of bullying (mean names and exclusion). The lesser degree of severity in the type of bullying seems to be more prevalent at the school. For example, the results suggest calling another student mean names or excluding someone from a group are more likely taking place than an individual being kicked or pushed or his belongings being taken and damaged.

Communication within the school about bullying is not taking place at the present time. 100% of the students surveyed said that their teachers have not talked to them about bullying in the past several months. The results are very mixed about how much the students think their class teacher has done overall to counteract bullying in the past several months. The percentages are spread evenly in all responses in that 24% say she/he has done “much” in comparison to 26%

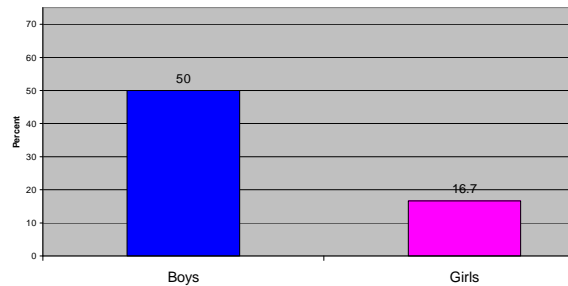
saying “little or nothing” has been done by the teacher. In addition, the results are mixed for communication on the home front by the parents. The percentages are evenly mixed for parents talking about bullying and not talking about the topic. Lastly, question #38 asks the students how afraid they are of being bullied at their school. 49% of the students said “never” afraid while 21% responded with “seldom.” 5% of the students are “very often” afraid, 6% are “often “afraid and 5% of the students are “fairly often” afraid of being bullied in school.

A summary and additional analysis was completed using the data from the frequency distributions for all questions to analyze by grade level. Following are bar graphs illustrating the results to the questions from the questionnaire based upon grade level.

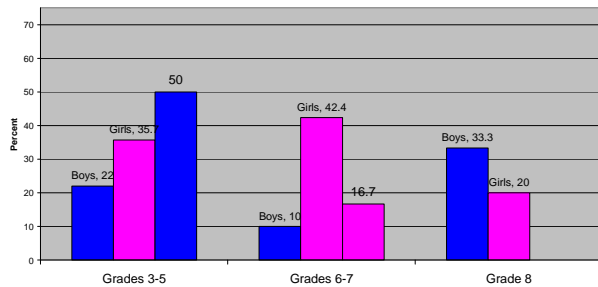
**Figure 40. Students Who Have Been Bullied "2-3 Times A Month" Or More (Question 4)**  
176 Students Surveyed



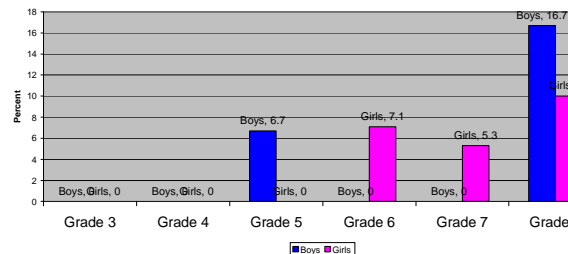
**Figure 41. Students Who Have Been Bullied "One Year Or More" 176 Students Surveyed**



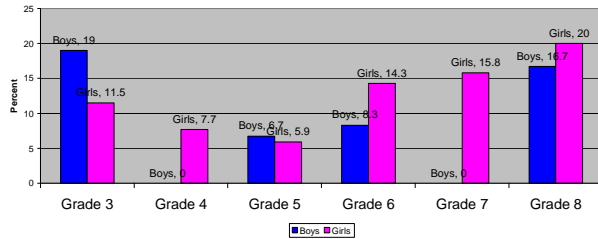
**Figure 42. Students Who Have Been Bullied "One Year Or More" 176 Students Surveyed**



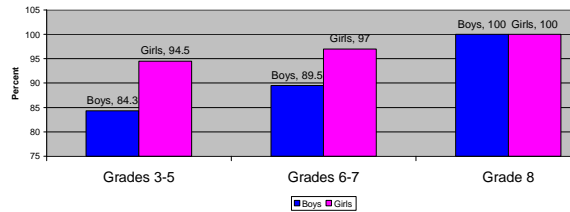
**Figure 43. Students Who Have Bullied Other Students "2-3 Times A Month" Or More (Question 24)**  
176 Students Surveyed



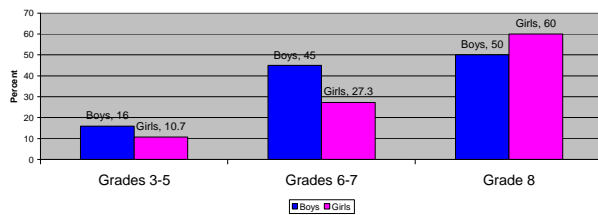
**Figure 44. Students Who Have Bullied Other Students "2-3 Times A Month" Or More According To At Least One Of Q. 24-33.  
176 Students Surveyed**



