

**BULLYING AND PEER ACCEPTANCE AMONG ADOLESCENTS IN SELECTED
HIGH SCHOOLS
IN LUSAKA DISTRICT**

BY

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APPROVAL

This dissertation by Tawonga David Bedding is approved as partial fulfilment of the requirement for the award of a Postgraduate Degree in Child and Adolescent Psychology at the University of Zambia.

Supervisor's Signature.....

Date.....

DECLARATION

The information contained in this dissertation is entirely from my own findings. The recommendations and conclusions are not from any other study that has been submitted to the University of Zambia or any other university for the award of a postgraduate degree.

I, therefore, bear the responsibility of any errors and omissions

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Student Number.....

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ABSTRACT

Bullying is defined as a negative action, physical, verbal, indirect or direct (Farrington, 1993). Literature has shown that bullying often occurs within a social context governed by peer group norms (Phiri, 2002). The aim of this study was to investigate the extent to which bullying is related to peer acceptance among adolescents in selected private high schools in Lusaka district. In line with the aim it was hypothesized that there's a significant relationship between bullying/being bullied and peer acceptance in grade nine and ten pupils at two private schools in Lusaka district. This study saw bullying as an issue of major concern in schools among adolescents affecting them adversely.

The specific objectives of the study were concerned with gender differences, forms of bullying and predicting peer acceptance. In an attempt to do this, two scales were adopted and used to collect data namely; the Illinois Bullying Scale and the self-perception profile for adolescent social acceptance subscale, measuring bullying and peer acceptance respectively. Guided by literature from Dijkstra (2007), Malemesa (2005) and Nabuzoka (1992), a social learning theoretical approach was used to further explain this assumed relationship.

From a sample of 120 middle adolescents aged 12-17 (77 males and 43 females) randomly selected from two private schools, the researcher selected a non-experimental correlational design before data was analysed quantitatively in SPSS using an independent sampled t-test for the mean differences, for the forms of bullying, a Pearson's correlation for the assumed relationship and lastly, a simple linear regression for the prediction of peer acceptance.

The results generated showed no significant gender differences, a variety of physical and verbal bullying, no significant relationship between bullying and peer acceptance and no significant result to give an accurate prediction. It was concluded that further research must consider other variables and more sensitization needs to be done on the ambiguous nature of bullying.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, the purpose of the study, research questions, hypotheses, general objectives, and specific objectives, the significance of the study, theoretical framework, and limitations of the study, definitions and ethical considerations.

1.1 Background to the Study

Any adolescent is subject to bullying, however there are a number of adolescents that are more susceptible to encounter the problem (Fraser, 2018). The general concept of bullying focuses on intimidation and persecution towards those that are weaker. Farrington, (1993) explains bullying in the context of adolescents as negative actions which may be physical or verbal, have hostile intent, are repeated over time, and involve a power differential and may involve one or more perpetrators and recipients. Bullying may also be indirect rather than direct, and this type of aggression often involves peers. For example, indirect bullying might involve subtle social manipulation such as gossip, spreading of rumours, and exclusion (Lagerspetz, 1988), or aversive levels of competition and social comparison (Besag, 1989).

World over, bullying of students is becoming more prevalent than ever before. It is also the most common form of aggression and violence in many schools that students engage in. Surveys with students and teachers show that 60 per cent of students in Zambia reported being bullied at least once in one month (Jones, Moore, Villar-Marquez and Broadbent, 2008). A study was done in Free State Province, South Africa as reported by Okwemba (2007) also established a high prevalence of bullying behaviour in schools where 84 per cent of the students and 95 per cent of the teachers felt bullying was a big problem. In Botswana, a study by Moswela (2005) on peer victimisation in 6 primary and 12 secondary schools established that student victimisation occurred 100 per cent. The study further found that the beating of boys and girls accounted for 21 per cent and 9 per cent respectively while name calling of boys and girls was 15 per cent and 22 per cent respectively. In Nigeria, a study by Egbochuku (2007) as cited by Aluede (2011) of some students in Benin City revealed that 4 in every 5 participants (78%) reported being bullied and 85 per cent of the children admitted bullying others at least once.

Adolescents spend much of the day interacting with peers in schools, neighbourhoods, communities, and through social media, and bullying behaviours almost always occur within the peer context. Bullying and victimisation are more likely in classrooms characterised by peer norms that support bullying (Craig and Pepler, 1997; Salmivalli and Karn, 2011), and high peer conflict. Affiliation with aggressive peers is also associated with greater bullying perpetration, as is peer victimisation (Jones, Moore, Villar-Marquez and Broadbent, 2008) and negative relationships with classmates.

Social interactions among peers in schools often creates an opportunity for them to be accepted as part of the social group. Whether it is on the playground or in the classrooms, adolescents may act aggressively, physically or verbally towards each other. In a number of instances, peer groups tend to accept bullying behaviour if it pleases them. Peers may cheer on their fellow colleagues for taunting or name calling other students.

Adolescents' interpretation of bullying is sometimes referred to as ambiguous because there are different types of bullying such as name-calling, taunting and physical aggression to name a few. On one hand, children seem concerned about bullying as it makes them feel unpleasant whereas, on the other hand, they may try to help the victim when they observe bullying. Other peers almost always try to stop bullying when they see it while a certain group of peers might join in bullying someone they do not like (O'Connell et al., 1997).

Rigby and Slee (1992) reported similar findings from their survey of 685 Australian Children. Although the majority of the children reported support for victims, this support was significantly greater from children under the age of 12 than from older children. There was a substantial minority of children who had little or no sympathy for victims (19% of boys, 14% of girls). Those who were not supportive of victims tended to reject weakness in children and to enjoy the spectacle of bullying. This reflects a clear indication of peer acceptance on bullying.

Craig and Pepler (1997) examined coded playground observations and found that peers were involved, in some capacity, in 85 per cent of bullying episodes. Peers intervened in 11 per cent of

bullying episodes. This relative lack of intervention by peers is likely to reinforce bullies, who may interpret the peers' behaviours as condoning bullying.

