

**Bullying Behavior among High School Students as a Function of  
Family Relationships and Peer Group Influence: In Some Selected  
West Arsi High Schools**

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## **Abstract**

*This study generally examined whether bullying is related to family and peer group influences or not. The study conducted in four purposely selected high schools in West Arsi. Thus, 203 adolescents' were participated in this research. Of which 112 were males and the remaining 91 were females. Questionnaire and interview guide were used to collect data from the participants. The analysis involving correlation indicated that age was significantly correlated to all forms of bullying behavior. Similarly, Intimacy was significantly correlated to all forms bullying. Neither conflict nor communication subscale significantly related to bullying. On the other hand, Peer group influence was significantly correlated to all forms of bullying. The analysis of independent t-test reveled that statistically significance difference between male and female adolescents was found in physical bullying. However, with verbal and indirect form of bullying, statistically significant difference was not observed. The results of one-way ANOVA shows that statistically considerable difference was found among schools in bullying behavior. In conclusion, the analysis of multiple regressions revealed that intimacy, conflict, communication and peer group influence together contributed 17% of the variation for adolescents bullying behavior.*

# **CHAPTER 1: INTRODUCTION**

## **1.1. Background of the Study**

Bullying is often defined as a power differential between a victim and a perpetrator (Beane, 2008). Unlike many other forms of youth violence, bullying needs a situation wherein imbalance of power exists between the bully and the victim. In other words, fighting among students with the same psychological or physical strength cannot be considered bullying (Unnever & Cornell, 2004). Farrington (1993) also described bullying as a phenomenon present in all age groups and in many different situations for example, in school, work, clubs and organizations characterized by aggressive behavior towards those who are considered weaker and who are unable to respond. Similarly, Smith and Sharp (1994) defined bullying as a form of aggressive behavior which is usually hurtful and deliberate, it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. To sum up, there is agreement in the research literature that the definition of bullying is a specific type of aggression in which the behavior is intended to harm or disturb, the behavior occurs repeatedly over time and there is an imbalance of power, with a more powerful person or group attacking a less powerful one (Fandrem, 2009).

Different researchers categorized bullying in to different forms. For example, Beane (2008) categorized it in to three as physical, verbal and indirect bullying.

According to Senders and Phye (2004), bullying behaviors that are more physical in nature include the following: hitting, slapping, pushing, shoving, and tripping, kicking, taking or stealing, damaging, or defacing belongings, restraining, pinching, flushing someone's head in the toilet, cramming someone into his locker and attacking with spit wads, food, and so on.

As to Lines (2008), verbal bullying can sometimes be more hurtful than physical bullying. He also quoted the following statement that 18 year old adolescent experienced as "Sticks and stones may break my bones, but words can hurt me more and for a longer time". The following are some examples of verbal bullying behaviors listed by this scholar: name-calling, insulting remarks and putdowns, repeated teasing, racist remarks and harassment, threats and intimidation and whispering about someone behind her back.

Senders and Phye (2004) have identified the following indirect form of bullying behavior; destroying and manipulating relationships for example, turning someone's best friend against her, destroying reputations that is gossiping, spreading nasty and malicious rumors and lies about someone, excluding someone from a group that is social rejection, isolation, embarrassment and humiliation and threatening gestures.

Bullying behavior is a common problem that is gradually increasing in every part of the society and in schools and that has negative impact especially on the climate of the schools and on the students (Sanders & Phye, 2004). The incidents of bullying experienced by young children and adolescents in schools have become the focal point of international studies in the last quarter (Kartal, 2009). It has been considered as serious problem in the educational settings as well as negative consequences on students academic, emotional and social development during the school period and this may lead to unwanted problems in the future (Bilgic & Yurtal, 2009). In general, studies have shown that bullying incidents may affect students in various ways. When students are bullied, they may be unhappy about coming to school and may lose their self-confidence. Some other students may suffer from stomachache, headache, and nightmares and feel anxious. Those who observe bullying incidents around themselves may learn that bullying is the best way to acquire what one wants in a short way (Lines, 2008).

According to Reuter-Rice (2008), bullying behavior is associated with a number of specific variables in particular school climate, relationship with classmates, relationships with teachers and attitudes towards school. Rigby (1994) contend that, with respect to peer group and teacher relationship, bullies tend to have low school connectedness also associate with peers who demonstrate anti-social behaviors. Bully-victims appear to have even lower levels of family and school bonding than other groups. Flouri and Buchanan (2003) also suggest

that, early childhood victimization in the home should also be considered as contributing to bullying behavior. According to this scholar, persons who have experienced family violence in their childhood are likely to become adult violence.

According to American Association of School Administrators (2009), there is no one single cause of bullying among children; individual, family, peer, school, and community can place a child or youth at risk for bullying. These factors work individually, or collectively, to contribute to a child's likelihood of bullying. Flouri and Buchanan (2003) have tried to relate peer bullying with characteristics of family system showing that bullies showed low family cohesion. Other researchers also identified several links between family characteristics and bullying behavior. For example, Farrington (1993) stated that fathers who were aggressive and exhibiting bullying behavior at school are likely to have sons who are bullying at school. Toole as cited in Rigby (1994) summarized that families of the school shooters had characteristics of: a turbulent/unstable parent-child relationship, including recent or multiple moves, loss of a parent, addition of a step parent, violence occurring in the home, lack of intimacy in the parent-child relationship and no restriction or scrutiny of TV and internet use.

However, families showing high cohesion (warmth and lower levels of hostility) may be less likely to be producing a bullying or victimized child (Ross & Horner, 2009).

A peer influences the behavior of their groups either positively or negatively. Field (2007) point out that, peer pressure is commonly invoked in discussions of adolescent misbehavior and is implicated in many accounts of adolescent risk taking, because most risky behaviors in which adolescents engage, such as delinquency, substance use, and reckless driving, takes place in the company of peers. Various studies demonstrated that children affiliate with children who show similar behavior, including those who engage in bullying, aggressive or other anti- social behavior (Craig & Pepler, 1995). Similarly, Witvliet (2009) found that children tended to be more similar to their friends on anti-social behavior than on shyness and co-operation.

Research evidences indicated that the school context could lead students to problem behavior in general bullying in particular. For example, Karatzias (2002) and Smith and Sharp (1994) found that the social and emotional climate of the school can serve to facilitate or discourage bullying behavior among students. Specifically, disruptive school environments, unsupportive school staff and family members, lack of school bonding, and poor academic performance were expected to contribute to experience as either a bully or victim.

On the other hand, students who perceive their family and school environments to be supportive or who readily engage in academic task, despite their emotional difficulties, are believed to have fewer opportunities to engage in

problematic peer relationships because it is expected that they are getting the support and appropriate academic distractions they need (Field, 2007 ).

Research findings suggest that gender difference was found in bullying. For instance, Sanders and Phye (2004) have found that bullying is more common among boys than girls. Moreover, as to these scholars, males use more of physical type of bullying while females use more of implicit types of bullying such as spreading of rumors and exclusion from the group that are subtlety and skillfully inflicted.

## **1.2. Statement of the problem**

School bullying is one of the focuses of research among scholars. It affects the general climate of the school and the community in general. The study indicated that if this problem is ignored, fighting, truancy, and learning problems could be resulted among all students (Thompson, Tiny, & Sharp, 2002). Similarly, Kartal (2009) found that teachers also feel the effects because the environment is not favorable to learning as it disrupts the educational process. Lines (2008) has conducted research on offenders that adolescents who engaged in bullying have a higher possibility of becoming criminals, have difficulty with personal relationships and eventually have problems with substance abuse later in their adulthood.

In the Ethiopian context, research on bullying is very rare. A study by Arefaine (2009) related attitude and personality toward bullying behavior. Nevertheless,

in his studies, the roles of family, peer group influence and other demographic variables were not treated. Thus, the main aim of this study is to know the contribution of the above variables in adolescent bullying behavior. Accordingly, the study attempts to answer the following basic research questions.

1. Are family relationship variables with respect to intimacy, conflict and communication significantly related to students' bullying behavior?
2. Are peer group influences significantly related to students' bullying?
3. Do the schools significantly differ in bullying behavior?
4. Is there a significant relationship between age and bullying behavior?
5. Is there significant gender difference in the forms of bullying?

### **1.3. Objective of the study**

The general objective of this research is to examine whether bullying behavior is related to family relationships, peer group influences and some demographic variables. Specifically the study intended to achieve the following objectives:

1. To examine the relationship between family relationship variables with respect to intimacy, conflict and communication to bullying behavior among students.
2. To explore the relationship between peer group influences and adolescents' bullying behavior.
3. To identify whether there is significant difference in bullying among schools.
4. To examine the relationship between bullying and age.
5. To explore whether there is gender difference in forms of bullying.

