

School Bullying
The Case of Selected Schools in Addis Ababa.

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This is to certify that the thesis prepared by Mariamawit Aberra , entitled: School Bullying: The Case of Selected Schools in Addis Ababa and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The study investigated the prevalence, the nature and attitudes of bullying among students in grades 11 and 12 from four selected schools in Addis Ababa based on convenience & ownership type namely Yekatit-12 & Medhanialem schools (Government owned), Holy Trinity (Faith based), Vision Academy (Private). A self report questionnaire was used to obtain data from a convenience sample of 450 students with the average age of 17. Two percent reported to have been bullied and bully others on regular basis. Nine percent had watched others get bullied since school had started this year. Almost half the respondents believed they were bullied for no particular reason while 10% of them were bullied because of their gender, their physical appearances (Height or weight). Religion and ethnicity had no or minimal relationship with bully-related experiences. Chi-square tests indicated impact of getting bullied to have no significant difference among school types. A one way analysis of variance yielded, Vision Academy, a private school, to have more bully-related experiences than the faith and government owned school types. The classroom and the way to/from schools had been reported to be the most susceptible spots for bullying. A two way analysis of variance had yielded a statistically significant relationship between school type and attitude towards bullying with large effect size ($\eta^2 = .14$) implying a faith based school to have more pro-bullying attitude. Students indeed had gone through the experience of bullying though it was not clear how distressful and hurtful the experience was and there were no mechanisms in any of the schools to channel incidents as they crop up.

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Chapter one

1.1. Introduction

My curiosity on one of the many social issues grew as a result of my personal experience during my childhood and after having children of my own. I was not able to give it a name then and I believed such rite to be a normal part of school life and there is little that can and will be done to change it.

One unforgettable incident is the way one of my teachers in the elementary school expressed her disbelief of my being a rank student by saying ‘you must be a rat popping out from a tiny hole from around the corner.’ It is her way of telling me that she didn’t even know that I existed in her class for the mere reason that she had never heard me talk or participate in any of her classes.

I had watched several times when my fellow classmates are put to stand on top of a desk by our teacher and called names like ‘statue’ while other pupils during tea break watched these so called ‘statue’ through a window in a similar fashion that dolls are put on display when we window shop at Piazza or in malls in the city.

It is surprising ,even today ,when I sometimes meet my classmates from my elementary school and discuss these incidents ,many still consider such phenomenon as part of school life and are taken as acceptable behaviors . On another incident my child came home with her hair literally up rooted by a fellow student who is surprisingly three years younger than she. Some view such incidents, in schools, as normal and acceptable behaviors but others call it bullying that really hurts those who are involved as targets, bullies, bully/victims and bystanders of such incidents.

Defining what a bully can be difficult but the most broadly used bullying definition is provided by Olweus (1996) as cited by (Solberg & d Olweus, 2003, p. 246) .They say a student is being bullied verbally which is when another student, or several students say mean or hurtful things, make fun of him or her, or call him or her names; relational bullying which includes completely ignore or exclude him or her from their group of friends, or leave him or her out of things on purpose; or physical bullying that may comprises behaviors such as hitting , kicking, pushing, shoving around, or threaten him or her .It may as well take other forms like tell lies or spread false rumors about him or her, or send mean notes and try to make other students dislike

him or her. These things take place frequently, and it is difficult for the student being bullied to defend himself or herself. But we do not call it bullying when students tease each other in a friendly, playful way. Also, it is not bullying when two students about the same strength or power argue or fight.

Rigby (2004) expanded Olwen's definition to suggest that it includes seven essential elements: intentionality, a hurtful action, relative power imbalance, repetition, the perpetrator enjoys the experience, the act is unjust, and the victim feels oppressed. More generally, of these elements, researchers have broad consensus that bullying is a subset of all peer victimization that involves intentionality, repetition, and power imbalance (Solberg & Olewns).

Having the problem conceptualized in the context of schools, this study examined the nature of bullying in the context of the Ethiopian schools. To this end the study had addressed research questions such as what are the nature and types of bullying in the schools selected for the study, how often, by whom, where these behaviors occur, what factors inhibit or encourage such behavior (is being fat, rich or being part of specific religion or race matter), what is the perception or attitude of students towards bullying. It also had attempted to see if there are differences in the prevalence rates and bully-related experiences based on school types (faith based, government and private)

The study is conducted on a sample of 11 and 12 graders taken from four schools (Vision Academy-Private, Yekatit 12-Government, Medhanialem-Government & Holy Trinity Cathedral Silassie-Faith based) in Addis Ababa where it is not clear how school communities conceive of bullying due to the possible mix up of the construct with other form of aggression such as a onetime fight and misunderstandings amongst fellow students or any other disciplinary issues or violence which this study had not intended to cover. Moreover bringing the construct to our own culture or context was not easy as there is no one single word, which is in use and known by many. The Amharic equivalent given to the word bullying according to the dictionary authored by Leslau w. (1972) is “አገግበረ” a word which is not commonly in use in our day to day conversation.

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1.2. Background

It is sometimes said that bullying is a natural and indispensable feature of the way nature works (Rigby,2002). In Darwinian terms, it serves an evolutionary purpose: it ensures that the fittest survive. According to Lorenzo, a famous ethologist (cited by Rigby 2002) bullying actually has advantages for the formation and maintenance of hierarchical status. It ensures the stability and viability of a group or bullies. Those with power have much better chance of mating and as a result are able to pass on their characteristics to future generations. But in the 21st century where violence and aggression took many lives, would the human race or any species for that matter persevere through violence?

Although the systematic study of bullying is new, the phenomena of bullying are certainly not. As noted by (Rigby) “Nowhere is the issue of bullying described more movingly than by the Jewish authors of the psalms more than 2000 years ago.” This section in the bible was authored by the men who has experienced unendurable persecution but still clung to God for help in time of need. One among the many quotations from the Psalms (38, 19) goes like ‘ All who see me make fun of me; they stick out their tongue and shake their heads.’

Bullying among school children is certainly a very old phenomenon as almost everyone (young or old) had a bullying story though individuals might not label it as such or give it a name depending on one’s own culture or language. Though many are acquainted with the problem early on, the issue did not become the object of systematic research until 1970 by a Scandinavian psychologist Dan Olweus.

For a number of years, these efforts were largely confined to Scandinavia. In the late 1980s and the 1990s, however, bullying among school children attracted attention also in several other countries such as Japan, Great Britain, the Netherlands, Canada, USA, and Spain. In the past 10 years or so, there has been an almost explosive development in this area, both in terms of research, intervention, and national policies (Olweus). In the USA, this increased attention has been fuelled by some highly publicized school shootings in which the tragic events have been at least partly linked to bully/victim problems in the students involved.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (1997) school violence including bullying is not given enough consideration in the developing countries because it is assumed schools to be safe havens exempted from the consequences of social strife. Unfortunately, this is no longer the case and schools have become

a place to witness violent incidents involving students and even teachers. Violence in schools are largely thought to be a problem for industrialized countries alone; while others advocate violence to be an issue (in some cases with more intensity) that existed in developing countries, but that there were no sufficient research information available on the subject and it is not given importance given that poor nations have other serious problems that need an immediate remedial action.

Ethiopia as a developing nation, it was not surprising, whenever I attempted to open a conversation and explain that my thesis is on school bullying, the immediate feedback I got from my audiences is for an explanation on what I meant by the word bullying. The fact that such phenomenon has no equivalent terminology in Amharic (if it had ever existed, it is not in common use) made it more difficult to make people understand. Thus I had to continue my discussion by listing incidents that would best explain what bullying and its phenomenon are, then everyone in the discussion started to reiterate his/her own experiences in schools years back. Though everyone I met had gone through the experience of bullying while at school, it is unfortunate that I haven't come across a study conducted in Ethiopia which is exclusively focused on bullying even though there are researches in other types of violence in Ethiopian schools.