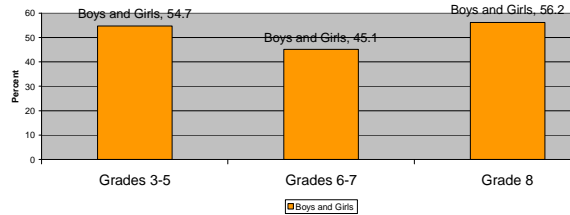
**Figure 45. When You See A Student Your Age Being Bullied At School, What Do You Feel Or Think? (Q. 23) Students Who "Feel A Bit Sorry" Or "Feel Sorry And Want To Help"  
176 Students Surveyed**



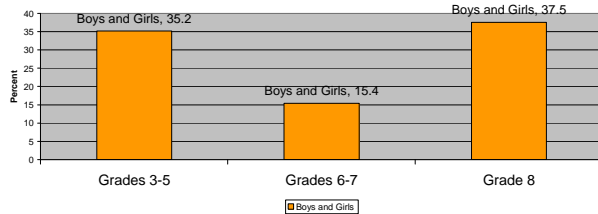
**Figure 46. Do You Think You Could Join In Bullying A Student Whom You Don't Like? (Q. 36) Students Responding "Yes", "Yes, Maybe" Or "I Do Not Know"  
176 Students Surveyed**



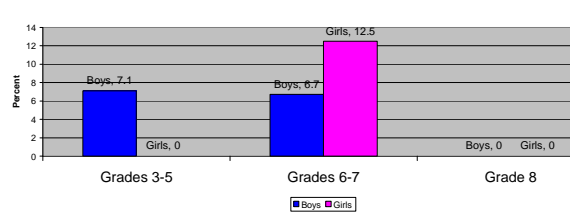
**Figure 47. How Often Do The Teachers Or Other Adults At School Try To Put A Stop To It When A Student Is Being Bullied At School? (Q. 20) Students Responding "Often" Or "Almost Always"  
176 Students Surveyed**



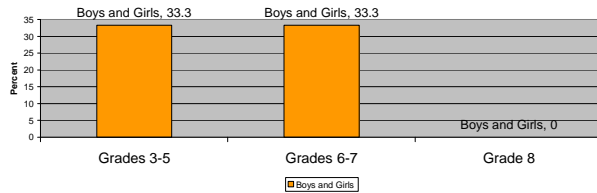
**Figure 48. How Often Do Other Students Try To Put A Stop To It When A Student Is Being Bullied At School? (Q. 21) Students Responding "Often" Or "Almost Always"  
176 Students Surveyed**



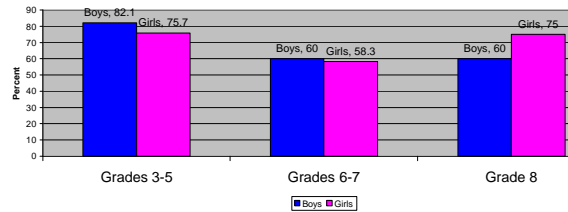
**Figure 49. How Do You Usually React If You See Or Understand That A Student Your Age Is Being Bullied By Other Students? (Q. 37) Students Responding "I Just Watch What Goes On"  
176 Students Surveyed**



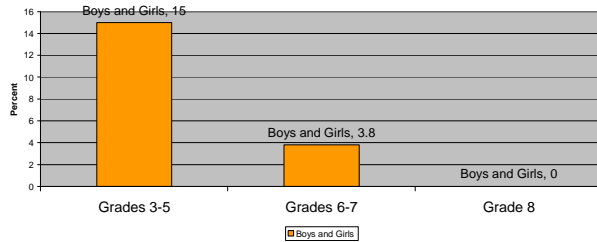
**Figure 50. Any Adult At Home Contacted The School To Try To Stop Being Bullied At School In The Past Couple Months? (Q. 22) (Percent Of Those Who Have Been Bullied According To A Above) Bullied Students Responding "They Have Contacted The School Once"**



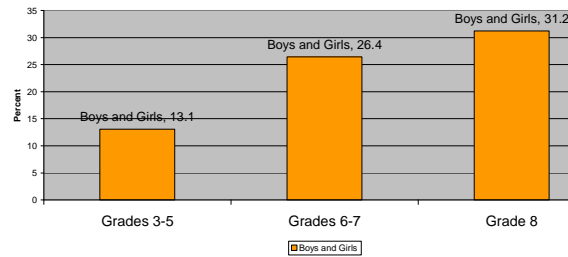
**Figure 51. How Do You Usually React If You See Or Understand That A Student Your Age Is Being Bullied By Other Students? (Q. 37) Students Responding "I Try To Help The Bullied Student" 176 Students Surveyed**