Studies of children's aggressive behaviour, and bullying, in particular have been limited by a focus on the individual child. Researchers have often overlooked the fact that, like other forms of aggression, bullying occurs within a social context. Cairns and Cairns (1991) indicate that the social behaviours of individuals and dyads unfold in the context of larger social settings which influence the interactions among individuals.

Peer acceptance is one of the forms of reinforcement that is provided to both the bullies and the bullied. There are several ways in which bullies may influence the behaviours of peers. First, by engaging in aggressive behaviours, bullies may attract the attention of peers who come to observe the bullying interaction. Bullies who are “successful” (i.e. are not negatively sanctioned for their actions) are role models for other peers who take it for granted that aggression can be performed without fear of consequences. Bystander peers may be more likely to act out these impulses after viewing a successful act of aggression by a powerful peer. Rigby and Slee (1992) found that with age, children become less concerned and empathic for victims of bullying. The disinhibiting effects of peers' viewing of aggression might promote imitation in which bullying spreads throughout the peer group, through a social contagion process.

Dijkstra (2008) examined the relationship between bullying, peer acceptance and rejection. He explained that acceptance or rejection of behaviours varies in accordance with the behavioural norm in the peer group or classroom. Prosocial and antisocial characteristics are of crucial importance to the understanding of acceptance and rejection in general. Dijkstra (2008) postulates that negative social behaviours like bullying are more likely to lead to negative peer evaluations when these behaviours are not normative (rare) in the peer context. That is, children will be rejected when their behaviour is dissimilar to that in their peer group context or if they deviate from the group norm, but not if they display behaviour similar to that of their peers. Dijkstra et al., (2007) also examined the relationship between peer rejection, acceptance and bullying and placed emphasis on the concept of homophily stating that people like characteristics in others that are similar to their own and dissimilarity leads to dislike which, in turn, may result in bullying.

1.2 Statement of the Problem

Previous research on bullying has outlined some of the effects and outcomes, bullying might have in a peer social group. A study carried out by Phiri (2002) assessed the nature and extent of bullying in basic Schools in the North-Western Province of Zambia. The findings showed that 20 per cent of pupils interviewed reported being bullied.

A number of research concerned with bullying has not looked at the relationship that might exist between bullies or those being bullied and peer acceptance, Dijkstra et al., (2007) for instance focused more on liking and disliking of pre- adolescents in relation to gender and ignored how bullying might be perceived by different peer groups, which affectes whether or not they choose to accept such behavior. Other research by Malemesa, (2005) is more concerned with the types of bullying and not the social context in which bullying occurs.

Bullying among adolescents is a major concern in Zambia as it has a number of negative repercussions. Peers often accept bullying behaviour by cheering on or supporting acts of name calling, taunting or physical aggression. These acts of social acceptance from peers further reinforce the bullying behaviour among adolescents. Eighty-one per cent (81%) global ratings of bullying episodes among adolescents indicate that peers reinforce the bully's behaviour, in some way (Craig and Pepler, 1995). Due to this reinforced bullying behaviour, adolescents are at risk of continuous verbal, physical and psychological harm, affecting their development undesirably.

Despite efforts by some stakeholders to curb the scourge of bullying in schools, little research has focused on bullying and peer acceptance in Zambia. To this effect, this study sought to investigate the extent to which bullying contributes to peer acceptance in adolescents.

1.3 Significance of the Study

Bullying is a vice which is prevalent all over the world including Zambia, bullying often occurs within a social context. Peers tend to influence the bullying process through acceptance. Few studies have been done particularly in Zambia to address the issue of bullying and peer acceptance. The findings of this study will be important because they might consequently lead to

(a) a policy that allows school authorities to prevent an increase in bullying among adolescents, (b) allowing school authorities and policymakers utilisation of results by coming up with appropriate interventions (c) helping policymakers and school authorities to take keen interest in how peers contribute to the levels of bullying in high schools.

1.4 Purpose of the Study

The purpose of the study was to investigate the extent to which bullying is related to peer acceptance among adolescents in selected private high schools in Lusaka district, Zambia.

1.5 General Objective

The general objective of this study was to identify if a relationship existed between bullying and the levels of peer acceptance among adolescents in a high school.

1.5.1 Specific Objectives

The specific objectives of this study were to:

1. Describe the forms of bullying and relationship to the levels of peer acceptance in the selected high schools; and
2. Identify if any gender differences exist between the bullies and the bullied, in the selected high schools;
3. Identify whether the status of a bully or being bullied can be used to predict the level of social acceptance among peers.

1.6 Research Question

The following were the research questions for this study:

1. Is there a relationship between the forms of bullying that exist to the levels of peer acceptance in the selected high school?
2. Are there any gender differences between the bullies and those being bullied in the selected high school?
3. Can one's status as a bully or bullied be used to predict the level of social acceptance among peers?

1.7 Research Hypotheses

It was hypothesised that:

- i. There is a significant relationship between bullying and peer acceptance in Grade nine and ten pupils at two private schools in Lusaka.
- ii. There is a significant relationship between being bullied and peer acceptance in Grade nine and ten pupils at two private schools in Lusaka.

1.8 Delimitation of the Study

The geographical location of where the study was conducted in only two sites in the urban setting in two high schools of Lusaka, Zambia, with a focus on early and middle adolescents.

The geographical location and the two high schools selected was centred on what the researcher considered as convenient. Taking into account time constraints and the resources available, a far off geographical location and a larger populace was likely to affect the completion of the research.

Early and middle adolescents, is a period characterised by autonomous behaviour and strong ties with peers. These features are key to understanding the nature of this research and swayed the selection of the specific adolescent group.

1.9 Theoretical Framework

Within the present study, the peer processes that surround bullying episodes was examined from a social learning perspective as proposed by Bandura. According to Bandura, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others. This is related to the process of rewards and punishments. Bandura further explains that the continuity of one's behaviour is greatly affected by what is perceived as successful and unsuccessful behaviour (Bandura, 1965).

Bandura believed that responses were unconsciously strengthened by their immediate consequences. In addition, the Social Learning Theory informs us that there is a strong

relationship between one's actions and their outcomes. Bandura Social Learning Theory emphasises on the cognitive skills of people and how this aids in learning through experience (Bandura, 1965).