In their study of Violence in Ethiopian schools, Dereje and Derese (1997) found that the most prevalent acts of misbehavior or violence were identified to include snatching books/ bags and other properties, gang robbery, intimidation/bullying ;using bodily force, damaging school fence, quarrelling , attempted rape, stealing somebody else's girlfriend, stabbing and killing . Bullying is considered to mean the same thing as intimidation and it was reported to be more common in senior schools with 69(29%) of incidents recorded as offenses against females though the period it covered was not specified. According to the study, physical confrontation is more prevalent as a result of poor communication skills in junior schools. The study stated students to have changed their schools and residence while others were forced to live on the streets as a result of serious bullying and robbery. The study had 62% of its respondents to have witnessed teachers and headmasters to have been bullied. The focal group discussion in the study had also identified teachers who are provocative in stirring misbehavior though the study didn't recognize them as bullies. Such teachers were those who irate students by calling them names such as 'repeaters'. Girls are found to be verbally attacked or mocked due to the peculiar way of

dressing and they are prone for bullying and robbery. Objects or instruments to bully/intimidate included razor blades, stones, knives, clubs and related objects. This clearly illustrates the context with which bullying is considered to mean and it did not encompass relational or verbal aspects of bullying such as intentional exclusion from a certain group, teasing or taunting. Girls and smaller children are found to be the targets which conform with what constitute a bully-victim situation involving a power imbalance between a victim and bully.

Other related study was conducted by Plan Ethiopia in 2008, focusing on three basic safety concerns at schools which are identified as integrated elements of the global campaign under the theme 'Learn without Fear'. These three threats to school children are corporal punishment, sexual abuse and bullying. All are violent acts with a varying degree of harm on the victim. Bullying and corporal punishment were said to precede the more serious offence which is sexual abuse. The study had presented cases found from schools and police records where Plan Ethiopia has project sites. The cases were connected to sexual harassments where female students are intimidated, blackmailed and nicknamed by males on the way from/to schools and inside the classroom. The study lacked rigor and it had cited studies on bullying in the Ethiopian context to be nonexistent and failed short of information on the nature and its underlying factors.

A study under the theme Violence against Ethiopian Girls and its Impact in Education by Save the Children Denmark (2008) had identified four types of psychological violence and abuse: verbal insult, degrading/humiliating, threatening and name-calling. All types were found to be most common on the way to and from school. The perpetrators are identified as older school boys, boys out of school as well as adult members of a local community. The most recurring type of offence against girls as perceived by student respondents were, beating, snatching of property, verbal insult, threat of harm, humiliation and name calling. Other violence against girls such as rape, abduction, early marriage and genital mutilation and their impact in schooling were covered in the study. Alike to previous studies conducted since 1999, the study is not solely focused on bullying, in fact bullying behavior was expressed as an act not intended to harm anybody and was a precondition for more aggressive behavior such as sexual harassment and even rape. An excerpt from the study Save the Children (2008) documented the following:

... Bullying by boys is manifested in the form of snatching personal belongings including school materials and other valuable items of the girls. This act may *seem rather innocent*, but it may also be accompanied or lead to physical attack and other forms of sexual harassment including even rape. The loss of personal belongings this way could also result in punishment by parents and teachers. (Emphasis added)

As documented by various non-governmental organizations (NGOs), bullying, in the Ethiopian context is not sufficiently researched where the phenomenon is largely intermingled with other forms of violence especially gender related and behavioral or disciplinary issues in schools.

1.3. Statement of the Problem

Should bullying really be our concern where we have millions of social issues that need an immediate attention and action? A poor country like ours where we have children attending classes starved, a country where we have girls abducted and forced for an early marriage while on their way to school, if at all a school exists, where we have no school supplies, tables or benches for students to sit on. One of the respondent in my preliminary survey to conduct this study said, 'bullying is a problem of the 'Ferengis', or the foreigners, who have plenty of everything and not ours.'

Having been intimidated, insulted, nicknamed, mocked, teased, or having ones lunch box snatched and eaten up by fellow students who are stronger and powerful should be quite an awful experience even if the victim is not from a rich country with plenty to eat and not even considering its impact later in life. At least it was worth studying the phenomena in creating awareness that the experience really hurts and ensure every child's right to enjoy and feel safe in the school environment.

As part of the preliminary survey, a discussion was made with the vice principal of Holy Trinity Cathedral School-Silassie (one of the selected schools for the study) and his impression for a bullying situation was one which is related to disciplinary issues whereby students violate school rules and subsequent steps taken to reprimand them and maintain order. He even suggested reviewing a file full of warnings issued to school rule violators. The file had lists of offenses committed against teachers, security guards, fellow student and other personnel. The list included theft, tardiness, coming to school without a proper uniform, absenteeism, cheating during exams and many other related disciplinary issues. There were also incidents like shoving,

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pushing, making fun of teachers, name calling, teasing, snatching, breaking properties and fighting which were somehow related to this study though they required further investigation to see if the incidents turn into bullying.

In other parts of the world especially in the western nations, bullying is a well researched and well documented phenomenon. Lines (2008) noted that “although research estimates differ marginally from country to country, the general result suggested that bullying occurs in all school to the degree of one in ten youngsters being a bully and two in ten being bullied. Surveys were made on school students as young as five years of age with the objectives of studies varying from determining the prevalence rate, on why some pupils are aggressive and others are victims, how it can be prevented if not eradicated, pattern of the behavior with age, gender and ethnicity and other variables.

As part of this global phenomena ,the focus of this study was to determine the nature and types of bullying in the selected schools in Addis Ababa , how often and where these behaviors occurred, what factors inhibited or encouraged such behavior, what the perception of students towards bullying were , determining its prevalence and nature of bullying across different school types (Faith based, Government and Private Schools), gender, ethnicity, physical appearances , and religious affiliation .

1.4. Objectives of the Study

The determination of prevalence rates of bullying and victimization has been said to provide “a foundation for an understanding of the bullying problem” Nansel (2001). To this end the overall objective of this study was to gain a comprehensive understanding on the level and manifestations of different forms of bullying as well as the existing knowledge, attitude towards these social phenomena.

Thus the study:-

1. provided an understanding of aspects of bullying
2. accessed number of students involved in a bullying situation
3. described how the bullying experience vary for boys and girls and for students from different school types
4. identified hot spots susceptible for bulling situation
5. identified by whom students were bullied

6. provided an insight into the possible factor that are responsible for getting bullied
7. evaluated students' attitude towards bullying

1.5. Research questions

Following the issues pointed in the statement of the problem, the study shall attempt to answer the following research questions.

1. To what extent do the prevalence rates of bullying differ in government, faith based and private schools?
2. Is there a difference in bully-related experience for male and female students? Or did the experiences vary depending on ethnicity and physical appearances?
3. What is the effect of school type on attitude scores towards school bullying for male and female students?
4. Who are the perpetrators?
5. Where do victims get bullied?

1.6. Significance of the study

Currently bullying is considered as a normative rite which is part of school life that every person should experience. To this effect the significance of the study is to create awareness among the school community that bullying, not just physical violence, but relational bullying as well hurts pupils who participate in the bully-victim situation and the experience has an impact in the development of personality at the later stage in life.

Moreover in the Amharic language the equivalent word for bullying is 'አገጣበረ' Leslau (1972) and the study had exercised this word with its definition in the questionnaire which might help revitalize or alert the school community that such phenomena has a unique word in the Amharic language which is not commonly in use. More importantly designating a unique word to a given phenomena in this case, school bullying may help practitioners to conceptualize the construct in isolation of other violence. It also helps practitioners develop prevention and intervention programs to bully proof school children.

1.7. Definition of terms

The operational definitions of terms given by (Dan Olweus, PhD) in different works of his in relation to bully-victim situation were found to be suitable for this study and are presented below.

Bullying: - is intentional, repeated negative (unpleasant or hurtful) behavior by one or more persons directed against a person(s) who has difficulty defending themselves.

Bully/Bullies:-a person(s) who plans and/or start the bullying and take an active part

Bystander(s)/Witness: Person(s) who witness or watch a bullying situation. They may play different roles as supporters, of a bully or oppose and assist the target.

Bully-Related Experience: Involvement as a bully, victim or bystander in a bullying situation

Physical Bullying: Includes such act as punching, poking, strangling, hair pulling, beating, biting,

Verbal Bullying: Includes such acts as hurtful name-calling, persistent teasing, gossip and racist remarks.

