

FACTORS CONTRIBUTING TO BULLY BEHAVIOUR  
AMONG APU PUPILS IN SELECTED HIGH SCHOOLS IN  
LUSAKA DISTRICT, ZAMBIA

BY

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**AUTHOR'S DECLARATION**

I, Martha Macwani Sitali, do hereby declare that this dissertation presents my own work and that it has not been previously submitted for a degree at any level at this University or any other university.

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## APPROVAL

This dissertation of Martha Macwani Sitali is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Educational Psychology by the University of Zambia.

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## **DEDICATION**

I dedicate the whole of this work to my late brother, Pele, in whose eyes I was a perpetual mentor and to my husband, Evans Sitali, and children Nawa, Nalukui and Evans Sitali Jr. for bearing my absence from home from March 2004 to December 2005.

## **ABSTRACT**

The purpose of this study was to investigate factors contributing to bully behaviour among Academic Production Unit (APU) pupils in some selected high schools in Lusaka district. The study also attempted to establish whether self-concept is a mediating factor between social competence and bully behaviour and whether bullying varies according to gender and type of school. Causes of bullying were discussed in focus groups of 6 to 10 pupils.

A total of 98 pupils were sampled 45 of whom were female and 53 were male.

In addition, four class teachers, four school co-ordinators and four school managers were sampled using the cluster sampling method while stratified sampling method was used to sample one class from each high school.

To measure self-concept, two questionnaires were designed: one for the self-rating of self-concept by the pupils and the other for the class teachers' rating of the pupils' self-concept. Each of these questionnaires contained 10 items which measured independent action, a broad range of feelings and emotions and approach to new challenges. Findings showed that factors such as socio-economic, family background, peer pressure, body size and weak school administration were the major factors contributing to behaviours associated with bullying. Correlations between teachers' ratings and pupils' self ratings were significant. Both teachers and pupils scored bullies as having low self-concepts.

This indicated an association between low self-concept and bullying although a causal relationship was not investigated.

The self-concept measure was compared between boys and girls and between single sex and co-education school pupils. Co-education schools generally reported low self-concepts among the pupils than single sex schools. Proportionally, more boys reported a lower self-concept than girls. These findings are discussed as indicating possible causes of bullying in relation to gender and type of school.

The study recommended among others, that school managers should design tailor-made programmes and counselling sessions for pupils who exhibit bully behaviour in schools. The Ministry of Education should also develop a deliberate policy that will inspire pupils to build their self-concept in many areas.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Bullying**

Although definitions of bully behaviour vary, bullying has been defined as the unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions (Bentley, 1995). The most common form of bullying self-reported by students is verbal harassment, for example, teasing and name-calling.

Bullying is a highly prevalent form of aggression in youth that involves the repeated use of power and aggression. Through repeated aggressive interactions, the perpetrator of bullying acquires and consolidates power over the student who is being victimized. Adolescence is characterized by changes in appearance and body size and because these physical changes are a salient feature in this age group they may be a focus of bullying behaviour. Bullying behaviour can take place in many forms including name-calling, teasing, threats, physical harm, rejection, rumours and sexual harassment (Nabuzoka, 1997; Wolke et al., 2001; Jansen, 2002).

Historically, research in bullying behaviours has been limited to overt aggression, which includes behaviours that harm others through physical damage or verbal name-calling and teasing. Recent reports (Pateraki et al., 2001; Wolke et al., 2001; Nabuzoka, 2002 and Jansen, 2002) have highlighted the frequency of

bullying in schools and the adverse consequences on bullying behaviour in adolescence. Despite efforts by schools to prevent or stop bullying, it still occurs worldwide. Victims of frequent bullying have been reported to experience a range of psychological, psychosomatic, and behavioural symptoms including anxiety and insecurity, low self-esteem and considerable mental health problems, sleeping difficulties, bed wetting, feelings of sadness, and frequent headaches and abdominal pains. They are also likely to be unhappy and depressed and absent from school.

## **1.2 Background to the Study**

In 1990, due to insufficient school places at secondary school level, the Ministry of Education introduced Academic Production Unit (APU) classes on the Copperbelt as a pilot project (Ministry of Education, 1998). The programme was mainly introduced to address the issues of:

- Improving enrolment levels of pupils left out during the selections at Grades 8 and 10.
- Improving the remuneration packages of teachers and finding supportive funds to run schools.

These classes were to and still run in the afternoon between 13:00 hours and 17:00 hours, reducing the hours of learning by an hour or more. The pupil enrolment was put at one-third of the mainstream population.

In 1995, the Lusaka Secondary Schools Heads' Association found it prudent to increase the number of places at Grades 8 and 10 levels, bearing in mind that every school going age, boy or girl has the right to a better future and considering that Zambia needed a literate populace. They also realized that the school going children outnumbered the available school places. There being this natural exerting pressure, APU classes emerged in Lusaka. The Ministry of Education, however, did not give guidelines on how to run APU, so individual schools ran this programme autonomously. Initially, it was more of a commercial venture and so even pupils who did not obtain full certificates at Grades 7 and 9 levels enrolled for APU provided they had the capacity to pay school fees.

However, in 1998 APU was regularized and the Ministry of Education declared that only candidates that had obtained full certificates at Grades 7 and 9 levels could proceed to the next grade as APU pupils. At High School level, many pupils who could not reach the cut-off point for entry to Grade 10 enrolled as APU pupils. Some of them found themselves in APU because they could not find school places in the mainstream after transferring from a school in another district or province.

A reciprocal interaction may unfold in which peers may bully their classmates about how they found themselves in APU classes. The social and psychological ramifications induced by bullying may hinder the social development of

victimized pupils because adolescents are extremely reliant on peers for social support, identity and self-esteem. It was against this background that this study investigated factors contributing to bully behaviour among the APU pupils from some High Schools in Lusaka District.

### **1.3. Statement of the Problem**

It was common practice among APU pupils in High Schools to bully others. It was not clear what caused this type of behaviour. To this effect, this study investigated factors contributing to bully behaviour among APU pupils in some High Schools in Lusaka District.

## **1.4 Objectives**

### **1.4.1 General Objective**

The general objective of this study was to investigate the various contributing factors to bully behaviour among APU pupils in selected High Schools in Lusaka District.

### **1.4.2 Specific Objectives**

The specific objectives of the study were:

1. To establish whether self-concept was a mediating factor between social competence and bullying behaviour.

2. To establish whether bullying behaviour was different in single sex and co-education schools.
3. To establish whether bullying was more prevalent among boys than girls.

## **1.5 Research Questions**

The study was guided by the following research questions:

1. Do bullies have a negative self-concept and limited social competence?
2. To what extent is bully behaviour different in single sex and co-education schools?
3. Does bully behaviour vary according to gender?

## **1.6 Significance of the study**

It was hoped that the findings of the study would help school managers to improve social relations among APU pupils. This would provide a conducive learning environment for the pupils.

## **1.7 Operational Definitions of Key Terms**

- Self-concept: The way one perceives oneself in different areas of life.
- Self-esteem: Having a good opinion about oneself.
- Self-concept and self-esteem have been used interchangeably for the purpose of this research.