#### **1.4. Significance of the study**

This study contributes to the research on the subject of bullying by providing theoretical analysis along with mechanisms of preventing bullying and strategies of intervention. It also contributes to the practical efforts of parents, educators, school administrators in particular and other stakeholders in general in preventing, mitigating, managing and controlling bullying behaviors in school environment. In addition, this study paves the way for those who are interested to contribute to this under-researched but very important area of research in Ethiopia.

#### **1.5. Delimitation of the Study**

Given budget and time constraints, two secondary schools and two preparatory schools in the West Arsi Zone were selected as study site. The participants of this study were further delimited to grade 9th and 12th students' secondary schools and preparatory schools respectively. Besides, the study was delimited to one dependent variable that was bullying and two independent variables; family relationship subscales with respect to (intimacy, conflict and communication) and peer group influence and with some other demographic variables like sex and age.

#### **1.6. Operational definition of terms**

**Bullying** refers to students' perception of their own behavior with respect to different forms of bullying behavior as an imbalance of power, repeated in nature and attacking powerless individuals who cannot effectively defend them

selves by their own measures as measured by the scale adapted from Kingery (1998).

**Physical Bullying:** when students hit, kick, punch and so on around another student who cannot defend him/herself effectively as measure adapted by the researcher.

**Verbal Bullying:** When one or more students say or mean things to another student, make fun of him/her as measure adapted by the researcher.

**Indirect Bullying:** when one or more students try to ignore and exclude one or more students from their group of friends as measure adapted by the researcher.

**Family Relationship:** refers to adolescents' perceptions of the positive and negative affective/cognitive dimension of relationships with respect to intimacy, conflict and quality of communication as measured by the scale adapted from Noller (1992) and Armsden and Greenberg (1987).

**Peer group influence:** refers to influence that come from peer groups of school that is related to adolescent bullying behavior as measure adapted by the researcher.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **2.1. Theoretical Perspectives of Bullying**

#### **2.1.1. Social Information Processing Theory**

As Crick and Dodge cited in Sanders and Phye (2004) that this theory involves six sequential stages of processing social information. In step one; the individual encodes sensory information being taken in to the system. Second, the individual attempts to make sense or interpret the sensory information. Next clarification of information and goal setting occurs. Fourth, the individual seeks ideas for possible responses. Fifth, a decision about which response is most appropriate occurs. In sixth steps, the individual follows through with the behavioral responses. Thus, as to Sanders and Phye (2004), bullying occurs when there are biases in social information processing or deficits at one or more of the six steps. Randall argued as cited in Sanders and Phye (2004) that individuals who exhibit bullying are doing so because they do not process social information accurately. They exhibit what he termed social blindness, lacking skills to understand other people's perspectives. That is, bullies have little awareness of what others are thinking of them and display a deficient ability to empathize.

#### **2.1.2. Theory of the Mind (TOM)**

Sutton described the theory of the mind in Sanders and Phye (2004) as the ability of individuals to attribute mental states to themselves and others in order to explain and predict behavior. That is, individuals who possess well-developed TOM skills will be more equipped to read and understand the feelings

and emotions of other people. Thus, they do not lack social competence as implied by the SIP framework but instead have an advanced ability at reading other people. According to these scholars, successful bullying may be a result of superior TOM skills. Being able to understand the mental states of others and to predict their behaviors can be utilized to manipulate the minds of others. This could be a potentially useful skill in all aspects of bullying, Particularly with indirect bullying such as spreading rumors, excluding victims from social groups, and avoiding getting caught in a bullying episode. For instance, for a bully to socially exclude his or her victim, the bully needs to understand the feelings of others in the social context to manipulate others to make the victim feel left out (Sutton et al., cited in Sanders & Phyre, 2004).

### **2.1.3. Moral Development Theory**

Arsenio and Lemerise as cited in Sanders and Phye (2004) that bullying could not be fully understood with out considering the moral aspects involved in the phenomenon. They claimed that such issues as fairness, individual's welfare and sacrifice need to be addressed. As to these scholars, SIP and TOM theoretical perspectives do not adequately include this aspect of bullying.

One theory of moral development that seems to link social cognition and bullying behavior is Rest's four components model of morality (as Rest cited in Sanders & Phye 2004). The first one is moral sensitivity (being aware that a moral problem exists), the second is moral judgment (deciding on a moral action), the third is moral motivation (staying committed to one's values and

prioritizing a moral actions), and the fourth is moral character (implementing and following through on the moral actions). According to these scholars, the first two components of moral theory are related to the ideas proposed by the SIP and TOM while the last two components can be directly related to bullying behavior.

#### **2.1.4. Socio-cultural Theory**

According to Sanders and Phye (2004), the norms of one culture can differ extensively from those of another, and this difference can radically affect the ways in which young people learn to behave toward one another. As to the above scholars, for example, in one culture, it may be desirable to be bull toward others; in another, bullying may be met with disapproval. From the socio-cultural perspective, young people are viewed as novice participants in their culture, and their induction into the culture is achieved through shared joint activity as they come to understand objects and relationships, they re-create their culture within themselves (Rogoff et al. cited in Sanders & Phye, 2004).

Similarly, Field (2007) takes the perspective that individual development is inseparable from interpersonal and community processes and that individuals' changing roles are mutually defined with those of other people and with dynamic cultural processes. As to this scholar, this is a two-way process. When individuals participate in shared endeavors, not only do individual

developments occur, but the process also transforms the practices of the community.

### **2.1.5. Social Dominance Theory**

As to the social dominance theory, human beings are predisposed to create social dominance hierarchies. These strivings would be favored in evolutionary processes because clearly established hierarchies can serve to minimize conflict within a group (Field, 2007). Furthermore, groups with clear hierarchies are more organized and thus better able to attack other groups to obtain additional resources or defend themselves from attack by outsiders, thereby increasing the likelihood of an individual's survival (Sanders & Phye, 2004). Similarly, Lines (2008) contend that bully children are admired by their peers (i.e. more popular) because rather than threatening group cohesion they actually promote a clear hierarchical organization within the group. Thus, for this research purpose the researcher was used an eclectic theoretical approach to grasp a richer understanding of bullying.

## **2.2. Gender Difference in Bullying**

Gender differences have also been presented in the way that bullying is experienced and expressed. To this end, Carlyle and Steinman (2007) suggested that bullying is more common among males than females. Similarly, Center for School mental Health Assistance (2002) point out that, the pattern of bullying is different for boys and girls. Boys were much more likely to report being bullies and perpetrating violent acts on others than were girls.

Further more, Olweus (1993) has found that girls were found more likely to be exposed to indirect and subtle forms of bullying, whereas boys are usually exposed to open attacks. According to this researcher girls exercise mainly indirect forms of bullying for example, spreading rumors, while direct physical bullying is more common among boys.

Moreover, many researchers have found out the reason why boys and girls engaged in different forms of bullying. Boys use direct form of bullying to gain acceptance and such behavior is more common and judged more positively than in girls (Scheithaver, Hayer, Petermann, & Jugert, 2006). On the other hand, girls are reared to be polite and nice and outbursts of direct bullying are unusual and judged negatively (Sanders and Phye, 2004). Consistent to the above finding Bjorkquist et al. as cited in Cowie and Jennifer (2008) found that girls develop social and verbal skills faster than boys do; they are more skilled at indirect bullying.

However, some other researcher reported that the most frequent type of bullying suffered by both genders was verbal bullying such as taunting, teasing and calling name followed by physical bullying such as hitting and kicking ,and being threatened by others(Richter et al as cited in Kartal, 2009). Yet, numerous studies have found no gender differences, and some suggests that results may be influenced by gender role stereotypes (Smith & Sharp, 1994).

### **2.3. The Relationship between Age and Forms of Bullying**

In relation to age and forms of bullying, Carlyle and Steinman (2007) indicated that bullying decreases over time for middle to high school students. This downward trends in bullying is also supported by Bjorkquist et al. as cited in Eslea and Rees (2001) found that many bullying behaviors including kicking and striking, pushing and shoving, siping, sulking ,shunning ,showering abuse were more frequent among 12-years olds than among the older.

Further more, other researchers have found that younger children are more likely to bully in overt ways such as physically while indirect or relational forms becoming more frequent in late adolescent(Scheithaver et al., 2006). As to these scholars, bullying among older children is more likely to be covert and may therefore, be underreported in peer-nomination and teacher-nomination studies. Similarly, Eslea and Rees (2001) found that in the primary and begging of secondary schools physical bullying is more common than in higher secondary schools. Nevertheless, as children grow up, their verbal and social skills develop and they seem to prefer more refined bullying strategies, such as indirect methods like accusing, black mailing, and excluding (Bjorkquist et al. as cited in Cowie & Jennifer, 2008). Further more, Carlyle and Steinman (2007) have found that as students got older and more mature, aggression and physical bullying did not actually decrease but only replaced by more passive types of verbal bullying. As to these scholars, the most frequent bullying type was reported to be verbal bullying: abusing language, teasing, calling name,

and verbal abuse followed by exclusion from the group and abusive and humiliating language use for a person's physical appearance

To sum up, Cowie and Jennifer (2008) summarized the relationships between age and bullying as follows: Bullying in school decreases when pupils grow older, pro-social behavior increases with age and with increasing age, form of bullying became more subtle and complex.