Relational Bullying: This occurs when a child is deliberately excluded from activities

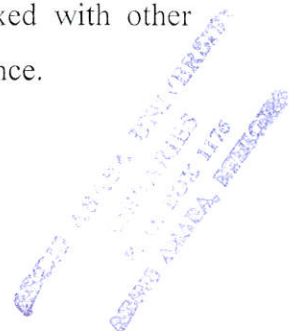
Target: A person(s) who are bullied, or are victims who are picked by a bully/bullies

Emotional bullying: Includes terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability or ethnicity, manipulating friendships, ostracizing and peer pressure.

Prevalence Rates: The frequency with which a person is subjected to a bully-related experience

1.8. Limitations

Pupils in different countries have different perceptions of what counts as bullying. Even within countries, there are often multiple terms to describe the behavior: in England, bullying is also described as 'teasing', harassment' and 'victimization'. In the Ethiopian context there is no one word commonly used to describe bullying. The construct is usually mixed with other violence such as sexual harassment, corporal punishment and gender related violence.



The fact that limited or no research was made on bullying in Ethiopia (Plan Ethiopia (2008) and the lack of an Amharic equivalent word or the infrequent use of the word ‘አገገበረ’ for bullying makes it difficult to measure bullying in isolation of other gender related violence, harassment and corporal punishments where relatively several studies were made in the country.

Moreover self-report studies may suffer from specific disadvantages due to the way that participants generally behave. Self-reported answers may be exaggerated; respondents may be too embarrassed to reveal private details or social desirability bias may affect the result.

Participants may also forget pertinent details. Self-report studies are inherently biased by the person's feelings at the time they filled out the questionnaire. If a person feels bad at the time they fill out the questionnaire, for example, their answers will be more negative. If the person feels good at the time, then the answers will be more positive.

1.9. Delimitation

There are more than 18 million students enrolled in the Ethiopian education systems that comprise schools from KG to secondary education (Ministry of education 2010/11). These students are accommodated in more than 31 thousand schools spread across the country of which 168 schools are found in Addis Ababa. Out of this figure, 288,216 students are enrolled in the 2nd cycle of the secondary education systems or are 11 or 12 graders.

From among the numerous schools and pupils found in the country, the study covered only three schools in Addis Ababa which were selected based on type of ownership, my acquaintances with staff members of these schools, convenience and ease of access for information. The participants of the study were drawn from the pupils enrolled in preparatory or second cycle education (11-12 graders) whereby generalization beyond the population selected for the study was not possible due to non-probability sampling technique used to select the schools and participants of the study.

Moreover the study did not try to answer conclusively the why of the bullying behavior though it tried to establish relationships or differences between nature of bullying and nominal variables such as gender, school type, ethnicity and physical appearance. Thus it only focused in understanding and exploring the phenomena.

Chapter two

Related Review of Literature

In this chapter various literatures written by different authorities on the subject was reviewed and summarized. The review included the challenges encountered in the field of studying the construct, school bullying, as a result of cultural differences and the mix-up of the phenomenon with other forms of aggression. Studies made on the profile of students involved in the bullying situation and the strategies to counter bullying at schools were also included.

2.1. Defining Violence, Aggression and Bullying

Any comprehensive analysis of bullying should begin by defining the various form of constructs related to bullying in such a way as to facilitate their scientific measurement. As was tried to explain in chapter one, bulling and other form of aggression or violence are overlapping phenomenon that it had made it difficult for practitioners to measure one form of aggression in isolation of the other. Olweus (n.d) in one of his presentations depicted this overlap in the Venn diagram shown in figure 1. Agression/aggressive behavior is broader containing violence and bullying as its subcategories covering smaller areas within the large circle. There is a common meeting area for violence and bullying in situations where bullying is carried out by physical means or contact like hitting, kicking, shoving etc. It should be clear that there is a good deal of bullying without violence (e.g. bullying by words, gestures, intentional exclusion from a group), likewise there is a good deal of violence that cannot be characterized as bullying (e.g. an occasional fight in the school or a fight between unacquainted or drank people in a bar)

One of the more complex aspects of the definition is the matter of intentionality. Two important points about this is that the presence of intent to use force does not necessarily mean that there was intent to cause damage or harm. A perpetrator may intentionally commit an act which is judged to be dangerous and highly likely to result in adverse effects but he/she may not perceive it as such. Secondly violence as elaborated by WHO quoting Walter & Park is culturally determined. Some people mean to harm others but based on their cultural backgrounds and beliefs, do not perceive their act as violent. The conception is similar to what we have in some parts of the Ethiopian culture where husbands bit their wives occasionally as a way of expressing his love.

2.2. Typology of Violence

The World Health Organization (2002) has developed a typology of violence that characterized the different types of violence and the links between them .It appeared that unlike Olweus as previously discussed, who considers bullying to be a subset of violence indicating that researchers have different but overlapping concepts about the three constructs namely aggression, violence and bullying .The typology proposed divides violence into three broad categories according to characteristics of committing the violent act namely:

- a) Self directed violence :-It is violence a person inflicts upon himself or herself
- b) Interpersonal violence :-Violence inflicted by another individual or by a small group of individuals
- c) Collective violence :- Violence inflicted by larger groups such as states, organized political group, militia and terrorist organizations

These three broad categories are each divided further to reflect more specific types of violence and figure 2 by (WHO, 2002) is presented to illustrate the position of bullying with respect to other forms of violence and aggression.

very little anxiety or guilt. They also tend to see aggression as an acceptable and realistic way of expressing their social position. Bullied people on the other hand have the opposite characteristics: not confident, poor self assertive skills, poor handling of the aggressive reactions, show anxiety in social interaction.

Putting the teachers' view together with the studies of individual pupils involved in bullying situations, it becomes clear that bullying exists as part of the daily interaction between pupils with different backgrounds and personalities.

Bullying at schools can take different forms for instance by threatening, taunting, teasing and calling names. It can also occur when students hit, push, kick, pinch or restrain another by physical contact. It is also possible to carry out negative actions without the use of words or physical contact, such as by making faces or dirty gestures, intentionally excluding someone from a group for refusing to comply with another person's wishes.

As a result it is useful to distinguish between types of bullying behavior. The most basic distinction is between physical and psychological forms Rigby (2007). In the former we include hitting, beating, kicking; in the latter, verbal abuse, name calling, threatening gestures, stalking behavior, malicious telephone calls to a student's home, repeatedly hiding another's belongings, leaving people out of desired activities and spreading malicious rumors about someone. Some of these methods of bullying can be described as direct, as when a student persistently hits or ridicules another; others indirect, as in spreading stories about someone. Table 1 provides a way of classifying different forms of bullying.

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In the Ethiopian context better emphasis was given to sexual harassment and or rape involving family members and close relatives. Thus bullying is not a frequently discussed issue in relation to incidents at Ethiopian schools and the few studies already available had violence in all its forms including sexual harassment, disciplinary issues and corporal punishment that created communication barrier as to where to draw the line to differentiate various forms of aggression or aggressive behaviors.

The distinction between bullying and harassment is important when we come to examine causes and counter-measures. We can find explanations for harassment in cultural prejudices that have developed towards particular groups. There are stereotyped judgments that people have formed towards those who belong to groups other than their own. Such prejudices are often based upon misconceptions or ignorance. They can be countered by providing accurate information about the group and experiences which simply disconfirm what may have been heard about the group being harassed. In short, the remedy may be educational. But bullying (Rigby) is not simply the consequence of prejudiced people on certain groups. Knowledge of the social characteristics of the person selected as a target may or may not be accurate. To the bully, it is enough that the intended victim is vulnerable. Dominating that person is attractive, no matter to what group or gender he or she belongs.

2.3. What is Meant by School Bullying?

In general much of what is known about school bullying has arisen from two groups of studies (Sharp 1994): studies asking teachers their views on the nature and incidence of the bullying problems in schools and direct studies of children who bully others and who are bullied, their personalities, background, attitudes and family influences.

The studies based on teacher opinions give a picture of bullying being a long term problem, often existing over years, involving 5-10 percent of children as being bullied and about five per cent of children as bullying other (Sharp). The bullying is generally hidden from the adults supervising community and when it is noticed is quite difficult to stop, because of the reluctance of the peer groups to provide information and the reluctance of the bullied pupils to complain very loudly.