- Social Intelligence: Person perception, social goal and behavioural outcomes.
- Bully: A person who repeatedly attacks or harasses one or several other pupils by way of hitting, calling names or making jokes about him or her.
- A.P.U.: Stands for Academic Production Unit. These are classes operating in High Schools in the afternoon when the morning classes are over.
- School Coordinator: - A teacher assigned to co-ordinate activities of APU classes.
- School Manager: The Head teacher of a particular high school.
- Class Teacher:- A teacher assigned to look after the welfare of pupils in a particular class.
- Body Mass Index: The relationship between the age, height and weight of the body.

## **1.8 Organisation of the Remaining Chapters**

The study covers the following remaining chapters: chapter 2 has literature review; chapter 3 has the methodology; chapter 4 covers the presentation of results; and chapter 5 has the discussion of findings, summary and recommendations.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Bullying and Victimization**

In recent years, the subject of bullying and victimization in schools has become a topic of considerable concern in a number of countries. There are strong indications that bullying is a problem in many countries of the world (Smith et al., 1999).

Data on the problem of bullying in schools have accumulated from a lot of European countries such as Norway and Sweden (Olweus, 1978, 1993; Roland, 1989), Ireland (O'Moore and Hillery, 1989), Spain (Garcia and Perez, 1989; Ruiz, 1992), Greece (Pateraki and Underwood, 1992; Glover et al., 2000; Mellor, 1990; Whitney and Smith, 1993). There have been also reports on bullying as a problem in schools in Australia (Rigby and Slee, 1991; Rigby, Slee and Connolly, 1991), Canada (Bentley and Li, 1995), the USA (Batsche and Knoff, 1994; Perry, Kusel and Perry, 1988), and Japan (Crystal, 1994 and Watanabe, 1993). Thus bullying and victimization may play a significant role in children's peer relations in many societies.

Evidence exists of considerable problems with bullying and bullied children in secondary schools. In the largest survey in the United Kingdom to date, ten per cent of pupils reported that they had been bullied "sometimes" or "more often" during the period of the survey, with four per cent reporting being bullied "at

least once a week" (Salmon et al, 1998). The commonest type of bullying is general name calling, followed by being hit, threatened or having rumours spread about one. Bullying is thought to be more prevalent among boys and the youngest pupils in school.

In a study by Salmon et al. (1998) in the United Kingdom on self reported anxiety, depression and self-esteem in secondary schools, their data supported the idea that bullied children are more anxious and bullies are equally or less anxious than their peers. The other findings from the study were the relation between having a high lying score and being bullied and having a high depression score and being a bully. The male to female ratio of bullies was 3:1. These results pointed to some of the contributing factors to bullying. Although the results should be viewed with caution because the study was small, they suggest factors that could be important to the present study. It is worth-noting that the study was conducted in two co-educational secondary schools in the United Kingdom. .

In another study in Canada, Jansen et al. (2004) examined the association between bullying behaviours with overweight and obesity status in a larger sample of 11 to 16 year-old youths. Their findings indicated that overweight and obese boys and girls were more likely to be the victims and perpetrators of verbal, physical and relational bullying than their normal weight peers. The

relationship between victimization and adiposity level was observed in all ages studied (11 to 16 year olds), but the relationship between bully–perpetrating and adiposity level was observed only in older (15 to 16 year olds) youths. These observations highlighted the increased vulnerability to bullying behaviours among overweight and obese youths.

Among boys and girls there were positive associations between Body Mass Index (BMI) category and verbal victimization; however, the findings for verbal victimization were limited to being called names, made fun of or teased. Among girls, there were significant trends between BMI category and physical victimization increased with increasing BMI category. Among boys, there were no significant associations between BMI and physical victimization. Within both genders, there were associations between BMI category and relational victimization. The significant findings for relational victimization did not include false lies/rumors in boys. Overweight and obesity were not associated with sexual harassment victimization in boys or girls.

Bullying behaviours can take place in many forms including name-calling, teasing, threats, physical harm, rejection, rumors and sexual harassment. Historically, research in bullying behaviours has been limited to overt aggression, which includes behaviours that harm others through physical damage or verbal

name-calling and teasing. Although the gender gap has been closing in recent decades, overt aggression is far more common in boys than girls (Jansen, 2004). Therefore, to properly address the issue of bullying behaviours in girls, it is important to consider other forms of aggression. Relational forms have been identified by which harm to others occurs through manipulation or control of their relationships (e.g. threatening to withdraw friendship or rumor spreading). Overt bullying is more common in boys, and relational bullying is more common in girls. More research has been conducted to show significant associations between bullying behaviour and psychosomatic symptoms and smoking (Roberto,1999). Those students who both bullied and were bullied reported the highest frequency of symptoms. Bullies tended to be unhappy with school, and students who were bullied tended to like school more and to report feeling alone. Students who both bullied and were bullied exhibited the characteristics of disliking school and feeling alone, and they seemed to have the most psychological and psychosomatic symptoms. Although these results were cross-sectional, they were consistent with other findings that had identified bullied children as having few friends, being more introverted than others, and generally lacking social skills. This pointed to the fact that bullying could be caused by the opposite behaviours.

According to Wolke et al. (2001), "pure" bullies (i.e. those children who do not become victims themselves at other times) have been reported to be either

stronger or to have superior social understanding and insight of how best to manipulate and dominate other children. Victims are often smaller in height, and boys who are victims are often weaker than same aged peers. These findings suggest that pure bullies appear to have a constitution and characteristics that allow them to be dominant in peer relations.

## **2.2 Gender and Self-Concept**

Quite some extensive research has been done to compare self-concept of boys and girls and significant results have been shown in these studies. Labouvie et.al. (1990) in Spain observed that most of the studies that evaluated gender differences in self-esteem found that adolescent females scored lower on self-esteem than did adolescent males. Simons and Rosanberg (1975) in Australia found that more girls reported lower self-esteem than boys during middle and late adolescence but not between the ages of 8 and 11. In a study of fourth, eighth and tenth grade students, Bohan (1973) in Canada found no significant differences between grades or sexes except in the tenth grade. Going by the findings in these studies it would appear that disparities in self-concept between girls and boys only became apparent in adolescence, when they are in high school. As a result, these disparities affected the social dispositions of girls and boys.

Some cultural norms and beliefs do contribute to the prevailing poor perception of the self by girls. According to Forum for African Women Educators (FAWE) (1997), there are prevailing cultural expectations, norms and traditional attitudes that restrict female achievement, mobility and opportunity. Like wise, the amount of time girls are required to spend on domestic tasks and other productive activities reduces the time and energy they have to spend in school thereby affecting their attendance and attainment. Inevitably, the self-esteem motive confronts incoming information about the self that is negative. One strategy to cope with negative information involves acknowledging and recognizing the kinds of situations that reveal one's fault and avoid such encounters. Another strategy is to place special importance on domains in which one is good while devaluing any domain in which one is not competent (Rosenberg, 1967). Although little empirical evidence supports the existence of the first process, a variety of researchers have presented data consistent with the fact that individuals lower the importance of domains in which they lack skill (Campbell, 1989; Harakeiwicz, et al., 1984 and Rosenberg, 1979). This lowering of domain importance is a dynamic quality that may shift in the service of self-esteem.