During the course of learning, people not only perform different actions, but they also observe the different consequences accompanying their various actions. On the basis of this informative feedback, they develop thoughts or assumptions about the types of behaviour most likely to succeed. These then serve as guides for future actions. Accurate thoughts give rise to successful performances whereas inaccurate thoughts lead to unsuccessful courses of action (Bandura, 1965).

In reference to the current study, the Social Learning Theory was used to explain how an adolescent who is either bullying or being bullied perceives being accepted by their peers. The assumption was that a bully or an adolescent being bullied perceived being either accepted or not based on how they feel their peers respond to their behaviours. An adolescent may have their behaviour of being a bully reinforced if they perceive this behaviour as accepted by their peers.

1.10 Definitions

Peers: a person of the same age, status or ability as another person.

Peer influence: influence a peer group, observers or an individual exert that encourages others to change their attitudes, values, or behaviours to conform to those of the influencing group or individual.

Bullying: negative actions which may be physical or verbal, have hostile intent, are repeated over time, and involve a power differential.

Peer acceptance: the degree to which an adolescent is socially acknowledged by their peers. It is concerned with the level of peer popularity social competency physical attractiveness and cultural traits.

Peer rejection: the degree to which a child or the adolescent is socially excluded by peers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed a number of literature such as that of Dijkstra (2007); Malemesa (2005); Hong and Espelage (2012); and Smith and Nabuzoka (1992). These studies include those done from the Western countries, African countries and studies done in Zambia.

The study done by Dijkstra (2007) indicates that gender was a determinant in peer acceptance levels among bullies and victims. Nabuzoka and Smith's study (1992) focused on disabled children and bullying, in relation to peer acceptance and rejection. Hong and Espelage (2012) considered bullying, peer acceptance and rejection with reference to the concept of bystanders. Malemesa (2005) as cited by Salmivalli and Karn (2011) looked at cyberbullying. Reflecting the importance of acceptance and rejection by peers, bullying can either be physical, verbal or relational. Research has focused on finding explanations of peer acceptance, rejection and bullying. Not being accepted or being rejected by peers puts children at risk of externalising problems, such as poor school adjustment (Buhs and Ladd, 2001) disruptiveness, physical aggression, and internalising problems, such as feelings of loneliness, social anxiety, depression, and negative self-appraisals. Some of the views of the researchers mentioned in this paragraph will be highlighted in this section.

Most of the studies mentioned in this research converged on the issue of peer acceptance and bullying. A point of departure in this dissertation lies in the fact that the study investigated the relationship between peer acceptance and bullying whereas the other studies were looking at predictors, the extent of bullying as well as factors that contribute to bullying.

2.2 Views from Western Countries

In a study carried out by Dijkstra et al., (2007), the focus was on liking and disliking of pre-adolescence in relation to gender and bullying. The study made reference to the similarity theory which states that people like characteristics in others that are similar to their own. The Features Theory, on the other hand, states that there are general attractive features (such as prosociality) and general unattractive features, and people who are perceived as having these features are liked

or disliked more than people who do not have these features, (Newcomb, Bukowski, and Pattee, 1993).

Dijkstra et al., (2007) further refer to gender as an important determinant in peer interaction. The assumption was that boys would accept bully girls (i.e., more “boyish” girls) better than other girls, and girls would accept helpful boys (i.e., more girl-like boys) better than other boys.

Malemesa, (2005) as cited by Salmivalli and Karn, (2011) refer to bullying as physical, verbal and relational. Due to modern technology in communication such as cell-phones cyberbullying has emerged as a new type of bullying. Verbal bullying includes name-calling, threatening, insults and sarcasm whereas relational bullying entails gossiping, hostile gesturing and humiliation. Verbal bullying also involved teasing, mocking and taunting, for example, being called a teacher’s ‘pet’. Such abusive comments and insults are aimed at making fun, making one unhappy or feeling hurt. This type of bullying is common among girls than boys. Nabuzoka and Smith (1992) conducted a detailed study on bullying and the social relationships of children in schools. One hundred and seventy-nine (179) children were interviewed and asked to describe how they perceived both bullies and victims, from their description, it was possible to identify whether or not bullies were accepted or rejected by their fellow peers. A ‘bully’ was described as ‘someone who often picks on other children, or hits them, or teases them, or does other nasty things to them for no good reason’ and a ‘victim’ as someone who often gets picked on, or hit, or teased, or has nasty things done to them by other children for no good reason. With regard to acceptance and rejection, this study revealed that over half of the pupils (60%) reported that they did not think they could join in bullying others. Furthermore, when asked about how they viewed the bullies and the victims about half were upset by it or found it difficult to understand.

Relational bullying mostly occurs when victims are excluded from a group of peers or friends, or isolated in play and work activities. According to Batsche (2007), as cited by Hong and Espelage (2012), relational bullying entails using the personal relationships to harm someone. It is reputational in nature in that it harms someone’s social status in class or school. Like physical and verbal bullying types, Malemesa (2005) as cited by Salmivalli and Karn, (2011) argues that relationship bullying includes spreading rumours, ignoring someone, telling and/or passing notes which contain cruel statements about an individual. Other activities are gossiping, intimidating

and scaring someone by staring or hiding one's belongings or property. Hong and Espelage, (2012) explain bullying, peer acceptance and rejection with reference to the concept of bystanders, which refers to a viewer, observer, witness or passerby. Bystanders play multiple roles in bullying situations. Bystanders may stand around and watch fights without helping the victim which often encourages the bully, as they begin to perceive their actions as being accepted by these bystanders. On the contrary, some bystanders sympathise with the victim and disapprove bullying.

Hong and Espelage, (2012) further highlight the importance of peer relationships and bullying. It can be noted that adolescents seek autonomy from their caregivers and turn to their friends and peers for social support. Thus, it is no surprise that negative peer relationships such as rejection and lack of peer support are significant risk factors for bullying behaviour. Peer acceptance, popularity, and friendships are crucial for many adolescents. Peer acceptance is recognised as a protective factor against peer victimisation, as noted by Demaray and Malecki (2003) who found that youth with low levels of peer acceptance and social support are at increased risk of bullying victimisation. In addition to peer acceptance and social support, the quality of friendship is another major factor; positive friendships can serve as an effective buffer against peer victimisation.