The studies of the individual personalities and attitudes of the pupils involved in bullying others gave a picture of the children who bully as quite outgoing and socially confident showing

FIGURE 1

A typology of violence

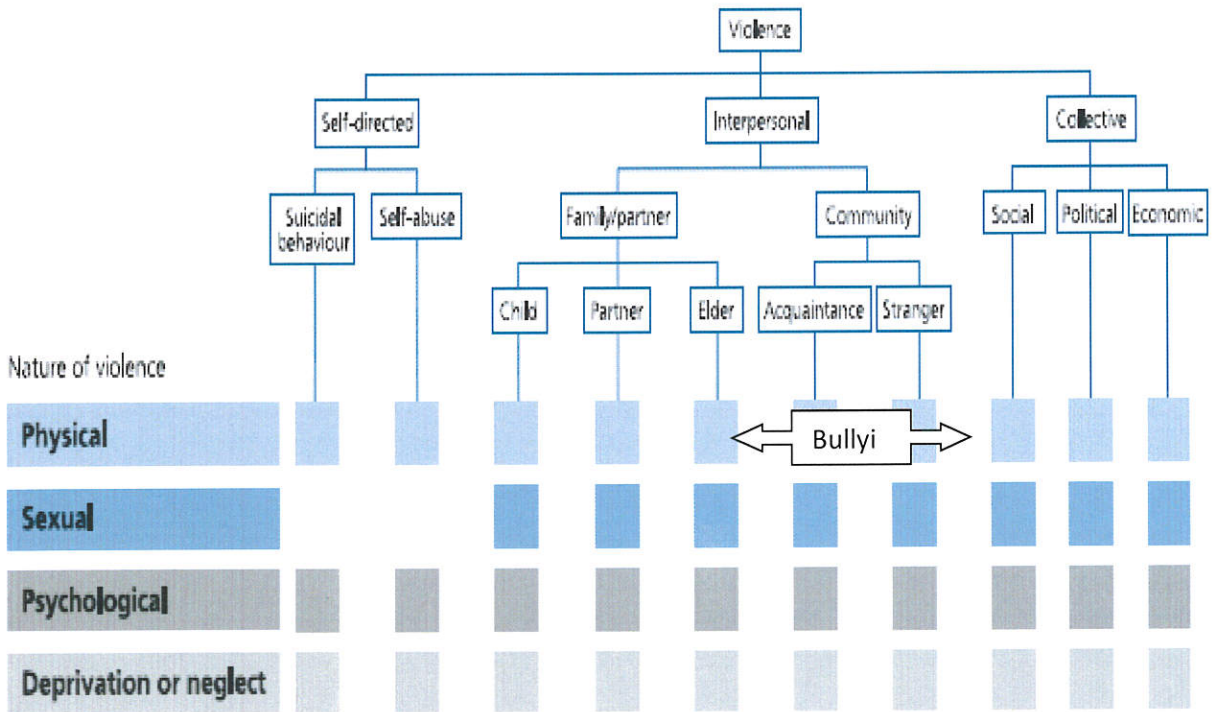


Figure 2. *Typology Of Violence (WHO)*

To add more complication to the matter, another confusing construct overlapping with this entire phenomenon is the word harassment. According to Rigby (2007),” the first concern is that in using the term ‘harassment’ we understate or limit the scope of the bullying problem. For many people it suggests ‘sexual’ harassment’ this is only one aspect of the bullying problem, and a very serious problem in its own right.” He further proposes this distinction between harassment and bullying:

I propose this distinction between bullying and harassment. Harassment *is a kind* of bullying, usually of a non-physical nature, wherein the victim is repeatedly treated badly by a stronger person or group *because* of his or her membership of a social group. So we have racial harassment when a person is being bullied because he or she belongs to an identifiable racial or ethnic group; sexual harassment, when bullying is directed at persons because they are female or (more rarely) male. Students may also be harassed because of their sexual preferences, especially if these are not mainstream or orthodox; for example, if they are believed to be gay. At the root of harassment are prejudiced social beliefs about certain groups of people.

Table 1: Classification of forms of Bullying

	Direct	Indirect
Physical	Kicking, Hitting , spitting , throwing stones	Getting another person to assault someone
Non -physical or verbal	Verbal insult, name calling	Persuading someone to insult someone ,spreading malicious rumor
Non-verbal	Threatening and obscene gesture	Removing & hiding belongings ,deliberate exclusion from a group or activity

In practice the different forms of bullying often occur together. Physical intimidation is often accompanied by verbal abuse. One is used to reinforce the other, as when a child is repeatedly struck and called names. In bullying we are concerned not only with physical injury: the constant undermining of an individual by taunts, mockers and name calling can be equally devastating.

Studies by Fontaine (1991) and others had shown differences in the nature of bullying depending on various variables. These differences have been physical for boys versus verbal for girls. More boys reported being assaulted and more girls reported theft. Almost all boys and nearly three fifth of girls accuse boys of the violent acts of bullying they have suffered from. It is evident that a considerably larger percentage of boys had participated in bullying other students. In the higher grades, more than four times as many boys as girls reported having bullied other students. A far higher proportion of girls than boys report bullying that have resulted from troubles with friends like not being accepted in a certain group or for failing to join some sort of groups. Thus girls often used more subtle and indirect ways of harassment such as slandering, spreading rumors, and manipulation of friendship relationships. Nonetheless, harassment with non-physical means – by words, in particular -was the most common form of bullying among both boys and girl .Thus relational bullying is more prevalent in the case of girls than boys.In summary with regard to gender boys were more often victims and in particular perpetrators of direct bulling. This might have both biological and social/environmental roots that relation among boys by and large is harder, tougher, and more aggressive than among girls.

Studies have also shown age having an impact on the nature and type of bullying at schools. Children of all ages report much of the same amount of teasing and being picked on. The proportion of incidents of physical assault decreases steadily as the children get older. Similar conclusion was reported by (Derje & Derese) as quoted below.

In the junior schools, the main acts of violence involved physical confrontation. This could be attributed to the fact that students at this level have relatively lower verbal negotiating skills, which encourages them to resort more to physical violence than other acts, such as attempted rape.

Race is also one variable that makes some students vulnerable for bullying at some schools. Pupils from a particular origin or ethnicity are subjected to racist name calling than other group coming from a different ethnicity.

A study in the UK has resulted in half the incidents of bullying as one-to-one; about half involved a larger group. Studies have also shown the play ground as the most likely place for bullying in schools as it is the least well supervised but bullying can occur in classrooms, corridors on the way to/from schools and other locations. A particular important worrying finding is that about half of all pupils who will admit to having been bullied in a private, anonymous questionnaire, say that they have not told anyone about it, either at home or at schools ,either they are frightened or lack confidence to tell or blame themselves.

The frequency of negative acts can be just once and can be regarded as bullying under certain circumstances. The emphasis on duration is to exclude occasional, non serious negative actions that are directed against one student at one time and against another on a different occasion that may distort research outcomes. Authorities in the field recommended that national differences in level of bully/victim problems must be interpreted with considerable caution, since student responses may be affected by such factors as the availability in the foreign language of appropriate words for the key terms, familiarity with the concept of bullying in the relevant culture, degree of public attention to the phenomenon etc.

It must be stressed that the term school bullying should not be used when two peoples of approximately the same strength (physical or psychological) are fighting or quarreling. In order to use the term bullying there should be an imbalance in strength. The person who is exposed to the negative action has difficulty defending him/her and is somewhat helpless against the person who harasses.

2.4. What Bullying Means for Children

Various adult definitions, which are in common use, describes bullying as long-standing violence Fontaine (1991) this implies that short lived incidents victimizing children are excluded. Yet many school children who have participated in various studies were referring to quite recent incidents. Whether this behavior would continue and become bullying to fit into the adult's definition of bullying is not clear, though children have quite clearly identified them as such.

Adults further focus on the bully's intentions in defining bullying as the willful, conscious desire to hurt, threaten or frighten someone. Thus they attempt to separate bullying from less serious forms of behavior common among children. Some teasing may be dismissed by adults as insignificant and children are frequently told to ignore it but it may cause considerable pain. By implication, behavior that causes distress, but not intended to do so, is not bullying.

Children considered wide range of behavior to be bullying, ranging from teasing to serious physical harm. Unlike adults' criteria on what should be considered as bullying, children emphasized on the effect of bullying rather than on the intentions of the bullies. What they were concerned about were the actions or words and the feelings they generated.