Lowering of domain importance when a particular aspect of the self is threatened is outlined as a possible defense maneuver in the self-evaluation model (Tesser and Campbell, 1982, 1983 and Tesser et al., 1988). The model postulates that

the relevance or importance of a particular ability domain will influence how an individual responds to the performance of a close peer in that domain. Thus specifically, if an individual is out-performed by a close peer in an ability domain that is not relevant to his or her self-concept, then the individual is free to “bask in the reflected glory” of others’ performance (Cialdini et al., 1976). On the other hand, if an individual is out-performed in a domain that is relevant to his or her self-concept, then the upward comparison will result into a negative feeling. In such a case, the model suggests that decreasing the domain’s importance is one possible action that will alleviate the negative feeling. It therefore, follows that in this socially comparative model of self evaluation, domain importance shifts to maximize positive inference about self.

In dealing with the issue of self-concept, one should bear in mind the different values and beliefs that exist in different societies, in that these have an influence on how one constructs his or her self-concept. Societies vary in the way they are organized; some societies emphasise individualism while others believe in collectivism. Markus and Katayama (1991) have pointed out the variations in the way people from different cultures tend to think about themselves. People from western cultures tend to have an individualistic self-concept, with emphasis on individual characteristics and achievement, whereas those from non-western cultures tend to report the collectivist self-conception in which the person does not think about himself or herself so much as an individual but rather in terms

of relations with other people. For this reason, one has to take extra care in generalizing western findings about self-concept to the non-western cultures.

Despite these cultural specificities, it is also clear that many characteristics of age and gender have a universal physiological basis. From about 8 to 9 years of age, children experience major changes that may well lead to changes or in threats to their self-concept (Hattie, 1992). At about that age, there is a marked increase in the growth of brain cells, particularly in the frontal lobes, that lead to development of higher cognitive processes, such as planning and intentional and abstract behaviour or to formal operational thought in Piagetian terms. There are also universal physiological changes related to puberty that may affect boys and girls' perceptions of the self. Related to these bodily changes is the almost universal transition from primary to secondary school at about 11 to 13 years of age. This transition is often associated with changes in the nature of instruction and different expectations on the part of teachers, family and peers (Hattie, 1992). Thus given these universal changes related to age, gender and cultural differences in the nature of one's self- concept , one's behaviour is also affected by the same changes. It was for this reason that this study sought to establish the relationship between self-concept and behaviour, in this case bully behaviour.

Marsh (1989) used 12,266 responses to self-description questionnaires and found that sex differences in self-concept were consistent with sex stereotypes. Boys had higher self-concepts in achievement and leadership than girls while girls had higher self-concepts in congeniality and sociability. Boys tended to describe themselves as more self-sufficient and achievement oriented; girls describe themselves as more sociable and help-seeking. Another study conducted by Boermas and Chapman (1979) in the United Kingdom found significant differences favouring girls in school satisfaction, reading, spelling and neatness. No significant differences for general ability and confidence were found. March et al. (1988) reported that boys had higher mathematics self-concepts and girls had higher verbal self-concepts.

Koff, Rierdan and Stubbs (1990) have shown that appearance is more integral to self-identity for females than for males. Their sample, consisting of 92 males and 77 females (all aged 14) completed a packet of questionnaires assessing various aspects of body satisfaction, body experience (clean/dirty/sick/healthy), self-esteem and self-awareness. The results indicated that males were more satisfied with their bodies and experienced them more positively than females. Males were more concerned with task mastery and instrumental effectiveness than with physical appearance. Valuation of the body was more closely associated with the self-concept of females than males (Bybee, J., Glick, M. and

Zigler, E. 1990). Females were more concerned with physical attractiveness than males. Desires of social acceptance were more prevalent among girls.

Harter (1989) has pointed out that physical attractiveness (facial attractiveness and body build) is correlated with social acceptance. Even young children (ages 3 and 5) manifest facial stereotypes that match those of adults when choosing the 'prettier' of two photographs (Dion 1973). It has been found that children (and adults) have different expectations for attractive and unattractive children (Adams and Crane, 1980). There was considerable evidence that both adults and children make inferences about the behaviour of others on the basis of physical appearance; desirable traits are attributed to attractive individuals, while undesirable traits are attributed to unattractive persons. Unattractive children are perceived as dishonest, unpleasant, and chronically anti social, compared with attractive children (Dion, 1972). Attractive children were rated by teachers as having greater academic ability, better social relations and adjustments, and as more likely to become successful in life than unattractive children (Lerner and Spanier, 1980).

Attractive children are seen as having more pleasing personalities and are more desirable as prospective play mates. In another study, Dodge and Frame (1982) suggests a cyclical self-perpetuating process for aggressive boys in which aggressive reputation leads to differential responding from peers, which elicits

more aggression and in turn strengthens aggressive behaviour. Thus, reputation and expectations within a peer group serve to maintain peer rejection. Studies have shown that peers become biased in their perceptions of a child and alter their behaviour toward a child once they have identified that child as liked or disliked (Dodge & Frame, 1982). This behaviour, in turn, may lead the child to respond in ways that perpetuate peers' perception. Research also indicates that the consequences of peer rejection may be severe, resulting in mental health problems in later life (Pederson and Robson, 1969) or dropping out of school (Parker and Asher, 1987).

Gender differences in the domain of family are also consistent with the tendency of females to emphasize relationship, connection, and expressive function as compared with the male preference for agency and autonomy.

In the Lagerspetz et al. (1982) study on bullying and victimisation in Finland, victims among 2 to 16 year old children accounted for 3.9%. Bullying was somewhat more frequent among boys than among girls.

An attempt to quantify the problem of bullying in Scotland was made through a pilot project carried out among 12 to 16 years olds in three secondary schools (Meller, 1990). Six per cent of the girls and eleven per cent of boys said that they had been bullied more often.

There is general recognition and acceptance that children's socialisation, especially within the peer group, is an important part of their overall development (Hartup, 1983). Positive peer relations have been associated not only with social competence and general adjustment in childhood (Hartup, 1983), but also with adjustment in later life (Hartup, 1976); Parker and Ashen (1987) found evidence that children with poor peer adjustment were at greater risk for later life difficulties.

Phiri et al. (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% of 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 generally decreased with higher grades.

### **2.3 Family Background and Labelling**

Success or failure with peers is influenced within the family primarily through parent discipline practices. Sheppard, Wright and Goodstadt (1985) reported that parental use of physical punishment was positively related to boys' aggression. Children of more power-assertive parents tended to be less competent with peers and more inclined to expect positive outcomes for unfriendly resolution of peer conflict. The association between boys' peer relations, their anti-social behaviour, and family ecology was examined in

another study in United Kingdom using two cohorts of boys and their families who were interviewed, observed at home, and assessed at school. Mothers' aversive behaviour (controlling, negative) correlated positively with children's aversive behaviour with peers (Brown., Lasen and Eithen, 1986).