#### **2.4. Where Does Bullying take Place?**

For most pupils, bullying occurs in and around school, the playground being the most common location. Sharp and Smith (1994) indicated in their work in both middle and secondary schools, bullying is more evenly spread across school grounds, corridors and classrooms. Studies by Baldry et al. as cited in Sharp and Smith (1994) claimed that bullies prefer rest rooms or playgrounds and break time or recess for their activities that are places and moments in which they are insufficiently supervised and their actions can be hidden from adults' eyes. Similarly, adults are usually not as aware of bullying as peers are, since harassment and threats are carried out when teachers or parents are absent (Cowie & Jennifer, 2008).

#### **2.5. Impact of Adolescent-Family Relationship on Bullying**

Adolescence is a period of changes and reorganization in family relationships. The physical changes, new cognitive abilities and expanded social world of young adolescents results in a change in their family relationship (Steinberg,

1993). Pubertal changes can affect adolescents' self-images which in turn, may affect their relations with their parents. The physical changes appeared at puberty is more likely to bring changes in treatment by parents in particular, and changes in how others care for the adolescents in general (Fabe cited in Anteneh, 2009). This in turn, results in changes in how adolescents feel about themselves. Puberty seems to create emotional distance between parents and adolescents results in an increased negative interaction and decreased positive involvement (Beane, 2008).

Adolescent is the time when individual are on the threshold of gaining a great deal of status. Their careers and marriages lay a head of them, and choices seem limitless. For their families, in contrast, many choices have already been made some successfully; others perhaps less do (Santrock, 2002). As to this scholar, this need difference may create gap between family and their children and likely to have an impact on family relationships. As a result, children may engage in problem behavior in general bullying in particular.

Steinberg (1993) addressed the question that, how relationships differ from family to family and whether these differences have important consequences for the developing adolescent. Some adolescents are given a greater deal of affection, while in others, parents lay down the rules and children are expected to follow them. Similarly, as Hamburg and Takanishi cited in Deme (1997) that adolescents who are not cared and psychologically handled in their interaction

with parents during rapid physical and social changes experience more stress and strain in their life which may be the basis of problem-behaviors.

Furthermore, Steinberg (1993) stressed that, family remains an extremely important influence on adolescent development as an influence on the development of identity, autonomy or achievement. Likewise, Sanders and Phye (2004) found that regardless of the family structure or composition one parent or two, natural or reconstituted, employed mother or not having positive and warm family relationship stands out as one of the most powerful predictors and correlates of healthy psychological growth during adolescent year.

Similarly, considerable research with large sample of school or community based youth shows that high levels of family emotional support that include listening ,providing praise, affection, empathizing, trust and respect are protective factors for emotional and behavioral problems among adolescents (Rachel & Bonnie, 2009).

On the other hand, family characteristics such as low involvement with parents, low parental warmth, low family cohesion and single-parent family structure have been found to be related greater bullying among adolescent (Rachal & Bonnie, 2009). Similarly, Arlene and Jerome (1983) have found out that high family conflict or hostile control and disparagement along with adolescent's perceptions of low family support are associated with maladjustment.

Moreover, research suggests that family who are inconsistent, permissive or otherwise fail to control their child's early aggressive behavior may foster later bullying behavior (Louise, Peter, & Valerie, 1992). Similarly, others also found that parents of bullies tend to be tolerant of their child's aggression towards other (Nation, Vieno, Perkins, & Santinello, 2008). As to this scholars, bullies tend to come from families where parents are more physically and or emotionally aggressive, or when other types of family problems exist in including parental conflict and alcohol problems. Similarly, Rigby (1994) contend that the influence that families have up on their children has also been conceived more broadly as deriving from the social environment provided by the family. That is children who are bullied at home or who see their parents or siblings bullying others may be more likely to bully in school.

## **2.6. The Role of Peer group During Adolescent**

Harre and Lamb (1983) defines peer group as a small group of friends or associates who share common values, interest and activities. During adolescence, friendship affiliations and groups provide companionship and social and emotional support, and they afford opportunities for intimate self-disclosure and reflection (McNelles & Connolly, 1999). Friendships often promote positive psychosocial development, but some youth learn and adopt anti-social attitudes and deviant behaviors through their friendships (Espelage, Green, & Pwassermann, 2007).

Regardless of the structure or norms of a particular peer group, peers play very important role in the psychological development of adolescents (Steinberg, 1993). Lezin et al. as cited in Tekalign (2009) peers provide a means of social comparison and a source of information beyond the family. This means that good relationship may be necessary for social development of adolescents. Adolescents seeking autonomy from their parents turn to their peers to discuss problems, feelings, fears and doubts, there by increasing the salience of time spent with friends. It is during adolescence that peer groups become stratified and issues of acceptance and popularity become increasing important (Santrock, 2002). Adolescence is a period in which individuals are expanding their perspective beyond the family and learning how to negotiate relationships with others in the social system. Peers, particularly group members, become important social referents (Craig, 1995).

## **2.7. Peer group Influences and Adolescents' Bullying**

When parent-child interaction is problematic, adolescents are likely to withdraw from their family and rely on peer subcultures. This shows that adolescents do not form strong family connections; they face a high risk of negative influence from peer groups (Juvonen & Graham as cited in Tekalign, 2009).

Bullying is strongly influenced by peer behaviors and reactions. Craig and Pepler (1995) found that peers were involved in 80% of bullying episodes, usually by either providing attention to the bullying or actually joining in the

aggression. There is little doubt that peers actually influence each other and that the effects of peer influence are stronger during adolescence than in adulthood. Indeed, one recent experimental study found that exposure to peers during a risk-taking task doubled the amount of risky behavior among middle adolescents, increased it by 50% among college undergraduates, and had no impact at all among adults (Steinberg & Monahan, 2007). Bullying can best be understood from a social-interaction perspective that is bullying behaviors are considered a result of a complex interaction between individual characteristics such as impulsivity, and the social context including the peer group and school social system (Espelage, 2002). Studies examining peer influences on bullying behavior have concluded that increased aggressive behavior within peer networks is associated with increased bullying behavior (Witvliet, 2009). Similarly, American Association of school Administrators (AASA) in 2009 have identified that friends who bully, friends who have positive attitudes about violence and some aggressive children who take on high status roles may use bullying as a way to enhance their social power and protect their prestige with peers.

According to Lines (2008), peer dynamics is associated with bullying during the transition from elementary school to secondary school. This can cause stress that might promote bullying behavior, as students attempt to define their place in the new social structure. Changing from one school to another often leads to an increase in emotional and academic difficulties, bullying may another way

that young student's deal with the stress of a new environment (Espelage et al., 2007).

Among peer, group norms favor bullying contribute to individual level of bullying for both boys and girls over the middle school years by creating an environment that is conducive to aggressive interaction (Espelage, 2002).

The following statement made by 16 years old adolescent girl in Santrock (2002):

Peer pressure is extremely influential in my life. I have never had very many friends and I spend quite a bit of time alone. The friends I have are older ...the closest friend I have had is a lot like me in that we are both sad and depressed a lot. I began to act even more depressed than before when I was with her. I would call her up and try to act even more depressed than I was because that is what I thought she liked. In that relationship, I felt pressure to be like her (P. 502).

Nevertheless, others children seem as almost all necessary part of their relationships. These children often seem to see the world as a very important place and are much more ready to interpret the actions of others as aggressive or proactive than are more children. Typically, they may excuse their bullying as justified by provocations by the victims, (Smith & Sharp, 1994).

Bullying, like other peer behavior is influenced by social networks. The bully forms a Coalition with other adolescents in their peer group, which increases their status and helps the bully stays in charge. Because of such rewards, the bullying continues (Bacchinni, Esposite, & Affuso, 2009). Similarly, Children who are similar to each other tend to form cliques and when aggressive children join with aggressive peers such close friendships may serve as a context in which bullying is maintained (AASA, 2009).

## **2.8. The Influence of School Conditions on Bullying**

The social and physical environments of school are play a vital role in student's problem behavior in general and bullying in particular. To this end, research contended that bullying should be examined in a more holistic manner by examining the social climate rather than individual pathology (Galloway as cited in James et al., 2008). Similarly, Craig and Pepler (1995) found that students are influenced by the social climate in which they live and in particular, by the behaviors they see modeled.

Studies indicated that students in highly conflictual schools, where teachers were ineffective in maintaining order engaged in fighting and vandalism, showed an increase in verbal and physical bullying (Kasen, Cohen, & Brok, 1998). Bullying is thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of student especially during lunch, bathroom breaks, and recesses (AASA, 2009).