There is, however, a common ground where both adults and children understand bullying in a similar fashion. While in the literature, it is common to find bullying linked with aggressiveness that is with the bullies' expression of feelings, many of these children also seemed to perceive it as an act conveying a message: one of rejection and hostility. Bullying may serve to demonstrate to the victim that (s)he has no friends, while the instigator of the bullying can mobilize a group of supporters. The bullied child then feels isolated and lonely. The victim of bullying also feels powerless. This may be because the bullies are in fact more powerful, being older, larger or more numerous, or because the victim has no allies and is isolated. (Fontaine, 1991).

Children who are targeted by bullies may assume there is something the matter with them. In some cases, children reported that they were called names and saw these names as indicating 'reasons' for the bullying. They reported that they were bullied 'because' they were fat, small for their age, had made their hair in a certain way and had spots in their face, had started to menstruate earlier than peers, had shabby clothes, had new shoes or clothes that were too smart; had been thought or been suspected of being a grass (the one who has told authorities for

an offence),for not conforming to the norms of a group the list was varied. It appears that any feature that makes one child different from the others may be used in bullying. It is not clear if these are the causes of the bullying.

2.5. The Why of Bullying

People have given the credit for the act of bullying to gods or demons that have come onto their lives and got them to do awful things Rigby (2002) .Others have rejected such supernatural explanation and viewed their actions as a consequence of their biological makeup. Still others have seen their behavior as a response to the environment, physical, social and cultural; in which they live and the way in which the environment has operated upon them to act the way they do. Others say to bully or not to bully is a matter of free will.

What leads some children to be victims of bullying and others to take part in bullying? It should be said that almost anyone might occasionally get involved in bullying or being bullied at some time or another. Studies have shown children having impulsive and aggressive temperament tend to be bullies and children having shy or weak temperament have the risk of being targeted as a victim. Studies have also linked possible causes of bullying to various issues and some are:-

a) Family issue

Research in the USA has suggested that home factors predisposing to high aggression are: lack of warmth between parents in the family: use of physical violence within the family and lack of clear guidance for behavior and monitoring of children's activities. Olweus (as cited by Sharp 1994) has found that over-protective parenting may be first factor ,as children from such family do not develop the same skill of independence as their peers are more vulnerable to exploitation by potential bullies.

b) Inborn traits

Behavioral geneticists are constantly reminding us that a high proportion of the characteristics that guide our behavior is inherited (Rigby).There is strong evidence that identical twins are much more similar in personality than non-identical twins even when members of the identical pair have been brought up in different home environment. Studies have shown that aggressiveness is to a substantial extent inherited. Besides characteristics such as introversion-extraversion, anxiety, stability, social competence, self-esteem, cooperativeness, impulsiveness

and empathy which are related to bullying are significantly heritable. But this is not to say self-esteem and other traits are unaffected by experiences with others. What is inherited can have a major influence on how one treats, and is treated by others.

From the evolutionary perspective social dominance is the core aspect of life for survival. Because resources are limited, creatures are forced to compete with each other as Darwin argued they must. From this perspective, bullying maybe seen as one means by which more powerful creatures get what they need, if not by all human beings but at least by the bullies. As Rigby argues bullies not necessarily fight for resources in the case of humans but for the mere reason as such thing as a favor, admiration, enhanced security even if we see similar strategies used by our primitive ancestor who ensured the bully's survival.

2.6. Profiles of the Bullies, Victims and Bystanders

A) Bullies

There are some who have suggested that we should not label children as bullies (Fried and Sosland ,2009) rather we should talk about children who engage in bullying behaviors and who is struggling to find a sense of personal power in a powerless arena. They further explains that almost every one of us has been a bully and/or been bullied and the role are quite interchangeable. It is recognized that many bullies move back and forth in the role of targets and bullies and are often referred to in the literature as bully/victims. What is important is to know that every child deserves to be seen as a whole who behaves in a strategic way toward some end.

Several researchers have investigated the cognitive process or thinking patterns of bullies. As cited by (Fried & Sosland), psychologists Kenneth doge, PhD. and John Coie, PhD have described two different style of aggression in their research with children: reactive and proactive. Accordingly they describe reactive bullies as aggressive children with poor impulse control who react to an accidental bump as an act of provocation. These children see the world through a paranoid lens, feel constantly threatened and thus believe that their aggressive response is justified. An accidental brush against such a child's arm can be interpreted as a direct assault. These children do not see themselves as bullies but protectors of their space. In their mind it is the other child who is the trouble maker.

Provocative bullies on the other hand are more calculating about initiating hurtful acts. They are selective about their targets and look for satisfaction and reward in their choosing.

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Their goal is to dominate rather than respond to some external threat. Another pattern of thinking identified by the psychologists is that bullies lack the more mature form of thinking that allows for a reciprocal exchange of ideas and collaboration that enable people to effectively resolve differences with each other. They say this type of bully has limited skills to manage relationship conflict and this in turn leads to anger and aggression. The third kind of bully they have identified is the enlist bully. This bully is very attractive, is an outstanding athlete or has acquired social status because of his or her parents' financial, corporate or political position.

B) Targets

When students are asked why some of their peers become targets, they usually reply 'because they are different. But how endless would this difference be? Everything from weight and height to hair and skin color, or not being cool or too much ability may attract a bully. By the time we vet the list, everyone in the class fits into at least one of the categories, so being different cannot be a legitimate reason (Freid et al.)

Psychologists have discovered that bullies engage in a shopping process to find students who will become their preferred targets. Gary Ladd, PhD., as cited by (Freid et al.) suggests that bullies do not pick on others at random but use a calculating strategy to narrow their selection. They believe that some targets are more likely to reward their bullies tangibly by giving up their lunch money or by showing distress and giving the bully a sense of power. Some students do seem to send messages that attract bullies. It can be in their vulnerable body language, their obvious distress, the way they send some kind of a signal to bullies on alert.

Researchers have identified two types of targets. Olweus describes them as passive and proactive and others have named them as low aggressive and high aggressive targets. Passive targets appear to do nothing to invite the bully's aggression and also do not attempt to defend themselves when attacked. They are usually soft spoken, shy and lack self confidence. Provocative targets on the other hand create tension by irritating and annoying others and are more likely to fight back when attacked. Provocative targets may have learning disabilities that prevent them from picking up on social cues other children intuitively understand. These children can irritate others without even knowing it.

d) Profiles of witness /bystanders

Researchers have identified at least seven categories of witness/bystanders according to their varying responses to a bullying incident. These are

- A) Blockers -withdraw from the action and build a wall around their feelings.
- B) Self protectors – focus on how to avoid bullying attacks at all costs
- C) Judges –become annoyed because targets won't defend themselves
- D) Voyeurs-receive some sadistic pleasure out of viewing someone else's anguish
- E) Accomplices- directly or indirectly support bullies and give them power.
- F) Empathizers- feel concern for the target but lack confidence to intervene.
- G) Champions – take some action to relieve the target's pain.

2.7 Does Bullying Matter?

There is considerable evidence that continued or severe bullying can contribute to long term problems as well as immediate unhappiness. Children who are bullied at schools risk continuing misery and loss of self esteem, with possible long term effects. Those who bully others are learning that they can get their own way by abusing power in their relationships with other peoples (Sharp 1994).

Olweus (1993) has shown that boys who were victims at school between 13 and 16 years were at age 23, more likely to show depressive tendencies and continued to have poor self esteem. They were not especially likely to still be experiencing victimization at this age, so these effects are probably long-lasting effects of the earlier bullying.

Researches into the effects of stress on learning indicate clearly that worried or upset children do not learn well, finding it hard to concentrate or solve problems effectively (Sharp). A study conducted by Sharp and Thompson in 1992 showed that 20 percent from a total sample size of 723 avoid schools to avoid being bullied;29 percent found it difficult to concentrate on their school work;22 percent felt physically ill after being bullied and 20 percent had experienced sleeping difficulties as the result of bullying.

There is also evidence that low self-esteem or lack of self-worth make later close relationships of trust and intimacy more difficult ,for example in close relationships with the opposite sex. The worst possible outcome is that a severely bullied child takes their own life. There are several such cases that had been broadcasted in the news of the renowned electronic

medias like the BBC & CNN even if bullying is not necessarily the sole cause of these fatal incidents.