Children entering school bring with them the attitudes and concepts of self that were established through their home experiences. Thus, no teacher is completely free of children's prior concepts about themselves. Children's self-concepts and self-esteem are still developing, and the school can exert a powerful influence. Although the impressions of early childhood were important, one should not write off the impact that the long succession of years spent in school may have. For many children, school was second only to the home as an institution that determined their self-image.

Davidson and Langa (1970) found a significant correlation (+ 0.82) between children's perceptions of their teachers' feelings towards them and children's perceptions of self. A positive appraisal by the teacher serves as a catalyst for growth in all areas of children's development.

Avoiding negative labeling will help enhance children's self-concepts and self-esteem. Children's behaviour directly confides with the labels that are attached to them (Harter, 1983). Negative labels are incorporated into children's self-

images and help to confirm negative views of self, leading to further maladaptive behaviour. If a word or label is attached to children long enough, they tend to become that type of person; the labels are verified by children developing that behaviour, attitude, or feeling. Stressing the negative and labeling the mistaken behaviour keep the idea going and tend to uphold the inappropriate actions. Thus, many children think of themselves as uncooperative, sloppy, and careless and many others are told time and time again that they are that kind of person. Positive labels (hardworking, responsible, friendly, smart) are also incorporated in the self, and children learn to produce behaviour that reflects these labels.

Nabuzoka (2003) compared experiences of behaviour associated with bullying between English and Zambian Primary and Secondary school pupils. Findings showed different patterns in the incidence of various types of behaviour for English and Zambian pupils overall and across age, school level and gender. Significant differences between English and Zambian pupils were obtained for three different categories; 'Kicking them', 'being threatened' and 'someone trying to hurt them'. Overall, the findings indicated that English pupils experience more incidents of bully related behaviours than Zambian pupils. There were also differences in patterns of the various behaviours reported across gender and various age levels. Behavioural indices of bullying were reported to occur most frequently at 13 years of age and somewhat less frequently at 11 or 12 years especially among Zambian pupils. 'This is the age at which pupils would generally

be preparing for secondary school entry examinations and high incidences of bullying could reflect heightened social and emotional pressures associated with academic life' (Mwanalushi, 1979). Differences in patterns of behaviour reported were also reflected when gender was considered. The target behaviours were overall reported proportionally more by boys than girls, though the differences were only significant for English and not Zambian pupils.

## **2.4 Summary of Related Literature**

The review of literature in the pertinent areas of this study has revealed some significant findings which have been summed. Firstly, a wide body of literature (Jansen, Boyce, and Pickelt, 2004) has confirmed that child overweight and obesity was not only associated with metabolic health risk but also with problems of social interactions and relationships. These findings highlighted the increased vulnerability to bullying behaviours among overweight and obese youths.

Some other literature (Roberto, Mc Lellan, Rissel, Bauman, 1999) has highlighted the frequency of bullying in schools and the adverse consequences on bullying behaviour.

Quite some extensive researches (Roberto et al. 1999, Baldry, Jansen, 2004) have focused on victims but there are other categories of bullying that deserve

attention. The pattern of bullying behaviour and its causes were the focus of this study.

The observations from the reviewed literature are also based on schools in the western world. Some pupils react differently within a cultural environment so the results may have contextual variations which this study brought out.

Although the reviewed literature indicates that overt bullying is more common in boys and relational bullying in girls (Jansen, 2004), it was important for the present study to establish further the causes of such variations.

At the time of conducting this study, there was no known research conducted in Zambian schools, particularly in Lusaka district, to establish factors related to bullying behaviour among high school pupils. It was to this effect that this study sought to establish the various factors contributing to bullying behaviour among APU pupils in the selected high schools of Lusaka District.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Research Design**

The research design was a survey involving descriptions and explanations of the present conditions of bullying among APU pupils in some high schools. The survey was conducted in the respondents' natural school settings where the researcher had less control over their responses.

### **3.2 Population**

The target population was all Grade 12 pupils in APU classes in Lusaka District. School managers, school co-coordinators and class teachers for these classes were part of the population.

### **3.3 Sample Size**

Two classes from each school were sampled from 2 single sex and 2 co-education high schools in order to establish whether there were variations in bullying behaviour in the single sex and co-education schools. A total of 98 pupils were sampled 45 of whom were female and 53 were male representing

46% and 54% respectively. The variance in terms of gender was  $\pm 8$  of the two genders. This variance was judged to be within acceptable limits to provide a generalized picture about the variables that were being investigated. In addition, in each school, a grade teacher, school coordinator and school manager formed part of the sample size. These were sampled so as to establish structural differences they saw in the day to day interactions with these pupils.

Since the desired sample was 90 and the actual sample was 8 respondents higher (98), this study increased the chances of providing better generalizations for the variables under investigation. The fact that the sample was homogenous further increased the chance of having the results of the study being valid of most APU pupils exhibiting bully behaviours in an urban school.

In one school, even pupils attending 11<sup>th</sup> grade who were identified as bullies were also included in the sample. The justification for the inclusion of the Grade 11 pupils was that they had stayed in the school long enough to have experiences similar to those of the grade 12 pupils. From the pilot study, it was also discovered that it was difficult to come up with thirty (30) bullies from one Grade 12 class. So the sample was spread to other Grade 12 classes in the school so that the 30 bullies came from different classes.

### **3.4 Sampling Procedure**

The cluster sampling method was used to identify the 4 high schools and the stratified random sampling method was used to sample one class from each high school. Thirty (30) pupils were selected from each class with class teachers helping to identify bullies without their knowledge.

### **3.5 Research Instruments**

Data were collected using four instruments: the self-concept inventory for pupils, structured questionnaires for class teachers, semi-structured questionnaires for school co-coordinators and school managers, and focus group discussions with pupils in groups of 6 to 12 pupils.

The Self-concept questionnaire for pupils was for pupils' self rating on 10 items that determined their high or low self-esteem. The questionnaire contained 10 items which measured independent action, broad range of feeling and emotions and approach to new challenges. The questionnaire was adapted from "Enhancing a Child's Positive Self-Concept" by K.A. Mc Donald, 1980, in T. Yawkey (Ed.) (1980: 53-4).

The class teachers' questionnaire was adapted from questionnaire items used by Kankiainen et al. (1999). It consisted of 10 items, which were targeted at measuring the pupils' social intelligence. They were answered using the one to

five likert type scales which formed the basis for scoring. In previous studies in which this scale had been used the reliability (Cronbach's alpha) of the scale had been found to be high, varying (depending on the age group studied) from 0.90 to 0.95.

The school co-coordinators' and the school managers' questionnaire had the same questions and were designed to establish the causes of bully behaviour as seen by the school administration.

The questionnaire for the school co-coordinator was an attempt to establish the structural causes of bullying as observed by the school manager. It had five questions which gave five options to rate the prevalence of the problems (See Appendices 1 to 4).