Furthermore, peer group affiliation and acceptance are also important during adolescence. Peer groups based on similarities in sex, race, and behaviour (called homophily hypothesis) and peer acceptance plays a major role in fostering or inhibiting bullying behaviour. Youths who associate with peers who bully other pupils are likely to engage in bullying behaviour (Espelage and Swearer, 2003). Consistent with the homophily hypothesis, peer acceptance is a relevant risk factor to bullying among adolescents.

It can be noted that peer acceptance or affiliation as underlying motives of aggressive behaviour makes it relevant to focus on peer groups when studying aggressive behaviour and bullying. The concept of bullying has long been understood as a group phenomenon determined not only by characteristics of bullies and the bullied but also by social relationships or roles within a specific group.

As empirical evidence shows, one important motive for bullying others is to gain social status or to be accepted by peers. Similarly, from an evolutionary-oriented perspective, social dominance was understood in terms of resource control and evidence shows that youths use both bullying and peer acceptance to gain these resources (Pellegrini, 2008).

Grunigen et al., (2009) reported having conducted research on peer acceptance and the victimisation of immigrant and Swiss children in kindergarten classes. The aim was to compare peer acceptance and victimisation of Swiss and immigrant children. Immigrant children showed less acceptance by peers and were more often victimised than their Swiss peers. The study further explained how peer acceptance denotes a child's position or prestige within the peer group and represents the peer group's view of an individual. In addition, rejection has been shown to be predictive of later victimisation, and victimisation of later peer rejection. Being rejected by their peers increases children's vulnerability to victimisation, in part because rejected children are less likely to have friends who will protect them by directly intervening during episodes of victimisation or by clearly disapproving of acts of victimisation. Cook, (2010) did a Meta-analysis on the predictors of bullying and victimisation in childhood and adolescence. Peer acceptance and rejection were explained as positive or negative impacts of peers on the adjustment of children, such as deviant peer group affiliation, prosocial group activities, and reinforcement for appropriate or inappropriate behaviour.

With reference to the literature from Western countries, bullying is viewed as a major problem among adolescent peer groups. It would appear that the support of this contagion, through acceptance, is to some degree influenced by both the mutual and diverse features that exist between the bullies and those bullied. Gender, nationality, and group affiliation to mention but a few, have been highlighted in the literature from Western countries. It would appear that peer groups of the same gender, nationality and with similar features or traits support each other which leads to acceptance. However, these views ignore certain aspects of bullying and peer interaction.

Although bullying is viewed negatively, the majority of the literature cited ignores the potential positive outcomes that certain levels of assumed bullying may bring about in adolescents later in life. Furthermore, due to its ambiguous nature, certain forms of perceived bullying are viewed as

appropriate systems of peer interaction in different social settings, aimed at promoting strong, resilient, irrepressible adolescents.

Group affiliation explains bullying with reference to majority and minority classes of peers. The assumption is that the majority group is more likely to impose on the minority group and have their behaviour accepted by fellow group members. However, this assumption disregards the possible shift in power from one group to the other which can often be a continuous cyclic process, allowing the minority group to bully the majority group. This is applicable to gender groups as well.

2.3 Views from other Parts of Africa

Simatwa (2007) as cited by Aluede (2011) also established that telling lies about someone as a form of bullying in school in Bungoma District, Kenya, was as high as 100 per cent among students. This behaviour is more prevalent amongst female students of Forms Two and Three (Ndeti et al., 2007) as cited by Aluede (2011) Ndeti et al., (2007) further argues that girls value social relationships more than boys hence those who are bullies set out to disrupt social relationships of the girls they are bullying, for instance, by telling lies or spreading rumours about them using new technologies such as cell-phones. Rosta (2011) as cited by Dahlstrom (2017) explains the nature of bullying as one that varies among pupils with disabilities. Bullying can take a variety of forms. Some are direct such as, physical hitting, tripping up, taking belongings, name calling and taunting sometimes about ethnicity, race or disability.

A study by Poipoi, Agak and Kabuka (2011) on perceived home factors contributing to violent behaviour among students in public secondary schools in Western Province, Kenya, further indicated that gossiping in school was reported by 63.8 per cent of male teachers, 63.9 per cent by female teachers and 73.5 per cent by students. Hiding or taking of fellow students belonging is similarly a major problem in secondary schools in Kenya.

With regard to peer influence Eddy et al., (2009) conducted a study in Africa. This study examined the role of peer acceptance and perceived popularity in bullying and victimisation in early adolescent peer groups. Peer acceptance as the degree to which adolescents were well-liked by their peers perceived popularity indicates visibility, dominance, and prestige. It was

hypothesised that acceptance negatively predicts bullying, whereas popularity positively predicts bullying, and that both acceptance and popularity negatively predict victimisation. Interactions between acceptance and popularity were tested as well. Participants were 1, 207 and were 13 to 14 year-old adolescents who completed sociometric assessments in their classrooms. Both bullying and victimisation were predicted by the interaction between acceptance and perceived popularity. Bullying was positively associated with popularity, and this association was stronger for adolescents with lower levels of acceptance. Victimisation was negatively associated with popularity, and this association was also stronger for adolescents with lower levels of acceptance.

Considering the literature from other parts of Africa, gender is another issue of concern. Classifications of bullying are identified, based on whether one is of a particular gender. Girl's support of social relations, promotes peer acceptance when dealing with issues of gossiping, spreading rumours, or telling lies. This means adolescent girls are more likely to accept bullying that involves either one of these forms of behaviour.

Additionally, the idea of peer acceptance and perceived popularity was used to explain the issue of bullying in schools. With respect to the theoretical framework of this study, which makes mention of Albert Bandura's Social Learning Theory, a dominant adolescent or one of high prestige would be observed by their fellow peers and if their acts of bullying towards others proved to be successful they would most likely gain popularity amongst their peers who would accept their behaviour based on their position within their social circles.

However, taking into consideration the Social Learning Theory, these views on bullying and peer acceptance ignore one of the key assumptions of the Social Learning Theory, which explains how adolescents acquire behaviour by observing the rewards and punishments.