In the same way, a research shows that victims would be reluctant to report being bullied if they perceived bullying to be a generally accepted aspect of the school environment (Flaspohler, Elfstrom, Vanderzee, & Sink, 2009). Smith and Sharp (1994) also contend that students share a normative set of belief that constitute support for a culture of bullying. As to these scholars most students expressed convictions that neither teachers nor classmates would do much to counteract bullying and in many instances students were willing to join in bullying others.

However, schools where there is warmth and acceptance, high standards for student and teacher behavior toward one another and appropriate supervision can greatly reduce the problem of bullying (Cowie & Jennifer, 2008). School-wide level, a positive school climate that is the quality of interpersonal interactions and feelings of trust and respect that exist with in the school community are associated with lower levels of emotional and behavioral problems in children (Karatzias, Power, & Swanson, 2002).

## **2.9. Methods of Identifying Bully/ victims**

There are various ways of identifying bully/victim in schools. One of the quickest methods is to ask class teachers who are the victims or bullies in class. This can provide useful information, but it will only be as valid as the teacher's perception of the problem (Smith & Sharp, 1994). However, children's own reports suggest that many victims of bullying have not told a teacher about

it and many children who bully others report that no teacher has talked to them about it (Sanders & Phye, 2004).

Another possibility is to interview children directly about their experiences and behavior in school. It requires high degree of trust and confidentiality if the participant is going to be able to talk about being bullied or bullying others in a truthful way. Like teachers, nomination interview has also its own disadvantages in the first place it is time consuming in its nature and second interview is not suitable for large sample (Cowie & Jennifer, 2008).

Moreover, Smith and Sharp (1994) came up with alternative methods that is peer nomination. They found that it less threatening to ask students about the behavior of their classmates. After letting the students with term bullying in satisfactory way, one may ask them to name children who bully others in their class.

## **CHAPTER 3: METHODS**

In this section the research design, participants, instruments, data collection procedure and methods of data analyses are briefly described.

### **3.1. Research Design**

The kinds of research design can be determined by the nature of the problem to be conducted. Thus, to attain the objective of this study the researcher is inclined to use mainly survey design, which is complimented by qualitative design.

### **3.2. Participants of the Study**

Four schools were purposely selected as a sample of the study from West Arsi Zone. Accordingly, 55 participants from Shashemanne Secondary School, 43 from Shashemanne Preparatory School, 50 from Arsi -Nagele Secondary School and 55 from Arsi -Nagele Preparatory School were participated in the study.

Participants were selected by peer nomination. This method is quite reliable in that one is pooling information from a number of informants and agreement between students has been found to be reasonably good (Smith and Sharp, 1994). Students were asked to write the name of their classmates who frequently involve in bullying on a piece of papers after they were clearly told the meaning of bullying. For example, to illustrate clearly the meaning of bullying, they were also asked some questions that bully students could exhibit

like: who is usually hitting, kicking, tripping, shoving or pushing others in their classroom; and who is usually yelling, insulting, calling names or gossiping others?

The same procedures were employed in each school. Thus, the one frequently nominated by peers taken as a bully. Accordingly, 550 bullies were identified from both grade 9 and 12 of the aforementioned schools. This figure was considered as the population of this study. Of the 550 bullies, 220 were sampled by simple random sampling (lottery method). However, from the total participants, 17 of them did not return the questionnaire that was given to them. As a result, they were excluded from the analysis.

Out of the already selected participants, 112 were males while the remaining 91 were female participants with the mean age of 17.18 for details see Table 1 in the result section. In this study, four unit leaders were also participated; one from each school.

### **3.3. Instruments**

The main tool of this study was a questionnaire. The rationale for using questionnaire was to collect data from many participants. Researchers in this area have also used questionnaire for it enables optimum data gathering (example Olweus, 1993; Arefene, 2009). Complimentarily, interview guide was also used to support data obtained by questionnaire.

The questionnaire has four major parts. The first part is about participant's general backgrounds like sex, age, grade, religion and name of schools. The second part is about bullying. The items are adapted from adolescent violence scale developed by Kingery (1998). Habtamu (1998) also used it to measure interpersonal violence in some selected Addis Ababa high schools. Out of 36 items, 24 of them were adapted. Pilot test was made to see the reliability of the items. It was found to be reliable with Crobach Alpha of 0.82. The item has three subscales: physical, verbal and indirect bullying. Eleven of them are physical, seven and six items are verbal and indirect bullying respectively. Sample items were for physical; I kick someone with my foot, verbal; I use vulgar language on someone and I plan secretly to bother the other one are indirect. The items put in a Likert Scale format from never (1) to more than fifteen times (5).

The third part is a scale measuring family relationship adapted from Noller (1992) family functioning scale and Armsden and Greenberg (1987) inventory of parent and peer attachment. The scale has 29 items with three subscales (i.e. intimacy, conflict and communication). Out of 29 questions 10 measures about intimacy, other 10 also measure about conflict and the rest 9 measures communication subscale. The result of pilot test was 0.71 for intimacy 0.69 and 0.78 for conflict and communication respectively, which is reasonably good. Items were arranged in likert scale format ranged from totally disagree (1) to totally agree (6). Sample item were; intimacy, people in our family help and

support each other; conflict we often misunderstand each other and I like to get my family's point of view on things I am concerned is communication. Negatively worded item is scored reversely. (See appendix (A) for details).

The fourth is a scale measuring peer group influence. The scale is adapted from Brawn and Clasen (1998) Peer Group Influence Inventory and Steinberg, and Monahan (2007) Resistance to Peer Influence Scale. Peer group scale has 11 items ranged from strongly disagree (1) to strongly agree (4). The item was found to be reliable with Cronbach Alpha of 0.83. Sample item were; I do not like to involve in a group of gangs who are organized to attack other opponents and I choose my friends based on similarities I have with him/her. See appendix (A) for details.

Interviews were also conducted with unit leaders. Their responses for questions designed in a semi-structured format were also recorded to compliment data collected using questionnaire.

The adapted tools were translated into local language that is Afan Oromo with the assistance of two postgraduate students of Addis Ababa University Department of Ethiopian Language and Literature.

### **3.4. Data collection Procedures**

To do this, first the researcher contacted each school's principal to get permission by showing them the letter from the Institute of Psychology. The principals were told the main objective of the study and how research

participants were to be selected. Then after, the researcher requested the principals to introduce him with the unit leaders.

Pilot test was conducted in Koffale Secondary School and Preparatory School three weeks before the actual data administrations. 40 participants were participated: 20 from grade 9 and the rest 20 from grade 12. Out of this, 17 were females and the remaining 23 were males.

Prior to administering the items, an attempt was made to consult the schools' principals to know conducive time for the participants to fill the questionnaire. Accordingly, questionnaire was administered in the afternoon starting from 3:00-4:00 p.m. After they were given orientations on the purpose of study; how to fill the item and when they return it. The questionnaire was administered to the participants by the researcher together with his assistant after grouping participants to free class. Eventhough enough time was given to fill out the questionnaire, they were not forced to complete on the predetermined time.

The unit leaders also interviewed. The interviews were recorded with a tape recorder with prior agreement of the interviewees for later usage in data analysis.

### **3.5. Method of data analysis**

Both descriptive and inferential statistics were computed. Descriptive statistics like mean, range, standard deviation and percentage were used to summarize

the data. To know the relationship between age, grade level, intimacy, conflict, communication and peer group influence with forms of bullying Pearson r correlation was employed.

Multiple regressions were computed to know the combined effect of family relationship variables intimacy, conflict and communication and peer influence on bullying. Independent t-test was used to test whether there is gender difference in forms of bullying behavior. One way ANOVA was also employed to see mean difference in bullying among schools. Tukey/Kramer test of multiple comparisons was computed since ANOVA was found to be significant at  $P < 0.05$ . On the other hand, in order to analyse data collected via interview, the following steps were followed: coding, identifying major or common themes, categorization of themes and analysis. Participants were also given code name as I, II, III and IV.

## CHAPTER 4: RESULTS

In this section, correlations, t-test, multiple regression and one-way ANOVA computed and presented together with the analyses of qualitative data obtained through interview. The finding was organized according to the similarity of information; so that those similar presented together.

**Table 1: Demographic Characteristics of the participants (N=203)**

Variables	Category	N	%	Mean	Std.Deviation
Sex	Male	112	55.2		
	Female	91	44.8		
	Total	203	100		
Age	Range of age	13-22		17.18	2.10
Grade	9	99	48.8		
	12	104	51.2		
	Total	203	100		
Religion	Islam	108	55		
	Orthodox	52	25.6		
	Protestant	30	14.8		
	Catholic	3	1.5		
	Others	10	4.9		
	Total	203	100		
*NPS	Shashemanne(Millennium)secondary school	55	27.1		
	Shashemanne preparatory school	43	21.2		
	Arsi Nagele secondary school	50	24.6		
	Arsi Nagele preparatory school	55	27.1		
	<b>Total</b>	203	100		

\* Name of participants by schools

As can be seen from Table 1, out of 203 participants, 55.2% of them were boys and 44.8% were girls. The age range was 13-22 with the mean age of 17.18 with 2.10 Sd. 53% of the participants were Islam, 26.6% were orthodox, 14.8% were protestant, 1.5% was Catholic and 4.9% were others.