### **3.6 Pilot Study**

A pilot study was conducted in one single sex and one co-education school in order to improve on the instruments. Initially the questionnaire was targeting thirty (30) bullies from one class per school but after the pilot study it was found that it was not possible to come up with thirty (30) bullies from one class. In the main study the thirty (30) bullies were got from different classes in a particular grade.

### **3.7 Data Analysis**

Data from focus group discussions were qualitatively analysed. Data were coded and categorized into themes while data from questionnaires and interviews were analysed using the Statistical Package for Social Sciences (SPSS). Frequencies, cross tabulations and percentages were used in describing distributions of single and summated variables. The data are presented in tabular form.

### **3.8 Limitations**

The study was limited to Lusaka urban due to financial and time constraints. Therefore, the findings may not be generalized to the entire country especially to those schools that are in the rural setting.

## CHAPTER 4: PRESENTATION OF FINDINGS

The presentation of findings is guided by the following themes: bullying and self-concept; bully behaviour according to type of school and gender; types of bully behaviour; and how to stop bully behaviour.

### 4.1 Distribution of Sample by Gender and Type of School

From the 98 pupils who had responded 53 were males and 45 were females representing 54.0% and 46.0% respectively (See Table 1). Out of this sample, 34 (64.2%) males were from co-education schools and 19 (35.8%) were drawn from single sex schools. For the girls, 27 (60.0%) of the respondents were from co-education schools and 18 (40.0%) were from single sex schools. Overall, 61 (62.2%) pupils were drawn from co-education schools while 37 (37.8%) were from single sex schools.

**Table1: Distribution of sample by gender and type of school**

Gender	Type of school		Total
	Co-education	Single sex	
Male	34 (64.2%)	19 (35.8%)	53 (100.0%)
Female	27 (60.0%)	18 (40.0%)	45 (100.0%)
Total	61 (62.2%)	37 (37.8%)	98 (100.0%)

## **4.2 Measure of Self-Concept**

Self-concept was measured using average categories of high, medium and low. Children who responded to the questionnaire with responses of either "always or usually" were taken as having a high self-esteem whereas those who responded with "seldom or never" were regarded as having a low self-esteem in the specific variable. Those who scored the highest using the response, "sometimes" were regarded as medium and those whose score value for high esteem and low esteem were equal but greater than those falling within medium were regarded as others.

### **4.2.1 Distribution of Self-concept by Gender – Pupils' Self Rating**

Table 2 below shows that 22 out of 98 of the respondents, representing 22.4% showed that they had high self-esteem compared to 29 pupils representing 29.6% who had a low self-esteem. Twenty-four (24) out of 98 pupils in the population, representing 24.5% showed that they were in neither the low nor high self-esteem category. These constituted the medium category. The rest of the pupils, 23 (23.5%) constituted the category of others. These were pupils whose overall scores could not fall in any of the three categories outlined above. They exhibited equal traits of high as well as low self-esteem but certainly not in the medium category.

**Table 2: Distribution of Self-concept by Gender – Pupils’ Self Rating**

Measure of Self-concept	Gender		Total
	Male	Female	
High	7 (13.2%)	15 (33.3%)	22 (22.4%)
Medium	15 (28.3%)	9 (20.0%)	24 (24.5%)
Low	21 (39.6%)	8 (17.8%)	29 (29.6%)
Others	10 (18.9%)	13 (28.9%)	23 (23.5%)
Total	53 (100.0%)	45 (100.0%)	98 (100.0%)

#### **4.2.2 Distribution of self-concept within gender – pupils’ self rating**

Table 2 above shows that out of the total male population of 53, the majority of the boys, 21 (39.6%) showed low self-esteem. 15 (28.3%) of the boys fell within the medium category while 7 (13.2%) showed high self-esteem. The rest of the pupils, 10 (18.9%) fell within the 'others' category. As for the girls, the majority 15 (33.3%) showed high self-esteem while 9 (20.0%) showed that they had medium esteem. 8 (17.8%) showed that they had low self-esteem while the remaining 13 (28.9%) fell in the "others" category.

#### **4.2.3 Measure of self-esteem as perceived by teachers**

From the perspective of the teachers, 4 out of 6 teachers representing (66.7%) indicated that the majority of the pupils who displayed bully behaviours had low self-esteem as can be seen from Table 3 below.

As can be seen from Table 3 below, most of the teachers from co-education schools, 3 (60.0%) out of 5 sampled felt that the pupils had low self-esteem while one (100.0%) teacher from a single sex school also said that pupils had a low self-esteem.

**Table 3: Measure of self-esteem as perceived by teachers**

Measure of self-esteem	Type of school		Total
	Co-education	Single sex	
High	1 (20.0%)	-	1 (16.7%)
Medium	1 (20.0%)	-	1 (16.7%)
Low	3 (60.0%)	1 (100.0%)	4 (66.7%)
Total	5 (100.0%)	1 (100.0%)	6 (100.0%)

#### **4.2.4 Distribution of self-concept within level of esteem by gender – pupils' self rating**

From Table 4 below, out of the 22 pupils who had a high self-esteem, the majority, 15 (68.2%) were female and 7 (31.8%) were male. Out of the 29 respondents in the low self-esteem category, 21 (72.4%) were male while 8 (27.6%) were female. In the medium self-esteem category, the majority, 15 (62.5%) were male while 9 (37.5%) were female. Other pupils fell in the 'others' category representing 13 (56.5%) females and 10 (43.5%) males.

**Table 4: Distribution of self-concept by gender within level of esteem – pupils' self rating**

Measure of Self-concept	Gender		Total
	Male	Female	
High	7 (31.8%)	15 (68.2%)	22 (100.0%)
Medium	15 (62.5%)	9 (37.5%)	24 (100.0%)
Low	21 (72.4%)	8 (27.6%)	29 (100.0%)
Others	10 (43.5%)	13 (56.5%)	23 (100.0%)
Total	53 (54.1%)	45 (45.9%)	98 (100.0%)

#### **4.2.5 Measure of self-esteem within type of school – pupils' self rating**

Table 5 below shows that in the single sex schools, more pupils 10 (27.0%) indicated that they had a higher self-esteem while 11 (29.7%) said they had a medium self-esteem. Nine (24.3%) indicated they had a lower self-esteem while seven indicated 'others'. On the other hand, in co-education schools, the reverse was the case with more pupils 20 (32.8%) showing a lower self-esteem and 12 (19.7%) exhibited a higher self-esteem. 13 (21.3%) said they had a medium self-esteem while 16 (26.2%) ranked themselves into the 'others' category.

**Table 5: Measure of self-esteem within school type – pupils' self rating**

Measure of self-esteem	Type of school		Total
	Co-education	Single sex	
High	12 (19.7%)	10 (27.0%)	22 (22.4%)
Medium	13 (21.3%)	11 (29.7%)	24 (24.5%)
Low	20 (32.8%)	9 (24.3%)	29 (29.6%)
Others	16 (26.2%)	7 (18.9%)	23 (23.5%)
Total	61 (100.0%)	37 (100.0%)	98 (100.0%)

As can be seen from Table 5 above, more pupils from co-education schools, 12 (54.5%) than those from single sex schools, 10 (45.5%) exhibited a high self-esteem. This trend continued even in the medium and low levels of self-esteem with 13 (54.16%) and 11 (45.8%); and 20 (68.9%) and 9 (31.0%), respectively.