What was initially considered as bullying, would be discarded if the end result was positive, an observer would accept this behaviour on the basis of how it promoted positive behaviour in the assumed victim. For instance, an adolescent may gossip about a peer's lack of social skills or inability to communicate with the opposite sex, which would drive the assumed victim towards

improving their communication skills. Although this may, generally, be considered as an act of bullying, the observer would perceive it differently based on the outcome.

2.4 Views at National Level

Phiri (2002) carried out a study to assess the nature and establish the extent of bullying in basic schools in the North-Western Province of Zambia. The findings showed that 20 per cent of the pupils interviewed reported being bullied. The results also revealed that it was the younger and weaker pupils who were mostly bullied and that being bullied frequently decreased with higher grades.

In another study, Nabuzoka and Smith (1993) in their research found children with special needs to be less popular and more likely not to be accepted than peers who had no special needs. Children who had a disability or special educational needs (SEN) were prone to encountering bullying. They were two to three times more likely to be victims of bullying and were more likely themselves to bully others. One such study involved 186 children aged between 8 and 16. Ninety-three of these were identified as having special educational needs and were matched to a child without special educational needs. Children with special educational needs were more likely to be bullied than were the mainstream children with whom they were compared. This was directly related to their special educational needs. A higher proportion of children with moderate learning difficulties were bullied more than children with mild learning difficulties. The study found that bullying was the main reason disabled children moved from mainstream schools to special non-inclusive schooling.

Samanenga (2015) carried out research to establish the effects of social interaction on the pupils with intellectual disabilities and their non-disabled peers. This study further highlights the emotional and social difficulties that can undermine or lower the level of social acceptance experienced by pupils with mental retardation in comparison with their peers in the classroom. Certain skills appear to be important for social acceptance. They include sharing, turn taking, smiling, attending and following directions. A person with social competence uses such skills appropriately in social situations.

Finally, the literature that looks at bullying and peer acceptance in Zambia is very limited. Nonetheless, it would appear that some similarities do exist with literature from other parts of the world such as that of majority versus minority groups. Studies in Zambia also indicate that the minority group, who in this case is depicted as being younger or weaker, are more likely to be bullied than their counterparts. This behaviour is accepted by other adolescents who like their fellow group members feel the victims are weaker. Little is mentioned about the actual relationship between bullying and peer acceptance in Zambia.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the composition of the sample size, data collection procedure, and data analysis. It explains how the research was conducted and justifies the methods used.

3.2 Research Design

In this study, the non-experimental correlation research design was used. This refers to studies in which the purpose is to discover the relationship between variables through the use of correlational statistics (Gall, 2007). The non-experimental design was used because none of the variables was manipulated to get an intended result. A correlational design was selected for the reason that no causality was intended to be found between the variables. The intention of the researcher was to identify whether bullying or being bullied affected the adolescents accepted or rejected by their peers.

3.3 Population

The target population was made up of all Grade nine and ten pupils at two selected co-educational private schools in the urban township of Lusaka district Zambia. The schools each comprised two Grade nine and ten classes. One school consisted of 26 and 21 pupils in two separate Grade nine classes with an additional 28 and 26 in two separate Grade ten classes.

The second school consisted of 29 and 27 pupils in two separate Grade nine classes plus 23 and 20 pupils in two separate Grade ten classes. Comprising a total of 200 pupils for the entire population.

3.4 Study Sample

The study sample was 120 students from two private schools. With an age range of 13 to 17 and an average of 14.79. Fifteen year-old pupils were notably the highest frequency accounting for 43.3% of the total sample. This aided the researcher in achieving the goal of focusing on early

and middle adolescents (12 to 17years). The sample included 77 males and 42 females plus one unidentifiable gender.

3.5 Sampling Techniques

The researcher randomly sampled 120 pupils from the population of 200 Grade nine and ten pupils using a lottery method through which individual units were picked up from the whole group by a mechanical process of assigning even and odd numbers. Only the individuals who selected even numbers were picked as part of the sample.

Prior to the actual selection process, the researcher met with both school counsellors who aided in identifying the two available classes of each grade that met the criteria based on an age range of 12 to 16 years (early and middle adolescents). The Illinois Bully Scale was combined with the self-perception profile for adolescents' social acceptance sub-scale and contained two sections for the bully and bullied. The self-perception profile only contained one section. The pupils were advised by the researcher and the school counsellor to go through the questionnaire and give their honest response to each question.

Permission was granted from both schools after ethical clearance was granted by the University of Zambia. Before administering the scale, all the participants were asked to omit any form of identification and they answered all the questions willingly, by ticking the answers they felt were correct.

3.6 Data Collection Instruments

The research employed a checklist formulated from a revised Illinois Bully Scale that was used to identify the bullies and the bullied. A closed-ended questionnaire from a revised self-perception profile for children and adolescents, social acceptance subscale was also used. The Illinois Bully Scale is a research-validated tool that is used to measure bullying through directly surveying students. It works on a scoring system of (1 or 2 times = 1, 3 or 4 times = 2, 5 or 6 times = 3, 7 or more times = 4) with the times as an indication of how often bullying occurs.

If an individual indicates 1 or 2 times, they score a 1 on that particular question; if they indicate 3 or 4 times they score a 2, with the highest score per question indicated as a 4. After the

researcher conducted a pilot study on 30 Grade nine and ten pupils, 15 males and 15 females aged 12 to 16, the results indicated that the second question on the Illinois Bully Scale, (other students called me gay) under the bullied section was not understood by a number of the pupils and was left out before administering the tool to the actual study sample. The bully section included questions such as (1). I spread rumours about other students (2). I threatened to hurt or hit another student. The bullied section of the scale included questions such as (1). I got hit and pushed by other students (2). Students spread rumours and told lies about me.

The bully section of the tool comprised a total of 9 questions that were added to come up with a composite score labelled as “total bully”. Similarly, the bullied section of the scale had all the 6 questions added to come up with a composite score labelled as “total bullied”. Each section had questions associated with both physical and verbal bullying.

The social acceptance subscale, on the other hand, measures acceptance among child and adolescent peers. It has a Likert scale of 5=strongly agree; 4=agree; 3= neither agree nor disagree; 2= disagree; 1=strongly disagree, with individuals that have high average scores indicating high levels of perceived social acceptance. This tool included items such as (1). I am popular with others my age and (2). I have a lot of friends.