**Table 2: Bivariate correlation among independent and dependent variables (N=203)**

Variables	x1	x2	X3	x4	x5	X6	x7	X8	x9
Age (X1)	-	0.75**	0.36**	0.13	0.04	0.00	-0.29**	0.17*	0.21**
Grade (x2)		-	0.31**	0.17*	-0.06	-0.09	-0.40**	0.18**	0.26**
Intimacy (x3)			-	0.04	-0.14	0.03	-0.21**	0.020	-0.19**
Conflict (x4)				-	-0.28**	0.29**	-0.07	0.04	0.04
Communica tion (x5)					-	0.13	.036	-0.09	0.08
Peer group influence (x6)						-	0.41**	0.23**	0.18**
Physical bullying (x7)							-	0.42**	0.33**
Verbal bullying (x8)								-	0.28**
Indirect bullying (x9)									-

\*\* P< 0.01, \* P<0.05

As can presented in Table 2, above, there was significant and negative correlation between age and physical bullying ( $r = -0.29$ ,  $p < .01$ ), but with verbal and indirect bullying significant and positive correlations were found ( $r = 0.17$ ,  $p < .01$ ), ( $r = 0.21$ ,  $p < .01$ ) respectively. With respect to grade, significant and negative correlation was found with physical bullying ( $r = -0.40$ ,  $p < .01$ ). On the other hand, with verbal and indirect bullying significant and positive correlation was observed ( $r = 0.18$ ,  $P < .01$ ), ( $r = 0.26$ ,  $p < .01$ ).

Concerning the family relationships variables, significant and negative correlation was found between intimacy and physical bullying ( $r = -0.21, p < .01$ ) similarly with indirect bullying ( $r = -0.19, p < .01$ ), but with verbal significant relationship was not found. On the other hand, with conflict and communication significant correlation was not found.

On the other hand, peer group influence was significantly and positively correlated to all forms bullying ( $r = 0.41, p < .01$ ), ( $r = 0.23, p < .01$ ), ( $r = 0.18, p < .01$ ) respectively.

**Table 3: T-test comparison on the level of bullying between male and female (N=203)**

<b>Variables</b>	<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Std.Deviation</b>	<b>T</b>
Physical bullying	Male	112	2.18	0.73	5.76*
	Female	91	1.65	0.57	
Verbal bullying	Male	112	2.37	0.86	0.72
	Female	91	2.29	0.73	
Indirect bullying	Male	112	2.09	0.65	0.47
	Female	91	2.05	0.73	

\*P< 0.05

The result of Table 3 shows that, there was statistically significant difference between male and female in mean of physical bullying ( $t = 5.76$ ,  $df = 201$ ,  $P < .05$ ). Nevertheless, statistically significant mean difference was not found between male and female in verbal and indirect bullying ( $t = 0.73$ ,  $df = 201$ ,  $P > .05$ ) and ( $t = 0.47$ ,  $df = 201$ ,  $P > .05$ ) respectively.

The data obtained from interviewees also revealed that male bully often try to show off their physical 'strength and endurance' by kicking or trying to kick those student they see as physically weak. As to these participants, these 'muscular' male students, to get what they want, they try to intimidate female students. They also use 'taboo' words, which are culturally inappropriate to embarrass female students. From the above result, we can conclude that male bullies engaged in both physical and, verbal attack.

Moreover, participant IV stressed that females are naturally weak to use physical attack; therefore, this force them to use indirect means of bullying like letting their friends cut relationships from somebody whom they dislike; or else they give for the victims some unnecessary nicknames. As the participant expressed it, “female bully usually calls the target by saying ‘ገራጽ’ and ‘አይጥ’...”. This is contextually to mean, “the one who has very small nose” and “very small” respectively. These verbal insulting words and expression would make victims feel ashamed in front of other students. As a result, the insult words might have an impact on the students’ overall social interactions.

**Table 4: One-way ANOVA Summary of bullying by schools**

<b>Source</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>
Between Groups	12.47	3	4.16	16.80*
Within Groups	49.22	199	0.26	
<b>Total</b>	<b>61.68</b>	<b>202</b>		

\*P<.05

As can be seen from the Table 4, there was statistically significant mean difference in students bullying among selected schools ( $F(3,199)=16.803, p<.05$ ).

The result of Tukey/Kramer multiple comparison shows that significant mean differences were not found between school one and school two, but statistically significant mean differences were observed with school three and school four. Similarly, statistically significant mean difference was found between school two and school three. However, there was no significant mean difference between school two and school four. While statistically, significant mean difference was found between school three and school four see Appendix (D).

In addition, the interview results show that school conditions can cause students to display aggressive acts. All interviewees told that the physical location of school contributes a lot in students' bullying. For example, they contended that when the school is in proximity to locations where substances like 'chat', 'shisha' and 'ganja' are consumed, the chance of students to engage in addictive behaviors is higher, and so do bullying behaviors.

Moreover, participant *II* from Shashemane Preparatory School explained that the students are given extended lunchtime; however, most of the students spend their break consuming the aforementioned drugs. According to the interviewee, such a school environments negatively affect the behavior of the students. As the participant reasoned out, those students who pass time in the above mentioned areas use to misbehave in the school compound by snatching others' materials and insulting other students. These particular students, who display bullying behavior, as the participant said, do not want to follow the

rules and regulations of the school. It is possible to deduce that uncondusive school environments would encourage bullying behavior.

**Table 5: Summary of one-way analysis of variance for multiple regression analysis**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>
Regression	10.52	4	2.63	10.17
Residual	51.17	198	0.26	
<b>Total</b>	<b>61.68</b>	<b>202</b>		

\*P< 0.05

**Table 6: Summary of multiple Regression Results**

<b>Model</b>	<b>Unstandardized Coefficient</b>		<b>Standardized coefficient</b>	<b>T</b>
	B	Std error	B	
Constant	1.74	0.41		
Intimacy	-0.01	0.00	-0.20	-3.14*
Conflict	-3.83	0.01	0.00	-0.00
Communication	-0.01	0.01	-0.07	-1.07
Peer group Influence	0.40	0.07	0.38	5.66*

\*P< 0.05

Multiple correlation= (R<sup>2</sup>= 17%)

On the bases of the results in Table 6 above, all the predictor variables together contributed 17% to the variation in the dependent variable. The multiple regression F-value indicated that the contribution of the independent variables for predicting the dependent variable is statistically significant at  $P < 0.05$  level of significance. However, the t- values of conflict and communication showed that the two variables do not contribute significantly to the variation of dependent variable when considered individually.

In line with the above quantitative data, an interview was also held with participants to know the effects of family and Peer influences on adolescents' bullying behavior. The information obtained from the participants showed that some parents do not follow up where their children stay, what they do, with whom they deal and their day to day practices within the school as well as out of the school compound. Interviewee *II*, for example, has pointed out that some families allow their children to go to video houses. The children may watch some films, which might lead them to develop aggressive behavior. The aggressive behavior the students developed might be reflected on their family members, objects or classmates. This implies that lack of adequate family supervision might expose children to develop and engage in unnecessary behavior like bullying.

On the other hand, as interviewee *I* said, "Children are the mirror image of their family; they take over manner and norms of their family." As to this participant, there are stereotypes and prejudice that divide society into higher and lower

social classes whereby the former views the latter as inferior. For instance, as he elaborated, some social groups are usually excluded from effective participation in social relation because of the nature of their work or because of their health status such as leprosy.

With regard to parental occupation, all interviewees state that regardless of level of wealth, some students are mistreated because of the nature of their family work. For instance, as to these participants, some students undermine their classmates whose families' work are perceived to be categorized under 'traditional activities' like black smiths, weavers and carpenters. They call them as “የቀጥቃጭ ልጅ”, “የሸማኔ ልጅ”, and “የአናጊ ልጅ”, respectively; quoted from participants II and IV. As those who are bullied by these labels react aggressively, the bullies aggravate the situations by intensifying through verbal and/or physical bullying.

Similarly, students from families who have certain disease like 'leprosy' could be discriminated and bullied. The research participants (I, II and IV) argued that those students who come from aforementioned families' background usually insulted as “የቆማጣ ልጅ”-which is to mean contextually, 'one from family with leprosy background'. By implication, this offensive term provokes students to fight each other.

Participant *III* contended that students from higher social class or clan undermine those from the lower social class. As he said “...students from

higher social class usually use such derogative expressions like ‘አናላ’, ‘አሽከር” which contextually to mean ‘minority’, ‘servant’ respectively. In the local context of the study area, such derogative expressions are used to undermine or belittle some one from a family or clan, which has no good image in the eyes of the majority. The participant also added that whether it is physical fight or real life competition, those students from higher social class do not want to be beaten by those who are assumed to be from the lower class. Thus, this sense of superiority reflects on their classmates who are unable to defend themselves in different occasions through aggressive attitudes.