### **4.3 Types of bully behaviour**

From the research findings, the following bully behaviours were reported to be common in schools as can be seen from Table 6 below: teasing 2 (28.6%); beating/fighting 2 (28.6%), while name calling, group clichés and others accounted for 1 (14.3) each.

**Table 6: Types of bully behaviour**

Responses	Frequency	Percent
Beating/fighting	2	28.6
Teasing	2	28.6
Name calling	1	14.3
Group clichés	1	14.3
Other types	1	14.3
Total	7	100.0

#### **4.4 Causes of bully behaviour**

From the APU coordinators and school manager, the key factors identified as the causes of bully behaviour were poor communication skills, poor academic performance and poor social status representing 20.0% each. This was followed by low self-esteem which accounted for 18.0%. Other factors were good social status and high self-esteem scoring 12.0% and 10.0% respectively.

##### **4.4.1 Major causes of bully behaviour as perceived by co-ordinators and school managers**

When asked to identify the three foremost causes of bully behaviour, the coordinators and school managers indicated that low self-esteem was the highest with a 40.0% score. The second factor that was identified was poor social status and poor academic performance scoring 20.0% each. Table 7 below shows the respondents' answers.

**Table 7: Major causes of bully behaviour as perceived by coordinators and school managers**

Responses	Frequency	Percent
Low self-esteem	4	40.0
Poor academic performance	2	20.0
Poor social status	2	20.0
Body weight	1	10.0
Good social status	1	10.0
Total	10	100.0

**4.4.2 Causes of bully behaviour among boys and girls as seen by coordinators and school managers**

**4.4.2.1 Causes of bully behaviour among girls**

From Table 8 below, the major causes of bully behaviour among girls as identified by co-ordinators and school managers were: poor academic performance representing 4 (30.8%) followed by poor social status and low self-esteem representing 3 (23.1%) each.

**Table 8: Causes of bully behaviour among girls**

Responses	Frequency	Percent
Poor academic performance	4	30.8
Poor social status	3	23.1
Low self-esteem	3	23.1
Good social status	2	15.4
Poor communication skills	1	7.7
Total	13	100.0

**4.4.2.2 Causes of bully behaviour among boys**

For the boys, the major causes of bully behaviour were found to be poor communication skills and poor social status, representing 3 (27.3%) each. The other important factors which were identified were low self-esteem and body size which accounted for 2 (18.2%) for each case as can be seen from Table 9 below.

**Table 9: Causes of bully behaviour among boys**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Poor communication skills	3	27.3
Poor social status	3	27.3
Low self-esteem	2	18.2
Body weight	2	18.2
High self-esteem	1	9.1
Total	11	100.0

#### **4.5 RESPONSES FROM FOCUS GROUP DISCUSSIONS**

Focus group discussions were held in thirteen groups comprising six to twelve pupils each. This was aimed at getting pupils' views about bullying in the school and what they had observed to be the contributing factors to such behaviour. Also under discussion were ways in which bully behaviour could be lessened in the schools.

##### **4.5.1 Causes of bully behaviour**

The discussions brought out a number of factors contributing to bully behaviour among APU pupils. These were categorized under five areas namely social, psychological, biological, medical and others. The social background came out as the major cause of bully behaviour. The factors identified in this category

included better financial status, home background and group influence. Concerning financial status, the pupils revealed that the more money pupils had the more dominant they became. This meant that the pupils who had less money were at the mercy of those with a lot of money and so their rich peers could control them.

The more advantaged pupils could even sponsor their friends for any activity and this perpetuated their grip on their less privileged peers. This control was extended to behaving in the way that they felt like such as insulting or beating whoever seemed offensive to them.

Home background as a cause of bully behaviour was examined from positive and negative angles. Firstly, a home where pupils had everything they needed was seen as being a good home background. However this was seen to impact negatively on the pupils coming from such homes. They were seen to display a casual approach to school life and this made such pupils tease their friends who were serious with school. Pupils from such homes were also perceived by their peers to have too much freedom to do anything they wanted thereby extending this behaviour to bullying others knowing they would get away with it. The discussion brought out the fact that this was merely wanton bullying. Secondly, a home where pupils fended for themselves, lacked discipline or was a broken one, was regarded as a poor home background in the discussions. This was

highlighted as a contributing factor to bully behaviour because pupils from such homes were looking for an opportunity to vent their anger, frustrations and discontent. The school environment provided such an opportunity and that explained their bully behaviour towards their peers.

As for group influence being a contributing factor to bully behaviour, the discussions revealed that pupils behaved as bullies for acceptance into a particular group. It also gave them a sense of belonging to the group. This was seen to be one of the major causes of bullying in schools because most pupils behaved according to the pressure exerted on them by their peer groups.

The biological factors identified included age and body size of the pupils, whereas the psychological factors included lack of self discipline, good academic performance, finding favour with other bullies and pride, while medical factors included the use of drugs.

Eight groups out of thirteen groups in the study reported that the use of illicit drugs caused pupils to bully others and when this was done repeatedly, it became a way of life for such pupils. It was also discovered from the discussions that both huge and small bodies had an impact on one's behaviour. Small bodied pupils felt inferior and exerted outward pressure to be seen as being strong or in control of others. Thus they became bullies in their own respect. Huge pupils,

however, automatically became bullies by virtue of their size. They felt superior and were able to manipulate others in most circumstances.

Lack of self-discipline was reported to make pupils behave the way they wanted without any feeling of remorse. This made one feel uncontrollable and therefore bound to do whatever they deemed fit. They could insult, tease or beat their peers without fear of punishment. Five groups reported that pupils bullied others so as to find favour with other bullies so that they were not bullied as a result. Good academic performance was another factor borne from the discussions. This was seen to put pupils in a superior academic position leaving others to trail behind them. This gave the good performers some leeway to intimidate others in class as they dominated the discussions and giving answers.

The other factors discussed included the age of pupil, grade and weak school administration. As for the age and grade of pupils, it was reported that the higher the grade and age, the more likely the pupils were to become bullies. Pupils felt more superior to others as they grew in age and progressed in grade. However, weak administration was not much pronounced as pupils' feared victimization. What was significant though was the fact that weak school administrations gave an opportunity for pupils to behave the way they wanted and that was good ground for bullies to emerge from.

#### **4.5.2 How to stop bully behaviour among girls and boys**

From the focus group discussions, some various ways to reduce bully behaviour in schools were presented. The foremost method advanced was that there was need to talk to the pupils by way of public address. The other methods suggested were that there was need for guidance and counselling to be given to the concerned pupils. It was also suggested that offenders be punished to avoid repeated bully behaviour. It was seen to be very important for teachers to meet and discuss with parents of children with such habits.