2.8. Strategies to Counter Bullying at Schools

There are a variety of methods for dealing with bullying, from the whole school approach to the counseling of individual children and empowering them to take positive action against bullying. Researchers have identified a multifaceted, comprehensive approach to fight bullying at schools and are summarized below by Community Oriented Policing Services US. Department of justice (COPS) (2010):

- Establishing a school wide policy that addresses indirect bullying (e.g., rumor spreading, isolation, social exclusion), which is more hidden, as well as direct bullying (e.g., physical aggression)
- Providing guidelines for teachers, other staff and students (including witnesses) on specific actions to take if bullying occurs
- Educating and involving parents so they understand the problem recognize its signs and intervene appropriately
- Adopting specific strategies to deal with individual bullies and victims, including meeting with their parents
- Developing a comprehensive reporting system to track bullying and the interventions used with specific bullies and victims and encourage students report known bullying
- Encouraging students to be helpful to classmates who may be bullied
- Developing tailored strategies to counter bullying in specific school hot spots, using environmental redesign, increased supervision, (e.g., by teachers, other staff members, parents, volunteers) or technological monitoring equipment
- Conducting post-intervention surveys to assess the strategies' impact on school bullying
- Providing teachers with effective classroom management training. To address bullying, schools should ensure that all their teachers have effective classroom management training. Since research suggests that classes containing students with behavioral, emotional, or learning problems have more bullies and victims, teachers in those classes may require additional tailored training in spotting and handling bullying.

- Encouraging victims to simply “stand up “to bullies. Without adequate support or adult involvement this strategy may be harmful and physically dangerous for a victim of bullying.

On how victims can simply stand up for themselves and counter verbal bullying is rightly pointed out by Freedman (2002) and she has identified ten strategies to ease up teasing by peers and they are summarized in Table 2.

Table 2 :*Ease the Tease (Freedman, 2007)*

Strategy	How it works	Consideration
Self-talk ,encourage kids to think what they can say or do	Kids can ask <ul style="list-style-type: none"> • Is the tease true? • Whose opinion is important the teaser or mine? 	
Ignore –no eye or verbal response ,pretend the teaser is invisible		May not be effective in prolonged teasing situation
I message	Stating feelings using the format I feel.....when... please Ex. I feel upset when you make fun of my brace please stop	
Create own visualization	Ex. I will cook the teases away in the steam of my pasta	Needs skills of imagination and training
Reframing –turn the tease into a compliment	Thanks for noticing my braces	Might need a child’s verbal skill
Agree with the facts not in a self-degrading way	Yes I am a slow runner	Might be difficult to agree to a negative comment about oneself
So? Conveys the message of ‘so what?’	I am a big guy so what?	
Respond with complement	I wish math was as easy for me as it is for you	
Use humor	I think I run like a turtle	Might not work for belittling because of disability.
Ask for help	Intervention of adults or school personnel	

It should be noted that kids cannot totally eliminate or prevent teasing using the strategies listed above but they can control their reaction and prepare themselves to face a teasee or a situation of teasing and defend themselves from being a victim.

Chapter Three

Research Methodology and Design

In this section there are six items to be discussed which are the research design, participants in the study, sampling techniques used, data gathering tool, procedure of data collection and method of data analysis employed to arrive to conclusion.

3.1 Design

The focus of the study was to seek broader based information on the nature and prevalence of bullying problems in the context of Ethiopian schools and as a result the approach of the study is more impersonal and is distant from those who are directly related to the problem. Thus the study is predominantly quantitative (survey design) and made use of anonymous, self report questionnaire in developing, knowledge of the nature, prevalence and type of bullying.

3.2. Participants

The data sources that form a population of 5387 pupils were from four schools in Addis Ababa. The schools vary based on ownership type and they include Holy Trinity Cathedral Preparatory & Secondary School or Silassie School (faith based), Vision Academy (private), Medhanialem preparatory school & Yekatit 12 School (government). The population from which the sample was drawn from was grade eleven and twelve students only with other background information of the population as detailed in Table 3.

Table 3: *Background information of the Respondents*

Name of school	# of sections	Natural science	Social science	Female	Male	Total
Cathedral	11	2	9	405	276	681
Vision	4	3	1	75	57	132
Yekatit 12	54	27	27	1229	1025	2254
Medhanialem	58	41	17	1299	1021	2320
Total	127	73	54	3008	2379	5387

Gender distribution of the respondents by school type was provided in table 4. The variation in the proportion of the sample drawn from each school type was predominantly affected by the willingness and potential of the acquaintances employed in each schools selected.

Table 4: *Gender Distribution By School Type*

		School type				Total
		Faith based	Government		Private	
			Silassie	Yekatit 12	Medhanialem	
Gender	Female	30	38	93	32	193
	Male	39	49	73	20	181
Total		69	87	166	52	374

Note. Of the 379 cases five did not indicate their gender.

The histogram in figure 3 depicted the age distribution of the respondents with mean age of 17.87 years and standard deviation of 1.591years for the 379 cases analyzed for the study.

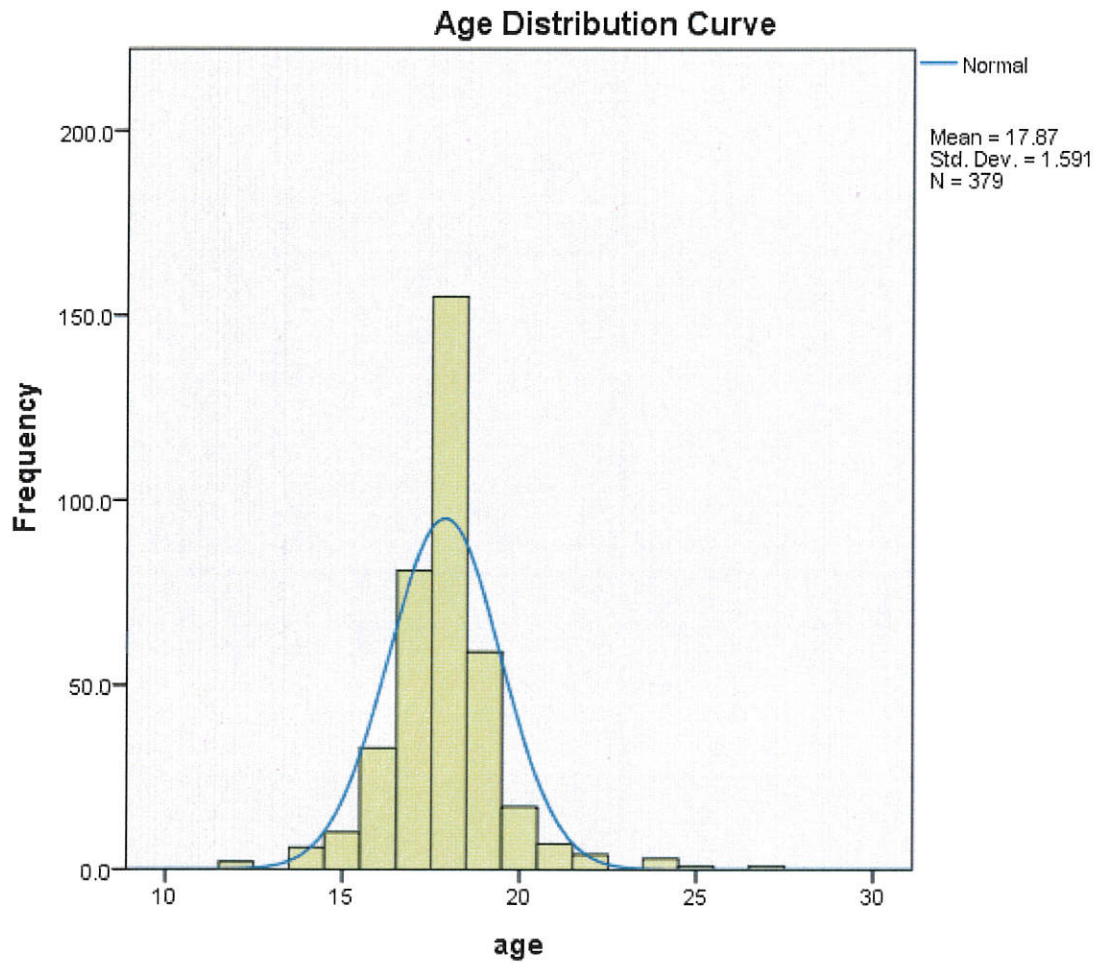


Figure 3 Age Distribution of the Sample

As shown in table 5 close to 48% of the students were Amara and close to 3% of the respondents indicated their ethnicity as South even though there is no such ethnicity in the country. Fourteen percent of the respondents did not indicate their ethnicity or they had indicated more than one ethnicity.