**Figure 52. How Many Good Friends Do You Have In Your Class(es)? (Q.3) Students Responding "None" Or "1 Good Friend" 176 Students Surveyed**



**Figure 53. How Do You Like School? (Q.1) Students Responding "Dislike Very Much" Or "Dislike" 176 Students Surveyed**



In Figure 40, the results show that boys in grade 3 and grade 4 had been bullied more often than in the other grades. Furthermore, the boys have been bullied for a longer period of time than the girls. Figure 41 shows boys had been bullied “one year or more” in comparison to the time frame for girls.

Figure 43 illustrates that students who participated in most of the bullying were in Grade 8 while results in Figure 42 show that students in grades 3-5 were more likely to be victims of bullying. Results also show in the lower grades (grades 3-5) there are a lot of incidences of both being bullied and being the bully.

In conclusion, this data shows that interventions must address this issue beginning at the primary grade levels. One can probably conclude that if the primary grades were involved in this study (grades kindergarten - second), evidence that bullying begins from the very onset of school would exist. The Olweus Bullying Prevention Program is not recommended for primary grades because of “mature” content in the supplementary materials. Therefore, finding a program that complements the present program will be recommended and addressed in the following chapter.

Perspectives of Staff

Another indicator used to determine the success of this particular program was the use of informal interviews and written perspectives of the school personnel. Before implementation took place in September, conversations took place with the principal, teachers, and other school personnel about their thoughts about bullying being a problem in their school and classrooms. The principal initially advocated implementing a program after the accreditation reports by the Southern Association of Colleges and Schools Assistance Team the previous year. The principal believed from the start that bullying was occurring in the building and therefore wanted an intervention. In contrast, at the onset of implementation when the teachers were asked about bullying in their building, the respondents overwhelmingly said they didn't feel the topic was a problem at their school. The behaviors that were occurring were to them "normal" and "typical" children's behavior. Many of them said they had not seen bullying going on in their classes. If they did observe any behavior that they classified as bullying, it was not severe. At this point, the teachers had relatively little prior knowledge of what bullying was from a research perspective. Therefore, they were indifferent to the implementation of the program. The only teachers who responded overwhelmingly in favor of the program were the teachers in the fourth grade. This grade level was the "seed" in the beginning of the project. This grade level was where most of the bullying problems were "flying under the radar" as the principal perceived the situation.

As a follow up, near the end of the staff development for implementation, the teachers and school personnel gave written responses to questions about occurrences of bullying. The responses were given after the teachers had been using the components from the program in their building and classrooms for several months. The majority of teachers



responded that they did see positive changes in the relationship between students and bullying behaviors. Specific examples include teachers observing “students speaking up for other students” and “not cutting in classroom lines” in front of other students. Most teachers responded that bullying was demonstrated less frequently between the students, but other teachers felt bullying was occurring on a more regular basis. As stated by the respondents, the different reactions could be the resulting from the teachers becoming more aware of what bullying “looks like” between the students. All teachers responded that the communication between the students and staff had improved and that the program gave the teachers “tools” when bullying incidents did occur. By using one of the program crucial components, classroom meetings, the students gained awareness and a responsibility for reporting bullying if it did occur in the building. The students looked forward to this meeting time when addressing issues that were bothering them and needing resolve. The teachers responded that they witnessed an increased number of children reporting bullying incidents to the school personnel. In addition, the staff would like to see the program continued and expanded to include kindergarten – second grade with a more simplified approach for the primary grades including modifications for the different grade levels. As a result, the staff felt that the program did benefit the children in their school.

#### Discipline Referrals

The third main source of data used to evaluate the implementation of the program was the number of discipline referrals that the principal had on record. The number before program implementation for bullying conditions and behaviors was a total of 21 for the previous school year (2004-2005). To substantiate the number, the school profile sheet

located in the 2004-2005 School Improvement Plan was used as confirmation. For reliability and validity purposes, the principal and Bully Coordinator also went through all referrals for the 2004-2005-school term and specifically read and counted each referral to ensure it met the criteria to be defined as bullying.

Months into implementation, in early spring of the 2005-2006-school term, the discipline referrals on record were counted again. The same two people counted them: the principal and the Bully Coordinator. The results reveal that a total of four discipline referrals relating to bullying were recorded since the implementation of the Olweus Bullying Prevention Program. The data shows that the referrals before the program were five times greater than those after introducing the elements of the program. As a result, the number of referrals before and after program implementation shows a positive relationship in the reduction or diminishing of bullying at the pilot school with the implementation of the intervention program.