In nutshell, students reflect their families’ attitudes that results from prejudice and stereotypes manifested in the communities. For example, if they are brought up in a family with good attitude, they also reflect similar attitude accordingly. On the other hand, if their families have negative attitude, this in turn influence children’s perception of others in the school.

An attempt was also made to know the influences of peers in aggravating bullying among students. As to the research participant (II), students in the schools come from different social and environmental settings. Some students come from urban centers while others are from rural. With this regard, the interviewee reported that students from the urban areas tend to show superiority over the rural classmates. As it can be deduced from the participant’s view, feeling superiority, urban students want to lead the rural students. They want to impose their interest in hairstyle, dressing style, favorite

sport or music. Thus, this feeling would cause the students to reflect aversive behavior on one another. Moreover, an attempt was made to summarize the offending expressions that were commonly used by urban students to insult rural students, who are unable to defend themselves. Some of them are, “ገጠሬ”, “ከተታግሙ” and “ሙደ-ገደዳ” quoted from participant *I*. These expressions were contextually to mean ‘backward’, ‘not smart’ and ‘who doesn’t have good approach’ respectively. As a result, those who bullied by the above words may gradually conform to the group members not to be insulted again. This implies that students with same behavior are likely to interrelate with each other and may increase bullying if their respective groups, who produce the abuse, support them.

On the other hand, participants *I* portrayed that supporting different football teams, particularly those teams in major European leagues, is contributing for the bullying behavior in schools as students bully one another on the basis of performance of the team they support. For instance, as to this research participant “if Manchester United beat Arsenal, students that are fans of the former club bully the supporters of the later club”. From the above idea, we can understand that as students mostly debate over the result and performance of the club they support, they usually engage in group bullying against the students that are fans of the other club.

## **CHAPTER 5: DISCUSSION**

Under this section the findings of the study is compared with pervious study and the explanation is given for differences.

### **5.1. The Relationship between Age and Bullying Behavior**

To see the relationship between age and bullying Pearson r correlation was employed. The finding revealed that statistically significant negative correlation was found with physical bullying which means as age increases, physical bullying behavior became decreases and vise versa. This result is consistent with the pervious findings of Bjorkquist et al as cited in Eslea and Rees (2001) found that many bullying behaviors including kicking and striking, pushing and shoving abuse were more frequent among 12-years olds than among the older.

On the other hand, with verbal and relational form of bullying, significant and positive correlation was observed. This is to mean that unlike physical form of bullying, verbal and indirect forms of bullying are more common in latter age. The current finding is consistent with the finding of Scheithaver et al. (2006) who found that younger children are more likely to bully in overt ways such as physically while indirect or relational forms becoming more frequent in late adolescent. Similarly, the relationship between grade and forms of bullying is conveying that of age. The level of grade and physical bullying goes the opposite direction that is as grade level increases the intensity of physical bullying/ decreases or lower but with verbal and indirect bullying, it goes the same

direction. This implies that, in the upper grade level that is in preparatory school students are more likely to engage in verbal and relational form of bullying than that of physical. This is may be because as their age increases adolescents' emotionality become gradually settles down so that rather than directly pushing themselves to physical fight they prefer to attack the target through others means that cost them low risky.

## **5.2. Gender Difference in Forms of Bullying Behavior**

To answer this research question independent t-test was computed. The result showed that statistically significance difference between male and female was found with physical bullying. The data obtained from interview also revealed that male bully often try to show off their physical "strength and endurance" to kick those student they see as physically weak. This may be because in our context females are socialized not to exhibit their feelings overtly while males are dictated to act in an adventures and masculine manner i.e. to act overtly. This is fit with earlier research conducted in western countries by Olweus (1993) which stated that girls were found more likely to be exposed to indirect and slight form of bullying, where as boys are usually exposed to direct open attack.

However, there were no statistically significant differences between male and female in terms of verbal and relational form of bullying. The current finding is inconsistent with the previous work of Sanders and Phye (2004) which indicated that girls are reared to be polite and nice and outbursts of direct

bullying. This is may be because of methodological and cultural differences between the present study site and the past study site. In methodological wise for instance, the age, the number of participants involved in the study, the socio economic status of the past study and the current study was not the same. With regard to culture the way Ethiopian children reared, the collective or interdependence way of life that we socialize make us different from that of western culture. On the other hand, the results of interview contradicted with the above finding that female bullies often use minor form of bullying like giving needless nicknames or damaging the relationships of somebody whom they hate than directly attacking the victim physically as males do. This is also inline with the finding of Olweus (1993) who found out that girls exercise mainly indirect forms of bullying for example, spreading rumors, while direct physical bullying is more common among boys.

### **5.3. The Relationship between Family relationship with respect to Intimacy, conflict and Communication with Bullying Behavior**

The result of Pearson r correlation shows that, among the level of family relationship variables, intimacy was significantly correlated with both physical and relational form of bullying, but intimacy is not significantly correlated with verbal bullying. The directions of relationship indicate that in the family where there is close relationship with their children, it is likely that the chance of engaging in bullying is low. However, with the remaining two levels of family

relationship, significant correlation was not found. The data obtained from interview also support the above finding that if family supervision is inadequate both at school and in home the likely that their children involve in bullying is high. This is agreed with the finding of Beane (2008) that parents who are inconsistent, permissive or otherwise fail to control their child's early aggressive behavior might foster later bullying behavior. It is also in harmony with the existing literature of (Rachel & Bonnie, 2009) that high level of family emotional support that include listening, providing praise, affections, empathizing, trust and respect are protective factors for emotional and behavioral problems among adolescents.

#### **5.4. The Relationship between Peer Influences and Bullying Behavior**

As it can be seen from the results section, there was significant and positive correlation between peer group influence and participants bullying behavior. This is to mean that the more the pressure exerted from the peer the more they act like that of peer group. Similarly, the data obtained from the participants of interview also agreed with the above findings. This result is agreed with the previous findings of Craig and Pepler (1995) found that peers were involved in 80% of bullying episodes usually either by providing attention to the bullying or actually joining in the aggression. Thus, there is little doubt that the peers actually influence each other and that the effect of peer influence are stronger during adolescence than in adult hood. Similarly, it is also consistent with the

findings of Brawn and Clasen (1998) point out that peer pressure is commonly invoked in discussions of adolescent misbehavior and is implicated in many accounts of adolescent risk taking, because most risky behavior, in which adolescents engage, such as delinquency, substance use, and reckless driving, takes place in the company of peers.

### **5.5. The Combined Effect of Intimacy, Conflict,**

#### **Communication and Peer Group Influence on Bullying Behavior**

As it was indicated in the result section, the above independent variables significantly contributed to the variation in bullying score. This was accounted by 17% of the variation in dependent variable. The remaining 83% of the variance in bullying can be explained by other predictor variables, which were not considered in this study. This is consistent with the findings of Espelage (2002) found that bullying can best be understood from a social-interaction perspective that is bullying behaviors are considered a result of a complex interaction between individual characteristics such as impulsivity, and the social context including the peer group and school social system.

### **5.6. Bullying by Schools**

The result of one-way ANOVA revealed that significant mean differences were found among schools in bullying behavior score. However, as the result of Tukey/Kramer multiple comparisons tests show, there was no significant mean difference between school one and school two in bullying behavior score. This is

may be because the participants of the two schools are almost similar in terms of age, grade level and culture they brought up. In addition, the physical locations of these schools are also similar in that both schools are located where there are so many shops providing drugs near by school. In relation to this, the interview result revealed that the physical location of school where substances like 'chat', 'shisha' and 'ganja' are found the likely that students engage in bullying is high. The result also shows a significant mean difference was not found between school two and school four. This may be because the two schools are characterized by the noise environment and large number of students that make the situation difficult to manage. This is consistent with the findings of AASA (2009) bullying is thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of student especially during lunch, bathroom breaks, and recesses.

# CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATION

## 6.1. Summary and Conclusion

This study generally explored whether or bullying is related to family relationship and peer group influence. The study also tries to answer the following basic research questions:

- Are family relationships variables significantly related to students' bullying behavior?
- Are peer group influences significantly related to students' bullying behavior?
- Is there a significant relationship between age and bullying behavior?
- Is there significant gender difference in the forms of bullying behavior?
- Do the schools significantly differ in bullying behavior?

This research was carried in some purposefully selected West Arsi high Schools. These were Shashemanne Secondary School, Shashemanne Preparatory School, Arsi-Nagele Secondary School and Arsi-Nagele Preparatory School. Participants were identified by peer nomination. Students were asked to write the name of their classmates who intimidate others consistently after clarifying the main objective of the study and the meaning of bullying behavior to them in their class. 203 participants were participated in this study. 55 from Shashemanne Secondary School, 43 from Shashemanne Preparatory School, 50 from Arsi-Nagele Secondary and 55 from Arsi-Nagele Preparatory School.