Table 5: *Ethnicity distribution of the sample*

	Frequency	Percent	Valid percent	Cumulative percent
Amara	155	40.9	47.5	47.5
Oromo	52	13.7	16.0	63.5
Tigrey	50	13.2	15.3	78.8
Ethiopian	25	6.6	7.7	86.5
Gurage	18	4.7	5.5	92.0
Others	17	4.5	5.2	97.2
South	9	2.4	2.8	100.0
Total	326	86.0	100.0	
Missing	53	14.0		
Total	379	100.0		

Note. Close to 8% respondents indicated 'Ethiopian' as ethnicity

Table 6 was to show the grade distribution of the respondents. In the case of Medhanialelem school, grade 11 students were not sufficiently covered thus 42% of students from Yekatit-12 was 11 graders to compensate this deficiency as both schools are similarly owned by the government.

Table 6: *Grade Distribution Of The Respondents*

School type	Vision a	Count	Grade level		
			11th	12th	Total
			33	19	52
		%	22.9%	8.1%	13.7%
	Medhanialelem	Count	1	169	170
		%	.7%	71.9%	44.9%
	Yekatit 12	Count	61	26	87
		%	42.4%	11.1%	23.0%
	Silassie	Count	49	21	70
		%	34.0%	8.9%	18.5%
Total		Count	144	235	379
		%	100.0%	100.0%	100.0%

3.3. Sampling Techniques

For ease of accessibility and convenience the technique used for sampling was predominantly convenience sampling technique whereby acquaintances are employed in the schools selected for the study. Purposive sampling technique was employed in the decision to include only grade eleven and twelve students, for the mere reason that given the definition of what a bullying incident constitutes in the questionnaire, they would be able to easily differentiate it from other form of aggression or fights or disagreements amongst fellow students in the school. It should be noted that there is no one single Amharic word given to the construct “bullying” and there was a high probability that it would be mixed up with other forms of violence or aggression surrounding schools in general.

Using online sample calculator software (Raosoft) with confidence interval level of 95% and margin of error at 5%, the total sample size is calculated to be 359 pupils but a total of 450 participants were taken as a sample considering the possibility of unreturned questionnaires. The proportion of sample size for each school type was determined based on each acquaintance’s willingness and capability of administering the questionnaire and the size of the distribution of the sample was shown in table 7.

Table 7: Population and sample size by school type

School type	Population	Sample	% age
Faith based	681	70	10%
Government	4574	310	7%
Private	132	70	53%
Total	5387	450	8%

3.4. Data gathering tool

According to Rigby (2007) there are basically three possible methods of assessment to choose from to assess the incidence of bullying among children namely (a) observe it happening directly; (b) ask questions of people who have observed it happening to others; and (c) ask students what is happening to them.

He further explains why one instrument is preferred to the other: Direct observation is not a preferred method as it is time taking and most importantly bullying often occur where observers are not present and it involves a sequence and repeated episodes . Moreover it is not easy to gauge degree of distress experienced by those involved.

If we turn to the judgments of people who have had the opportunity to observe bullying happening in their environment over a period of time, we are likely to gain some quite useful information. Both teachers and children are in a position to provide such judgments; more especially children because they see more bullying behavior than do teachers, especially in the school playground, on the way to/from school. Teachers surprisingly provide an estimate which is much lower than that provided by the children themselves about the number of children who are continually being bullied by their peers. This is a reflection of their limited awareness. Children are more likely than teachers to know what is happening, and to provide more valid judgments.

Therefore, our best source of information is the students themselves. Still there are two major concerns. Firstly, do students make a distinction between bullying and other forms of conflict? The definition of bullying which is accepted for this study insisted that an imbalance of power is an essential element. Do students normally incorporate this element in their judgments of what constitutes bullying? If they do not, then student judgments are not reliable. The second question is whether students are, on the whole, willing to disclose what is going on when they are asked to describe bullying. They may know, but feel reluctant to tell.

For the convincing justification given by Rigby and with the belief that children will tell what is happening in their schools if anonymity is guaranteed , this study has opted for anonymous questionnaire developed by (Swearer & Cary 2003). The instrument is adopted psychometrically sound measure for assessing self-reported incidence and prevalence of a variety of bullying experiences. It has four parts to assess experiences such as;

1. When someone is bullied,
2. When a person witnesses someone getting bullied,
3. When one is bullying others and
4. Ones attitudes towards bullying.

The instrument is suitable for youth between the ages of 10 and 18 years that has demonstrated high internal consistency with Cronbach alpha value for physical bullying 0.79 and verbal bullying 0.85. Moreover it was translated into the Amharic language by making use of 'agetabere' as the Amharic equivalent for bullying. What constitutes a bullying (magetaber) situation is defined at the beginning of the questionnaire to avoid misconception and mix-up of the phenomenon with other forms of aggression .

Words or items which were found to be inconsistent with the Ethiopian context or culture were omitted. The scale of five is reduced to a scale of four to avoid overlapping frequencies when translated to Amharic i.e. Never, rarely ,sometimes and always are maintained while often is omitted from the scale. The scoring instructions shown for each subsection of the questionnaire were followed.

3.5. Procedures of Data Collection

After securing the letter of support from Institute of Educational Research, the questionnaires were given to the four acquaintances who are employed at the selected schools for the study. Questionnaires were given to teachers who are willing to spare some minutes from their class and have their students complete the questionnaire except in the case of Vision Academy a recess time right after lunch is when the questionnaires were distributed and recollected.

3.6. Method of Data Analysis

To answer questions posed in the first chapter, both descriptive and inferential statistical methods were employed. To measure prevalence rate and other aspect of bullying such as to answer the where ,the how and by whom of the bully-related questions, descriptive statistics like percentage, mean , standard deviation and range were used.

To see relationship between impact of bullying (continuous independent variable) and gender (independent categorical variable), independent t-test was employed. Measure of attitude scores towards bullying and its relation with the different school type and gender was tested through a two way analysis of variance. Analysis to see which school type had more frequent bully related experience, a one way analysis of variance was employed.

Where categorical data were involved and to analyze relationships between groups like gender or school type, a chi-square test was employed to draw conclusions.

Chapter four

Data Presentation and Discussion

4.1. Data Presentation

The purpose of the study was to have a broader understanding of aspects of bullying .It was to examine the prevalence, the attitude of students involved towards bullying and the severity of the problem across the different school types, gender, race and religion. To this effect 450 anonymous self report questionnaire were distributed of which 424(94%) were returned .Out of the 424 questionnaires returned 45 (11%) of them were discarded for various reasons such as incompleteness, inconsistencies and lack of seriousness from the part of the participants while giving responses to the questions. A total of 379 cases were analyzed through the SPSS software and major findings were summarized on the subsequent pages of this chapter. In all cases the statistical test was set at alpha level of 0.05 and all tests were two tailed.

The self report questionnaire started with the definition of bullying using the Amharic equivalent 'agetabere' by listing down behaviors that make up a bullying situation and then students were asked to mark on items that they had experienced since school started this year .The first part of the questionnaire measured experience of the participants when they got bullied. The second part measured if the subject had witnessed others being bullied. The third part included behaviors to measure if the subject had been involved in bullying fellow students. The last and fourth part was not behavioral in nature and it measured the attitude of the subject towards bullying.

The first question dealt with how the participant got bullied and the responses were as summarized in Table 8.