The tool contained 6 items. In order to score the subscale items 1, 4 and 6 had to be reversely coded after which an average score was then computed. This average score represented the total social acceptance score per adolescent. A composite score was generated in SPSS to represent the total social acceptance score for all the adolescent pupils and labelled as “TOTALSASS” Total social acceptance subscale.

Both the Illinois Bully Scale and the self-perception scale were tested for reliability with a Cronbach alpha of .773 for the Illinois Bully Scale and .444 for the self-perception profile for adolescents.

3.7 Data Analysis

The data was processed quantitatively using SPSS. An independent sampled t-test was done to identify if any gender differences existed between male and female pupils that were either bullies or being bullied.

Descriptive statistics were analysed on the different forms of physical and verbal bullying indicating the means and standard deviation of the different responses to the questions obtained from the Illinois Bully Scale.

A Pearson's correlational analysis was done to find out if any significant relationship existed between the composite scores of "total bully" and peer acceptance, and "total bullied" and peer acceptance. Finally, a simple linear regression analysis was also done to identify whether or not the data collected from the bullies and the bullied could be used to predict peer acceptance.

3.8 Ethical Consideration

Bullying is a delicate issue as such, all participants were treated with care and participation was only through informed consent. Ethical clearance was granted by the University of Zambia through the ethics committee after reviewing the paper, Further more the research was also approved by the Ministry of Education. The researcher asked for permission from the participants before they were included in the study. The heads of both schools were informed of the purpose of the study and they gave permission for the study to be conducted in their schools. The respondents were accorded free and conducive atmosphere to participate. Confidentiality was assured before conducting the research and confidentiality was maintained throughout the research. This means the participants were kept anonymous and no names were recorded. Participants were assured that the results obtained would not be published for any other purpose rather than for educational purposes.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter contains information collected from Grade nine and ten pupils at the two selected co-education private schools in Lusaka using the self-administered questionnaires formulated from a revised self-perception profile for adolescents and the Illinois Bully Scale. The findings herein were segmented according to categories under which the respondents participated.

The study had three objectives which guided the presentation of findings. These were as follows:

1. To identify if any gender differences exist between the bullies and the bullied, in selected high schools;
2. To describe the forms of bullying in relation to the levels of peer acceptance in selected high schools; and
3. To identify whether the status of the bully or being bullied can be used to predict the level of social acceptance among peers.

4.2 Gender Differences between Bullies and the Bullied

The first objective was to find out if there were gender differences between bullies and the bullied, using an independent sampled t-test to identify any mean differences that might exist between the males of the bullies, the female of the bullies and the male of the bullied and the females of the bullied.

The gender group of males (n=77) associated with the bullies had an M= 0.6958 and SD= 0.40311 compared with the gender group of females, (n=42) associated with a numerically smaller M= 0.5960 and SD= 0.39858. To test the hypothesis that males and females were associated to statistically different means for the bullies, an independent sampled t-test was performed, having met the assumption of normality with a skewness below the absolute value of 1 for female= 0.67 and males= -.162

Additionally, the homogeneity of variances was tested and satisfied through the Levene's F-test, $F=0.057$, $P=0.812$. Thus, the t-test was conducted and reported as: $t(117) = -1.296$, $p = 0.197$. The null hypothesis of ($p > 0.05$) cannot be rejected. Therefore, it must be concluded that there is no significant difference between the mean scores of bullies for males and females.

The gender group of males ($n=77$) associated with the bullied had an $M= 0.6235$ and $SD= 0.36844$ compared with the gender group of females, ($n=42$) associated with a numerically larger $M= 0.6632$ and $SD= 0.33905$. To test the hypothesis that males and females were associated to statistically different means, for the bullied an independent sampled t-test was performed, having met the assumption of normality with a skewness below the absolute value of 1 for female= -0.506 and males= -0.222.

The homogeneity of variances was tested and satisfied through the Levene's F-test, $F=1.349$, $P=0.248$. Thus, the t-test was conducted and reported as: $t(117) = 0.578$, $p = 0.565$. Thus, we are unable to reject the null hypothesis as ($p > 0.05$). Therefore, it must be concluded that there is no significant difference between the mean scores of the bullied for males and females.

4.3 Forms of Bullying and Levels of Peer Acceptance

Table 1 Means and Standard Deviations of the Form of Bullying

PHYSICAL BULLYING	N	M	SD
1. I helped harass other students	120	0.17	0.540
2. I physically threatened to hurt or hit another student	120	0.59	1.104
3. I encouraged people to fight	120	0.56	1.083
4. I got hit and pushed by other students	120	0.54	0.986
5. I was physically threatened by other students	120	0.50	0.953
VERBAL BULLYING			
1. I upset other students for the fun of it	120	1.05	1.401
2. In a group, I teased other students	120	1.00	1.200
3. I spread rumours about others	120	0.39	0.940
4. Other students called me names	120	1.29	1.362
5. Students spread rumours or told lies about me	120	1.13	1.347

*note: **Bold** represents the “bullies” and those not in bold the “bullied”

The second objective was to describe the forms of bullying in relation to the levels of peer acceptance a table was generated indicating the different forms of bullying and the specific types acquired from the bully Illinois scale. Statistical data indicating the means and standard deviations of the responses from the questions obtained from the Illinois Bully Scale was also shown in the table

A correlation analysis was also done on the bullies or bullied and social acceptance.

Table 2 Correlation between Bullies/Bullied and Peer Acceptance

Total bully	Total bully	Total sass
Person’s correlation	1	0.103
Sig (2 tailed)		0.265
N	120	
Total bullied	Total bullied	Total sass
Pearson’s correlation	1	-0.122
Sig (2 tailed)		0.183
N	120	

- Significant level at 0.05 or less

Table 2 indicates no significant relation between the bullies and peer acceptance and a weak positive correlation, $r(118) = 0.103, p=0.265$. The table also indicates no significant relationship between bullied and peer acceptance and a weak negative correlation $r(118) = -0.122, p=0.183$. As such, we reject our null hypothesis of a significant relationship between bullies/bullied peer acceptance.