Participants were selected only from grade 9 and 12. In addition, four unit leaders were also participated in this study.

Questionnaire and interview guide were used to collect data from the participants. The questionnaire was adapted and translated to their mother tongue (Afan Oromo) with the help of two native speakers who studying Ethiopian language and literature.

The collected data was analyzed by using SPSS (statistical package for Social Science) version 17 after coding the items properly. In this case, both descriptive and inferential statistics employed according to the research questions. On the other hand, data obtained via interview were analyzed qualitatively. Generally, based on the results of the study, the following conclusion was made:

1. Age was negatively and significantly correlated to physical form of bullying behavior. However, significant and positive correlations were observed with verbal and indirect bullying.
2. Intimacy was negatively and significantly correlated to different forms of bullying. On the other hand, significant relationships were not found with conflict and communication subscales.
3. The result of multiple regressions shows that intimacy, conflict, communication and peer group influence were jointly contributed 17% of the variation for participants bullying behavior. Moreover, the data obtained from interview revealed that lack of adequate family monitoring

and different stereotypes and prejudice that have been developed in the society in general family of school adolescents in particular leads students to threaten each other. The study also revealed that the pressure that excreted from peers and the location of school by it self aggravate bullying among students in school.

4. Statistically significant gender difference was found in physical form of bullying. While in verbal and indirect, forms of bullying, statically significant difference were not found between the two sexes. However, the finding of interview revealed that females bully engaged in minor form bullying like giving nickname and socially isolating the victims.
5. Tukey/ Kramer multiple comparison tests show that significant mean differences of bullying were found among schools, but between school one and two, and school two and school four significant mean difference were not observed.

## **6.2. Recommendations**

The following recommendations were given based on the results of this study.

1. Parents should aware that the nature of their relationship with their children affects students' behavior at school. Therefore, school principals in collaboration with every stakeholder have to promote this awareness.
2. It is essential to create awareness among the societies around the school setting that drug like chat, shisha and others lead students to bullying behavior. This would be possible through developing smooth

communication between the school and the surrounding society not to provide such drugs for students.

3. It is recommended that teachers, administrators, guards and all staff members need to get training on how to be responsive to both victims and perpetrators of bullying.
4. School should have counseling and guidance services for all problems of students including bullying.
5. Finally, this study was conducted on limited participants. Thus, further study that covers a wider area is needed to be carried out by taking other variables like Socio -economic status and media influence that may contribute to bullying behavior.

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## **Appendix A**

**Addis Ababa University  
College of Education and Behavioral Studies  
School of Graduate Studies  
Institute of Psychology**

### **Questionnaire**

**Dear students:**

The main purpose of this questionnaire is to collect data from students to measure adolescent bullying behavior and its relation with family relationship and peer group influence. Dear students the information to be collected from you is used only for research purpose and your response is kept confidentially. Therefore, this study can be successfully accomplished only when you complete all the items honestly and frankly. The questionnaires have four different parts; the first part is about your general demographic background, the second part is ask you about bullying; the third part are measure the relationship between you and your family and the fourth measure about peer group influences.

Thank you for your cooperation!

**Part I: Background information**

Direction: For the following questions write the necessary answers in the black space provided while for the questions in the form of choices; please give your responses by encircling the number with the appropriate answer.

1. Sex    1.male            2. Female
  
2. age \_\_\_\_\_
  
3. grade \_\_\_\_\_
  
4. Your school name \_\_\_\_\_.
  
5. Religion: 1.Islam    2. Orthodox    3. Protestant    4. Catholic  
5. Others.

## Part II: Bullying scale

The following questions ask you about bullying behavior of students. Using the 5-point scale shown below, indicate your rating with (√) this mark as Never (1), Once or twice (2), three to ten times (3), Eleven to fifty times (4) and more than fifty times (5) in the box to the right of the statement.

No	Items	1	2	3	4	5
1	I hit, punch or slap someone with my hand or fist.					
2	I kick someone with my foot.					
3	I snatch/take away someone's property.					
4	I hit someone with an object.					
5	I throw an object (e.g. a rock or stick) to hit someone.					
6	I bit someone with my teeth.					
7	I step on someone's foot.					
8	I twisted or squeeze parts of someone's body.					
9	I use a stick or a rock to hit someone.					
10	I try someone up or locked up someone somewhere like a room.					
11	Beating weak children in strength gives me great pleasure.					
12	Most of the time, I push children while I walk.					
13	I use vulgar language on someone					
14	My friends say that I am somewhat argumentative.					
15	I call other students by giving a nickname.					
16	I am yelling or arguing with the other one.					
17	When people annoy me, I may tell them what I think of them.					
18	I often find myself disagreeing with people.					
19	I cannot help getting in to arguments when people disagree with me.					
20	I exclude someone from activities in which they would like to be involved.					
21	If some body fights with me, I tell his /her secretes to every body.					
22	I plan secretly to bother the other one.					
23	I stare up someone else to start a fight between two or more people.					
24	I force one person to hurt another person.					

**Part III: Family Relationships scale**

The next set of questions asks you about your relationship with your families (that is mother, father or guardians or whoever take care of you). Using 6-point scale provided as Totally Disagree (1), Some what Disagree (2), Slightly Disagree (3), Slightly Agree (4), Some What Agree (5) and Totally Agree (6).

No	Items	1	2	3	4	5	6
1	My family can tell when I am upset about something.						
2	My family has their own problems, so I do not bother them with mine.						
3	There is a lot of anger between family members.						
4	Making decisions and plans is a problem for our family.						
5	Family members show their true feelings to each other.						
6	Each family member is accepted for what they are.						
7	Once we have decided something, we have difficulty making changes.						
8	I like to get my family's point of view on things I am concerned about.						
9	I tell my family about my problems and troubles.						
10	My family helps me to talk about my difficulties						
11	It is hard to get a rule changed in our family.						
12	We often misunderstand each other.						
13	We show affection and tenderness to one another.						
14	We work together to sort out problems.						
15	I can count on my family when I need to get something off my chest.						
16	If my family knows something is bothering me, they ask me about it.						
17	It is easier to talk about problems with people outside the family than with other family members.						
18	We try to change each other in big ways						
19	Even though we mean well, we interfere too much in each other's lives.						
20	We interrupt and talk other each other						
21	I feel it is no use letting my feelings show around family.						
22	My family can tell when I am upset about something						
23	Family members share interests and hobbies with each other.						

24	Even when we disagree, we still show our love for each other.						
25	Family members feel very close to each other.						
26	We are honest with each other.						
27	One parent sides with children against the other parent.						
28	People in our family help and support each other.						
29	Each person is encouraged to make up his or her own mind about things.						

**Part IV: Peer group Influence scale.**

The following questions measures Peer influence. Please read each item carefully and indicate with (√) mark the extent to which you agree with each of the following statement along four scale as Strongly Disagree(1), Disagree (2), Agree (3) and Strongly Agree (4).

No	Items	1	2	3	4
1	It is easy for me to get friends to change their mind.				
2	My friends are too social and do things with other people.				
3	I do not like to involve in a group of gangs who are organized to attack other opponents.				
4	I try to be friends with the popular one.				
5	I spend my free time with my friends.				
6	I take more risk when I with my friends than I do alone.				
7	My friends criticize me by bringing up my past mistakes.				
8	My friends discourage my behavior.				
9	My friends think or feel that I am argumentative.				
10	I choose my friends based on similarities I have with him/her.				
11	I will not break the law just because my friends say that they would.				

**Appendix B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education and Behavioral Studies**  
**Institute of Psychology**

**Interview Guide for unit leaders.**

The purpose of this interview guide is to measure adolescent bullying behavior and its relationship with family relationships and Peer group Influence. Therefore, this research is only effective when you genuinely respond to the questions. Be sure that, your response will be kept confidential.

Thank you!

1. Is there any bullying in your school?
2. What factors do you think are associated with students bullying?
3. What bullying behaviors distinguish male students from that of female students?

## Appendex C

### Univarsitii Finfinneetti Sagantaa Qorannoo Digirii Lammaaffaa Kolleejjii Barnootaa fi Qorannoo Amalaa Institutii Saaykoloojii

#### Gaafannoo barattootaan Guutamu

##### **Kabajamtoota Barattoota,**

Kaayyoon qorannoo kanaa odeeffannoo waa'ee amala doorsisuu dargaggootaafi wolitti dhufeenya inni maatii fi dhiibbaa hiriyyaa jiru madaaluu ta'a. Kanaafuu, qorannoon kun kan galmagahu yoo isin iftoomaafi amantummaan gaaffilee gaafatamtan guuttan qofaa dha.

Odeeffannoon isin kennitan icciitii dhaan qabamee qorannoo qofaaf kan oolu waan ta'eef maqaa keessan barreessuun hin barbaschissu.