## **CHAPTER 5: DISCUSSION OF FINDINGS, SUMMARY AND RECOMMENDATIONS**

### **5.1 Discussion**

This chapter discusses the findings of the study in the sequence they have been presented in Chapter 4. The discussion concentrates on the core findings based on the following research questions:

1. Do bullies have a negative self-concept and limited social competence?
2. Does bully behaviour differ in single sex and co-education schools?
3. Does bully behaviour vary according to gender?

#### **5.1.1 Establishment of whether bullies have a negative self-concept and limited social competence**

From the overall results, 22 (22.0%) out of 98 pupil respondents showed that they had a high self-concept whereas 29 pupils representing 29.6% had a low self-esteem. Twenty-four (24.5%) out of 98 pupils in the sample population showed that they were in neither the low nor the high self-concept category while the rest of the pupils, 23 (23.5%) constituted the category of "others". These results showed that most of the bullies, 29 (29.6%) identified, had low self-concept. This was an indication that bullies did not have a high self-concept and this contributed to their behaviour.

The low self-concept as a key factor that influences bully behaviour was further confirmed by the research findings from the responses given by the teachers.

About 67% overall teacher ratings showed that pupils had low self –esteem. This finding would therefore, seem to suggest that there was no marked difference between the teacher rating and the pupils' self rating of self-concept.

Following the discussion above, the research found that within the limits of acceptable error, low self-concept is one of the major contributing factors to bully behaviour among APU pupils. The reason why bully behaviour was predominant in pupils having low self-esteem could be that these children felt inferior and therefore wanted to cover up and challenge any body who perceived them as such.

On the other hand, cumulatively, almost 70.0% of the pupils sampled did not show low self-esteem where as almost half of the population (47.0%), showed neither low nor high self-esteem. This may indicate that the pupils that were identified to be bullies may be having other social or psychological problems that they projected and may be perceived as being bullies by others.

### **5.1.2 Bully behaviour differences in single sex and co-education schools**

From the results obtained, it is evident that more pupils (54.0%) from single sex schools had a high self-esteem than those with a low self-esteem (46.0%). The

picture is different for co-education schools where 64% of the respondents recorded a low self-esteem as opposed to 36.0% who had a high self- concept.

This points to the fact that pupils' self-concept is higher when they are learning with pupils of the same sex than when they are learning as mixed sexes. The reason for a high self-esteem for pupils coming from single sex schools may be attributed to the fact that the pupils are of the same gender and therefore would have no reason to exhibit a lower self-esteem. In the co-education schools on the other hand, the picture is different because the presence of the opposite sex may have a natural effect of causing some pupils to want to prove their significance.

The focus group discussions also confirmed that bullying was more rampant in co-education schools than single sex schools. Pupils admitted that bullying others gave them a unique status in the eyes of the opposite sex. Consequently, we can conclude that bully behaviour is more rampant in co-education than in single sex schools.

### **5.1.3 Bully behaviour variation according to gender**

The research revealed that most of the girls (68.2%) had a higher self-esteem than the boys (31.8%), while the majority of the boys (72.4%) had a lower self-esteem as compared to the girls (27.6%). The reason why more boys than girls

had a low self-concept was found to be their inability to express themselves well. The other reasons why boys exhibited bully behaviours had to do with the way they perceived themselves negatively and their huge body size. This automatically gave them dominance over their peers.

These findings were similar to those of Salmon et al. (1998) in the United Kingdom, who found out that bullying was more prevalent among the boys than girls, with the male to female ratio standing at 3:1. This ties up with the findings of the present study with more boys (72.4%) than girls (27.6%) having a low self-concept of themselves thereby exhibiting more bully behaviour than girls. Although the results from Salmon et al (1998) should be viewed with caution because the study was small, they suggest factors that confirm the outcome of the preset study.

The focus group discussions also revealed that bullying is more rampant in the boys' schools than girls' schools. In co-education schools, the boys admitted having had bullied more than ten pupils in a term while the girls only remembered up to two cases.

#### **5.1.4 Types of bully behaviour**

The commonest types of bullying as found in the UK research is general name calling followed by being hit, threatened or having rumours spread about one.

The present study has confirmed the same types although in a different order. Beating and fighting represented 28.6%, teasing had 28.6%, name calling had 14.3%, group clichés had 14.3% and other types had 14.3%.

In another study in Canada by Jansen (2004), it was found that overt aggression was far more common in boys than girls while relational bullying was more common in girls. The present study has also confirmed this in that the major cause of bullying among boys was found to be poor communication skills. This had compelled them to resort to physical or overt aggression. The girls, on the other hand, had good communication skills and had also a high self-esteem of themselves which made them relate to others with a domineering social disposition. This obviously put their peers in a victimized state.

#### **5.1.5 Causes of bully behaviour**

From the focus group discussions, the social background as the cause of bully behaviour accounted for 31.6% as a major cause. The factors identified under social background included good financial and social status, home background and peer group influence. The bullies in this category had access to information, money and things that put their peers in a disadvantaged position. These characteristics allowed them to be dominant in peer relations. These findings are similar to those by Wolke et.al. (2001) who found out that pure bullies (i.e. those children who do not become victims themselves) had been reported to be either

stronger or to have superior social understanding and insight of how best to manipulate and dominate other children. In view of the poverty levels in Zambia, bullies appeared to come from well to do families and were better nourished than their victims. This ties up with other researchers (Jansen, Boyce and Pickelt, 2004) who have confirmed that child overweight is not only associated with metabolic health risk but also with problems of social interactions and relationships.

Dagga smoking came out from the focus group discussions as one of the causes of bullying. This finding was consistent with that of Robert (1990) who argued that there were significant relations between bullying and smoking. Other general comments from the coordinators of the APU programme included peer pressure, previous school attended, parental bullying, smoking and beer drinking as some of the causes that led to bully behaviour among pupils. There was also mention of the fact that mob psychology contributed to bully behaviour.

#### **5.1.6 How to stop bully behaviour**

Since bully behaviour was deemed a major source of concern as it disrupted ones learning environment as indicated by most respondents, there was need to find ways which would help stop or reduce it. From the focus group discussions, various ways to reduce bully behaviour in schools were presented. These included the need to talk to the pupils by way of public address, guidance and

counselling to be given to the concerned pupils and that offenders be punished to avoid repeated bully behaviour. It was also seen to be very important for teachers to meet and discuss with parents of children with such habits.

School managers and coordinators, on the other hand, suggested that parents played a big role in building their children's self-concept. Since children tend to perceive their parents' approval and attention as indicators of their significance, parents should take keen interest in how their children behave both at home and at school and help shape their behaviour. Therefore they felt that involving parents in discussing disciplinary cases of their children would help curb bullying in schools. They also felt that stiffening punishments for pupils who are involved in bullying would help reduce the scourge. Punishments suggested included digging pits and canning. Another suggestion that the school managers and

coordinators brought out was that pupils should be regularly checked for drug abuse since some of them engaged in bullying under the influence of drugs.

## **5.2 Summary**

Bullies have a low self-concept and social competence as alluded by the majority of the respondents' self-confessions and the teachers' perceptions that indicated that bullies had a low self-concept.