4.4 Predicting Peer Acceptance with Bullying

Table 3.0 Model Summary

Model	R	R Square	Adjusted R Square	Std.error of the Estimate
1	.194	.037	.021	.51333

Predictors: (Constant), Total Bullies, Total Bullied

Table 3.1 Anova

Model	Sum of Squares	DF	Mean Square	F	Sig
Regression	1.201	2	.600	2.279	.107
Residual	30.830	117	.246		
Total	32.031	119			

Predictors: (Constant), Total Bullies, Total Bullied

Dependent Variable: Total social acceptance sub scale

Table 3.2 Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	B	T	Sig
Constant	3.196	.080		39.727	.000
Total Bullies	.014	.008	.159	1.655	.101
Total Bullied	-.021	.011	-.173	-1.811	.073

Dependent Variable: Total social acceptance subscale

The third objective was analysed using a simple linear regression analysis, calculated to predict peer acceptance based on bullies and bullied. Bullies indicated $.159(117) = 1.66$, $P > .001$ and the bullied was represented by $-0.173(117) = -1.81$, $P > .001$. Furthermore, $F(2,117) = 2.279$, $P > .001$ and an R^2 of .037.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings on the relationship between bullying and peer acceptance in selected high schools in Lusaka district. The aim of this research study was to identify the extent to which bullying was related to peer acceptance.

This discussion was guided by the following three specific objectives:

1. Identify if any gender differences exist between the bullies and the bullied, in selected high schools;
2. Describe the forms of bullying and the relationship of bullying to the peer acceptance in selected high schools; and
3. Identify whether the status of a bully or being bullied can be used to predict the level of social acceptance among peers.

The first objective focused on identifying if any gender differences existed between the bullies and the bullied. The researcher's premise was that males tend to get physical, threatening bodily harm to those they bully, while females, on the other hand, tend to use less physical ways of bullying. Simatwa (2007) as cited by Aluede (2011) supported these assumptions and reported from his studies in Bungoma, Kenya, that females were more likely to be involved in non physical bullying such as telling lies or spreading rumors as compared to boys. Ndeti et al.,(2007) as cited by Aluede (2011) also supported these claims by stating that females value social relations more than boys and are more likely to disrupt these social relations using non aggressive forms of bullying. An independent sampled t-test was done to identify any meaningful differences between the male bullies and the bullied as well as the female bullies and the bullied.

With a sample size comprising a majority of males (n=77) and the minority females (n=42), the standard deviations associated to bullies, indicated minimal variations between the two groups with the male bullies having a standard deviation of 0.40311 and the females having a standard

deviation of 0.39858. Furthermore, the independent sampled t-test also indicated a $p > 0.05$ reflective of no significant differences between male and female bullies.

Considering the same sample size of males ($n=77$) and females ($n=42$), the standard deviation of those bullied, also indicated minimal variations between the two groups with the males having a standard deviation of 0.36844 and the females having a standard deviation of 0.33905. Additionally, the independent sampled t-test also indicated a $p > 0.05$ reflective of no significant differences between the male and females being bullied. What these results reflect in relation to the first objective is that there are in fact no gender differences between male and female pupils in terms of being accepted by peers.

According to previous literature(Aluede, 2011) it could be expected that on average the highest form of bullying would be physical, because the sample comprised more male pupils than female pupils. However this was not the case. The adolescents who were bullies had the highest average score in physical bullying, of 0.59 as compared to the adolescents who were bullied displaying the highest average score in verbal bullying, of 1.29. implying male pupils were also involved in non physical bullying. To further understand how this could occur it is important to consider Dijkstra's approach to gender and peer acceptance.

Dijkstra (2007) makes mention of the Similarity Theory and the effect it might have on gender and bullying. The assumption is that males or females were likely to accept bullying individuals who they viewed as having features that did not fit the normative description of what constitutes a males or female. This meant, in reality, that whether the adolescent bullying or being bullied was male or female, their equivalent gender group would accept them not because they were male or female but because of their characteristic features that were common to a particular gender group.

This entails that males would be accepted if they had characteristic features common to a specific female group and likewise, females would also be accepted if they had characteristic features that were common to a specific male group. What this further entails is that identifying gender differences based on specific forms of bullying associated to a specific gender is hindered when you consider the similarity theory.

The second objective was to describe the forms of bullying. Table 1 highlights the forms of bullying including harassing of pupils, physically threatening and hurting as well as spreading rumors, calling names and telling lies, among others. Malemesa (2005) highlights how bullying subjects students to physical, social and psychological suffering, and identifies different types and forms of bullying among students such as name calling, group isolation and physical and aggressive behaviour. Using descriptive statistics this objective was analysed through means and standard deviations. Table 1 had the highest average score for bullies indicated as 0.56 from the total sample of (n=120) pupils, reflective of a number claiming they had physically threatened to hurt or hit another student. Malemesa, (2005) a cited by salmivalli and Karn, (2011) refer to bullying as being physical causing one to be unhappy or feeling hurt. Rosta (2011) as cited by Dahlstrom makes mention that bullying takes a number of forms. Some are direct such as physical hitting. Table 1 further indicates the overall average score of 1.29 reflecting the verbally bullied pupils claiming the other students called them names Malemesa, (2005) as cited by Salmivalli and Karn, (2011) states that due to modern technology in communication such as cell-phones and the internet cyberbullying has emerged as a new type of bullying including forms such as name calling, spreading rumors, gossiping and telling lies..

The second objective of this study was further analysed using Pearson's correlation to identify any significant relationship between bullying and peer acceptance. The correlation analysis reflected a weak positive correlation for bullies and a weak negative correlation for the bullied with both cases having significant values greater than 0.05 which meant, no significant relationship existed between the bullies, the bullied and peer acceptance. Considering that only two private schools were targeted it is highly likely that the smallness of the sample affected the non significance of the result obtained. Furthermore considering the forms of bullying highlighted by malemesa, (2005) it is clear that bullying is an ambiguous concept and could be construed differently by pupils in different environments. The research also suffered from time constraints which affected the data collection process and the size of the sample.