Gaaffileen kun kutaalee afuri qaba. Kutaan 1ffaa, waa'ee odeeffannoo waliigalaa keetiif maatii keetiiti, kutaan 2<sup>ffaa</sup> amala doorsisuu, kutaan 3<sup>ffaa</sup> wolittidhufeenya matii kessaniifi isin jidduu jiru ilalla fi inni dhuma wa'ee dhiibbaa hiriyyaati.

Hirmaannaa keesaniif galatoomaa!

##### **Kutaa 1<sup>ffaa</sup>. Odeeffannoo Waliigalaa.**

Qajeescha: Gaaffiiwwan armaan gadii ka iddoo duwwaa iddoo duwwaa guutuun gaaffilee biffa filannootiin dhiyyataanif immo filannoo deebii ta'a jette yaaduu jalamuruun deebisii.

1. Saala      1. Dhiira              2. Dhalaa.
2. Umrii \_\_\_\_\_
3. Kutaa \_\_\_\_\_
4. Maqaa mana barumsaa \_\_\_\_\_
5. Amantaa    1. Isilaama              2. Ortoodoksii  
                  2. Porootestaantii      4. Kaatoolikii    5. Kanbiroo \_\_\_\_\_

**Kutaa 2ffaa: Gaaffilee Amala Doorsisuu**

Gaaffileen armaan gadii, waa'ee amala doorsisuu barattootaa kan ilaaluu dha. Iskeelii shanan kennameetti fayyadamuun, haala gaafatamteen sanduuqaalee gara mirga gaffilee keessatti mallattoo(✓) kaa'uun deebisi. Gonkumaa (1), altokko ykn lama (2), sadii hanga kudhaniitti (3), kudhatokkoo hanga kudha shaniitti (4), yeroo kudha shaniiol (5)

T.L	Gaaffilee	1	2	3	4	5
1	Ani harkaan nama dhabanaasa (kabala)					
2	Ani miilaan nama dhiita					
3	Ani meeshaa nama harkaa buta					
4	Ani meeshaan (uleen) nama rukuta.					
5	Ani wontootaan (fkn, dhagaan) nama darbadha.					
6	Ani ilkaaniin nama ciniina.					
7	Ani miila namaa irra ejjadha.					
8	Ani qaama namaa micciira.					
9	Ani humnaan nama dhungadha.					
10	Ani beekkaan nama dhiita					
11	Ijoollee dadhaboo rukutuun na gammachiisa.					
12	Ani yeroo baay'ee osoo deemu ijoollee dhiibu jaaladha.					
13	Ani namatti afaan bada.					
14	Yeroo hiriyyoota kiyyaan wolii galuu dadhabe, ifaan itti hima.					
15	Hiriyyoonni Kiyya, akka ani nama mormu dubbatu.					
16	Ani barattootatti maqaa moggaasuun waama.					
17	Ani sagalee ol kaasuun nama morma.					
18	Yoo namoonni na aarsan, ani waa'ee isaanii waan barbaade itti hima.					
19	Ani yeroo baay'ee namootaan wolii hin galu.					
20	Ani akka namoonni waan barbaadanitti hin hirmaannee dhoogga.					
21	Yoo namni na mufachiise, haloo bafachuuf nama birootitti dhiyaadha					
22	Nama na aarse, akka namoonni biroo isa jibban godha.					
23	Ani nama biroo rakkissuuf dhooksaan karoofadha.					
24	Namoonni akka gareedhaan wol lolan ni jajjabeessa					

**Kutaa 3<sup>ffaa</sup> : Gaaffilee wolitti-dhufeenya maatii**

Gaaffileen arman gadii waa'ee wolitti dhufeenya keetiifi maatii kee jidduu jiru madaaluu dha.

Iskeelii jahan armaan gaditti kennaman fayyadamuun saanduqaalee gara mirga gaaffilee keessatti mallattoo(✓) kaa'un guuti(deebisi). Gonkumaa wolii hin galuu(1), wali galuu dhiisuu danda'a (2), xiqqeessee walii galu dhiisuu danda'a(3), xiqqeessee wolii galaa (4), walii galuu danda'a (5) fi guutumatti walii gala (6)

Lak	Gaaffilee	1	2	3	4	5	6
1	Maatiin keenya wolgargaaru.						
2	Miseensonni maatii keenyaa hariiroo cimaa qaba.						
3	Maatiin keenya wol amana						
4	Maatiin keenya jaalalaanis, yaadaanis woldeeggara.						
5	Maatiin keenya rakoo furuuf wajjiin hojjata.						
6	Tokkoon tokkoon isaanii wontootaaf kakka'umsa mata isaanii qabu.						
7	Miseensonni maatii keenyaa wonta isaanitti dhagahame wolitti himu.						
8	Tokkoon tokkoon miseensa maatii fudhatama qabu.						
9	Miseensonni maatii hawwiifi fedhii waliin niqooddatu.						
10	Wolitti yoo aarreeyyuu, jaalala wolii wolitti ni muuldhisna mudh.						
11	Seera maatii keenya jijjiiruun ni rakkisa.						
12	Nuti yeroo baay'ee sirritti wol hin hubannu.						
13	Maatii keenya keessa rakkoon jiraachuullee baatu, jireenya wolii keenyaa keessa galuun hin oolu.						
14	Nuti woljeeqaa wolitti dubbanna.						
15	Maatiin tokko gara ijollee goruun maatii birootiin wol lola.						
16	Miseensota maatii keenyaa keessa wolitti mufachuun baay'ee jira.						
17	Karooraa baasuu fi murtee kennuun maatii keenya keessatti rakkisaa dha.						
18	Rakkoo jiru maatii wajjiin haasayuu irra namoota maatiin alaatti haasayutu naaf salphata.						
19	Jijjiirama fiduudhaaf yaalii guddaa goona.						
20	Waan tokko irratti erga murteessinee booda jijjiiruun rakkisaa dha.						
21	Dhimma na ilaallatu irratti yaada maatii kootii qooddachuun fedha.						
22	Waan natti dhagahame maatii kootitti baasee dubbachuun faayidaa hinqabu.						

23	Yoo ani waan tokkotti muufadhe maatiin koo natti himu.						
24	Maatiin koo rakkoo mataa isaani qabu; kanaaf, an itti hin dhimmamu.						
25	Maatiin koo akka sirritti hubadhu na gargaaru.						
26	Rakkoo fi cinqama koo maatii kootitti ni hima.						
27	Dhimma natti ulfaate akka ani dubbadhuuf maatiin koo na gargaaru.						
28	Balleessaa koo irraanfachuuf, maatii kootitti irkisa (sababadha).						
29	Mufachuu koo yoo beekan, maatiin koo waa'ee isaa na gaafatu.						

**Kufaa 4ffaa: Gaaffilee Dhiibbaa Hiriyyootaa.**

Gaaffileen arman gadii waa'ee dhiibbaa hiriyyootaa kan gaafatuu dha. Kanafuu, iskeelii arfaan arman gaditti siif kenname fayyadamuun saanduqaalee gara mirga gaaffilee keessatti mallattoo(✓) kaa'un deebisii. Baay'ee woliin hin galuu (1), woliin hin galuu(2), woliin gala (3) fi baay'ee woliin galaa(4) dha.

T.L	Gaaffilee	1	2	3	4
1	Sammuu hiriyyoota kootii jijjiiruun naaf salphaa dha.				
2	Hiriyyoonni koo namoota baay'een kan woliin galanii fi hojiilee isaan woliin kan hojjetanii dha.				
3	Ani garee namoota biro miidhuuf gurmaa'e keessatti hirmaachuu hin jaaladhu.				
4	Ani nama jaalatamaa (beekama) hiriyyaa taa sifachuuf yaala.				
5	Yeroo boqonna kootii hiriyyoota koo wajjiin dabarsa				
6	Ani kophaa koo caala hiriyyota koo wajjiin yoo ta'e balaa uuma.				
7	Hiriyyoonni koo dogoggora kiyya durii kaasuudhaan natti baacu(qoosu).				
8	Hiriyyoonni koo amala koo ni tuffatu.				
9	Hiriyyoonni koo namootaan akka ani falmutti (mormutti) yaadu.				
10	Hiriyyaa kan filadhu wolfakkaattiinna isaa/isii wajjiin qabu irratti hundaa'a.				
11	Ani sababaa hiriyyoonni koo seera cabsaniif jedhee seera hin cabsu.				

### Appendix D

Table 7: Tukey/Kramer (TK) multiple comparison of mean for students bullying by school

Variables	1	2	3	4
School 1	-	0.63	3.14*	9.32*
School 2		-	3.20*	2.46
School 3			-	3.43*
School 4				-

\*p<.05

Where School 1= Shashemanne Secondary School

School 2= Arsi- Nagele Secondary School

School 3= Shashemanne Preparatory School

School 4 =Arsi -Nagele Preparatory School.

## Declaration

I the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been duly acknowledged.

Name Gemechu Gishe

Signature *AG*

Date 12-7-2010

This thesis has been submitted for examination with my approval as University advisor.

Name *Desalegn C.*

Signature *Desalegn C.*

Date 12-7-2010