Bully behaviour was higher in coeducation schools than in single sex schools. The majority of pupils who practiced bully behaviour were boys and they mostly had a low self-concept.

The major causes of bully behaviour were found to be of low self-concept, poor communication skills, poor social status and poor academic performance.

### **5.3 Recommendations**

From the findings of the study, the following recommendations are made:

1. The school authorities must design tailor made programmes and counselling sessions to talk to the children who come with bully behaviour problems.
2. The parents must work together with school authorities through PTAs and discuss ways of how their children can be helped especially because the bully behaviour is mostly a matter of social interactions that the children are involved in.
3. Teachers, starting from the low levels – kindergarten and pre-school, should begin to instil some positive attitudes in the students by involving them in practical skills so that they can begin to build a positive self image about themselves.

4. In home environments where boys and girls grow together, parents should desist from giving messages that condition them to certain abilities and disabilities.
  
5. The Ministry of Education should develop a deliberate policy to encourage schools to invite motivational speakers as often as possible so that pupils are inspired to build their self-concept in many areas.

#### **5.4 Suggestions for further study**

- There is need to carry out further study, focusing on how bully behaviour may affect academic performance and how it can be reduced.
- A study to ascertain at what stage school going children start exhibiting bully behaviour would bring out the root causes of this behaviour among pupils
- It would be useful to do an in-depth comparative research of bully behaviour among pupils in regular classes and those in A.P.U. classes to see if there are any structural differences in the causes of such behaviour among high school pupils.
- A Comparative study of self-concept between high achieving male bullies and female bullies would be enriching. Any disparities would also give further insights into the problem of bullying among boys and girls.

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## APPENDIX 1: SCHOOL MANAGER'S QUESTIONNAIRE

The following questions are aimed at getting your opinion on the contributing factors to bully behaviour among APU pupils. You are therefore requested to be as objective as possible in view of what is going on in your school. Be assured that the information you give in this questionnaire will not be used against you, it is purely for academic purposes.

1. What in your opinion are the 5 major causes of bully behaviour among APU pupils? Indicate with a

- |                              |                          |                              |                          |
|------------------------------|--------------------------|------------------------------|--------------------------|
| A. Low Self-esteem           | <input type="checkbox"/> | B. High Self-esteem          | <input type="checkbox"/> |
| C. Poor communication skills | <input type="checkbox"/> | D. Good communication skills | <input type="checkbox"/> |
| E. Poor academic performance | <input type="checkbox"/> | F. High academic performance | <input type="checkbox"/> |
| G. Body weight (giants)      | <input type="checkbox"/> | H. Poor social status        | <input type="checkbox"/> |
| I. Good social status        | <input type="checkbox"/> |                              |                          |

2. Which ones would you rate as the first 2 causes? Indicate with letter e.g. A, B.

.....

3. Which ones of the listed causes in question 1 are prevalent among girls alone and boys alone

Girls Alone

Boys Alone

.....

.....

.....

.....

Do you think there are other contributing factors to bully behaviour? List them

.....

.....

5. Any other comments you wish to make on bully behaviour in your school?

.....

.....

6. How can bully behaviour be minimized/stopped?

.....

.....

*Thank you for completing the questionnaire*

## APPENDIX 2: SCHOOL CO-ORDINATOR'S QUESTIONNAIRE

The following questions are aimed at getting your opinion on the contributing factors to bully behaviour among APU pupils. You are therefore requested to be as objective as possible in view of what is going on in your school.

Be assured that the information you give in this questionnaire will not be used against you, it is purely for academic purposes.

4. What in your opinion are the 5 major causes of bully behaviour among APU pupils? Indicate with a

A. Low Self-esteem

B. High Self-esteem

C. Poor communication skills

D. Good communication skills

E. Poor academic performance

F. High academic performance

G. Body weight (giants)

H. Poor social status

I. Good social status

5. Which ones would you rate as the first 2 causes? Indicate with letter e.g. A, B.

.....

6. Which ones of the listed causes in question 1 are prevalent among girls alone and boys alone

Girls Alone

Boys Alone

.....

.....

Do you think there are other contributing factors to bully behaviour? List them

.....

.....

5. Any other comments you wish to make on bully behaviour in your school?

.....

.....

6. How can bully behaviour be minimized/stopped?

.....

.....

*Thank you for completing the questionnaire*

## APPENDIX 3: CLASS TEACHER'S QUESTIONNAIRE

The following 10 items are targeted to measure one's social intelligence. As a class teacher, we would like you to rate the pupils identified as bullies from your class.

Please ensure that you answer truthfully and honestly. Be assured that the information you give in this questionnaire will not be used against you as it is purely for academic purposes

Sex of pupil    Male        Female   

1. Notices easily when others lie

1  Not at all    2  Seldom    3  Often    4  Verv often

2. Is able to get along with people

1  Not at all    2  Seldom    3  Often    4  Verv often

3. Easily accommodates to new people and new situations

1  Not at all    2  Seldom    3  Often    4  Verv often

4. Is able to get his/her wishes carried out

1  Not at all    2  Seldom    3  Often    4  Verv often

5. Is able to get the feelings of others

1  Not at all    2  Seldom    3  Often    4  Verv often

6. Is aware of weaknesses of others

1  Not at all    2  Seldom    3  Often    4  Verv often

7. Knows how to get others to laugh

1  Not at all    2  Seldom    3  Often    4  Verv often

8. Is able to persuade others to do almost anything

- 1  2  3  4

9. Is able to take advantage of others if he or she wants

- 1  2  3  4

10. Is able to talk others into taking his/her side

- 1  2  3  4

## APPENDIX 4: PUPIL'S SELF-CONCEPT QUESTIONNAIRE

This questionnaire has ten questions which you are requested to answer by ticking in the appropriate box. Please ensure that you answer truthfully and honestly. Be assured that the information you give in this questionnaire will in no way be used against you, it is purely for academic purposes.

INDICATE YOUR SEX BY TICKING

Sex of pupil    Male                       Female

1. Do you adapt easily to new situations?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

1. Do you hesitate to express yourself?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

2. Do you become upset by failures or stressful situations?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

3. Do your fellow pupils invite you to engage in activities e.g. sports, doing homework?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

4. Do you become alarmed or frightened easily?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

5. When you are scolded or criticized, do you become either aggressive or withdrawn?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

6. Do you frequently indicate that you do not do as well as others expect or as well as you expect yourself?

A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

7. Do you tend to dominate or bully other children?

- A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

8. Do you continually seek authority by speaking out of turn, boasting, and making unnecessary behaviour?

- A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

9. Do you accept the appearance of your body?

- A  Always    B  Usually    C  Sometimes    D  Seldom    E  Never

## **APPENDIX 5: FOCUS GROUP DISCUSSION GUIDELINE**

1. Do you see any bully behaviour among your friends in this group? If so what type?
2. How often do you see such behaviour, say in a week, month or term?
3. Have you bullied someone this term? If so, how many of them and in what ways?
4. What do you think are the causes of such bully behaviour among yourselves?
5. Suggest ways in which this bully behaviour can be minimised or stopped.