Finally, the third objective focused on whether the status of a bully or being bullied could be used to predict peer acceptance. With the aim of the research centred on investigating if there was a relationship between bullying and peer acceptance, a simple linear regression analysis was done to analyse this. From the data presented, Table 3.0 showed a model summary with an R²

(R-squared) of 0.037 translated to 3.7 per cent accounting for the variation in the peer acceptance influenced by the bullies or the bullied. With 96.3 per cent of the variation as a result of other factors it is difficult to accurately predict the level of peer acceptance related to the level of bullying.

Table 3.1 further indicates a significant value related to the F-ratio of 0.107, which is greater than 0.05 reflecting no statistically significant level of prediction between the independent variable bullying, on peer acceptance, the dependent variable. In addition, Table 3.2 had an unstandardised coefficient value for bullies of 0.14, meaning for each unit of increase of the bullies, a pupil would get an increase of 0.014. Furthermore, in the case of the pupils being bullied for each unit of decrease, a pupil would get a decrease of 0.021. For both cases, the significant values were greater than 0.05 meaning no statistically significant data was made available to give an accurate prediction of peer acceptance based on bullying. What this entails is that the data collected was not adequate enough to make an accurate prediction between the two variables of bullying and peer acceptance at the given schools.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter summarises and gives a conclusion of the study. It also presents recommendations arising from the study

6.2 Conclusion

The study showed that there was no significant relationship between bullying and peer acceptance. The study further showed that bullying is an ambiguous concept existing in a number of physical and verbal forms. Certain groups of individuals may perceive an act of bullying as merely inappropriate behaviour and not necessarily classify it as bullying in itself.

The study also revealed that being male or female doesn't entail differences with regards to the levels of bullying among adolescents. However, one could consider the characteristic features of pupils and not their specific genders along with other intervening variables that could affect bullying and peer acceptance. Dijkstra (2007) considered the similarity theory, and the influence it has on bullying. Nabuzoka and Smith, (1993) established bullying and peer acceptance in the context of disabled children in relation to rules and victims and whether or not they're accepted by their peers. Despite the fact that the above scholars looked at different aspects of bullying and peer acceptance, they all indicated that there was a relationship between bullying and peer acceptance. Although this specific study does not reflect a statistically significant relationship between bullying and peer acceptance, it does provide a basis for understanding both bullying and peer acceptance.

According to the Social Learning Theory behaviour is modelled when the presence of a powerful figure has been identified. This entails that a student may perceive themselves as being popular with their peers or have lots of friends because others see them as a powerful figure and not necessarily as a bully. A more comprehensive study on both variables would need to be done to better understand the relationship that might exist between bullies, the bullied and the levels of peer acceptance among pupils in selected high schools in Lusaka district.

6.3 Recommendations

In view of the findings, this study recommends that:

1. Bullying is an ambiguous concept, as such, policymakers should ensure that they put measures in place that will help sensitise pupils on the different forms of bullying.
2. Institutions of learning especially in secondary schools need to educate their pupils on how to tackle bullying with the aim of improving their self-esteem.
3. Further studies should consider employing larger sample sizes with a wider variety of adolescent groups using reliable standardised and localised tools of measurement.

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APPENDIX 1: BULLY ILLINOIS SCALE

HOW MANY TIMES DID YOU DO THESE THINGS AT SCHOOL IN THE LAST 30 DAYS?

	Never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times
1. I upset other students for the fun of it					
2. In a group, I teased other students					
3. I spread rumours about other students					
4. I started(instigated) arguments or conflicts					
5. I helped harass other students.					
6. I threatened to hurt or hit another student					
7. I encouraged people to fight					
8. I teased other students					
9. I was mean to someone when I was angry					

HOW MANY TIMES DID THESE THINGS HAPPEN TO YOU AT SCHOOL IN THE LAST 30 DAYS?

	Never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times
1. Other students picked on me					
2. Other students called me names					
3. I got hit and pushed by other students					
4. I was threatened by other students					
5. I helped harass other students.					
6. I was threatened by other students					
7. Students spread rumours or told lies about me					
8. I was excluded or kept out of a group of friends on purpose					

**APPENDIX 2: SELF-PERCEPTION PROFILE FOR CHILDREN AND ADOLESCENTS,
SOCIAL ACCEPTANCE SUBSCALE**

DEMOGRAPHIC INFORMATION **CODING SYSTEM**

- | | |
|--|---|
| 1. Date of Birth..... | |
| 2. Where do you stay..... | |
| 3. Sex | |
| A) Female | 2 |
| B) Male | 1 |
| 4. I would like to have a lot more friends | |
| A) Strongly disagree | 5 |
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |
| 5. I am popular with others my age | |
| A) Strongly disagree | 5 |
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |
| 6. I always play with a lot of kids | |
| A) Strongly disagree | 5 |
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |
| 7. I wish that more people my age liked me | |
| A) Strongly disagree | 5 |
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |
| 8. I have lots of friends | |
| A) Strongly disagree | 5 |

- | | |
|-----------------------------------|---|
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |
| | |
| 9. I find it hard to make friends | |
| A) Strongly disagree | 5 |
| B) Disagree | 4 |
| C) Neither agree nor Disagree | 3 |
| D) Agree | 2 |
| E) Strongly agree | 1 |



THE UNIVERSITY OF ZAMBIA
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Approval of Study

13th March, 2018

Ref. No. 2017- JULY-002

The Principal Investigator

Dear, Sir.

**RE: "PEER INFLUENCE AND BULLYING IN ADOLESCENTS IN SELECTED
HIGH SCHOOLS IN LUSAKA DISTRICTS"**

Reference is made to your resubmission. The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. 2017-Jul-117
Approval and Expiry Date	Approval Date: 25 th July, 2017	Expiry Date: 13 th March, 2019
Protocol Version and Date	Version-Nil	13 th March, 2019
Information Sheet, Consent Forms and Dates	□ English.	13 th March, 2019
Consent form ID and Date	Version	13 th March, 2019
Recruitment Materials	Nil	13 th March, 2019

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to

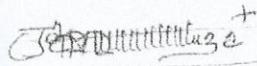
any protocol document or procedure must first be approved by the IRB before they can be implemented.

- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

The University Of Zambia Humanities and Social Sciences Research Ethics
Committee IRB