Table 8: *Percentage of Students who were bullied*

How Did You Get Bullied?	Number of students N=379			
	Never	Rarely	Sometimes	Always
Called me names	69	28	2	1
Made fun of me	66	29	3	2
Intimidated me	94	5	0.3	0.8
Isolated me	95	5	0.3	0
Broke my things	92	6	1	2
Nobody would talk to me	85	10	3	3
Wrote bad things about me	95	4	0.3	0.5
Said mean things behind my back	76	21	2	0.8
Pushed or shoved me	86	12	1.1	1.1
Gave me a nick name	78	15	3	5
Mocked me because of my gender	77	14	4	5
Total	83	13	2	2

Verbal bullying like ‘called me names, made fun of me and said mean things behind my back had been experienced rarely by more than 20% of the respondents. Two students out of 100 always got bullied either physically or verbally. A chi square test had yielded significant relationship between gender and bullying by way of intimidation $X^2(3, N=379) = 0.046, p < 0.05$ and by mocking $X^2(3, N=379), p < .001$. Wrote bad things about me and isolated me were the least experienced forms of bullying by respondents.

Second question was as to where student were bullied and the response was illustrated in figure 4.

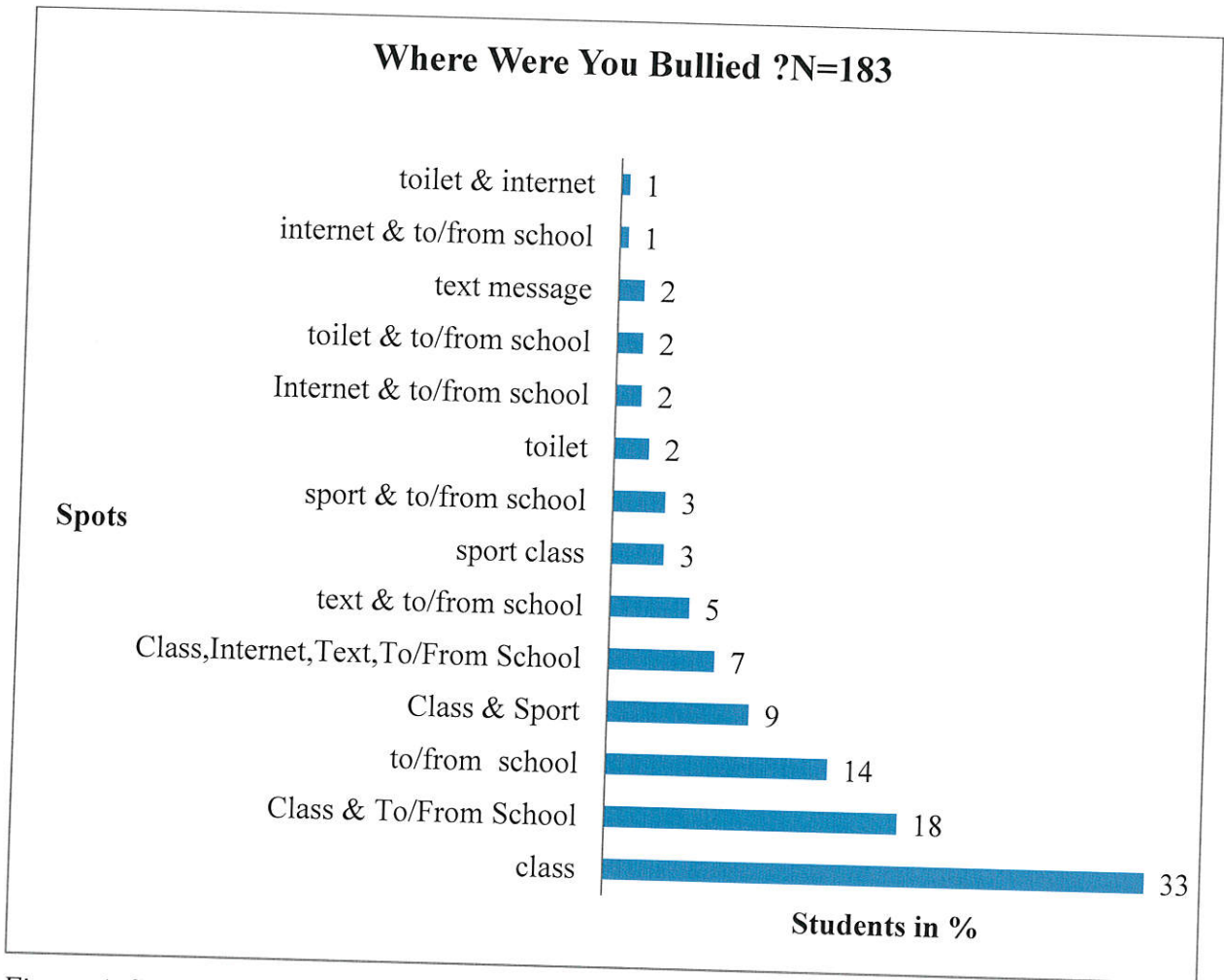


Figure 4: Spots for Bullying

Thirty three percent of the respondents were bullied in the classroom but it should be noted that it was not clear if it had occurred in the presence of a teacher. To and from school was the second most common place (14%) for bullying. Bullying with the aid of technology such as the internet and cell phones were too minimal.

Respondent had also been asked by whom they were bullied most often and the results were summarized as shown in Table 9 by school type.

Table 9: The Bullies

	School type(N=184)				Total
	Silassie	Yekatit 12	Medhanialem	Vision Academy	
Various people	41%	55%	46%	50%	48%
Older boy	17%	12%	25%	17%	18%
Many friends	17%	6%	5%	29%	11%
Someone I don't know	11%	12%	5%	4%	8%
My teacher	7%	6%	12%	0%	8%
Younger girl	2%	2%	3%	0%	2%
Older girl	0%	4%	3%	0%	2%
Younger boy	4%	0%	2%	0%	2%
My friend	0%	2%	0%	0%	1%

As provided in Table 9, close to half of the respondents were bullied by various people of both gender and age group. Older boys were more involved in bullying others. More teachers (17%) at Medhanialem School (Government) had been reported to have been involved in bullying their students where as no teacher had been involved at Vision Academy (Private school). Eleven percent of the respondents have been bullied by more than one person. But chi square test had revealed school type to have no relationship with who bullied students, $\chi^2(24, N = 379) = 0.14, p > .05$. Gender as well had no relationship with who bullied others $\chi^2(8, n=379) = 0.06, p > .05$

Respondents were asked how they felt when they get bullied and how much a problem was the bullying for them and the result was as shown in table 10.

Table 10: *Impact of Getting Bullied*

	Never	Rarely	Sometimes	Always
Made me feel sick	91%	8%	1%	1%
I couldn't make friends	90%	5%	3%	2%
Made me feel bad or sad	75%	15%	5%	5%
Made it difficult to learn	77%	16%	4%	3%
Didn't come to school	92%	3%	2%	2%
I had problem with my family	92%	4%	2%	1%
Total	86%	9%	3%	2%

As can be seen in table ten, 86% of the respondents had said, getting bullied had never impacted them as in the way described in the questionnaire, whereas 2% of them had been impacted negatively almost on regular basis. A chi square test yielded impact of getting bullied as having no statistically significant difference among school types $X^2(36, n = 379) = 0.054$, $p > 0.05$

Possible outcomes of getting bullied listed in Table 10 were summed up for individual cases to determine the impact of getting bullied with minimum score 0 (as no impact) and 18 (as high negative impact) and the results were provided in Table 11.

Table 11: Descriptive Statistics for Impact of Getting Bullied

	Silassie	Yekatit- 12	Medhanialem	Vision A.
Mean	1.13	0.91	1.24	1.50
Median	0.00	0.00	0.00	1.00
Variance	3.28	3.44	6.89	3.63
Std dev	1.81	1.86	2.62	1.90
Minimum	0.00	0.00	0.00	0.00
Maximum	10.00	9.00	15.00	7.00
Range	10.00	9.00	15.00	7.00

As can be seen in Table 11 the mean score is too low for all school types as compared to the maximum total scale score of 18 for the highest negative impact. This showed that students were not bothered of getting bullied or getting bullied is no big deal for the targets. But it should also be noted that the range between the highest and the lowest total scale scores were higher for all schools indicating some students were negatively impacted or were distressed by the impact of bullying. As shown in the box plot in figure 5 Medhanialem had the highest total scale score of 15 with several scores way above the mean, followed by Silassie 10, where the bullying incidents were stressful for some individual students.

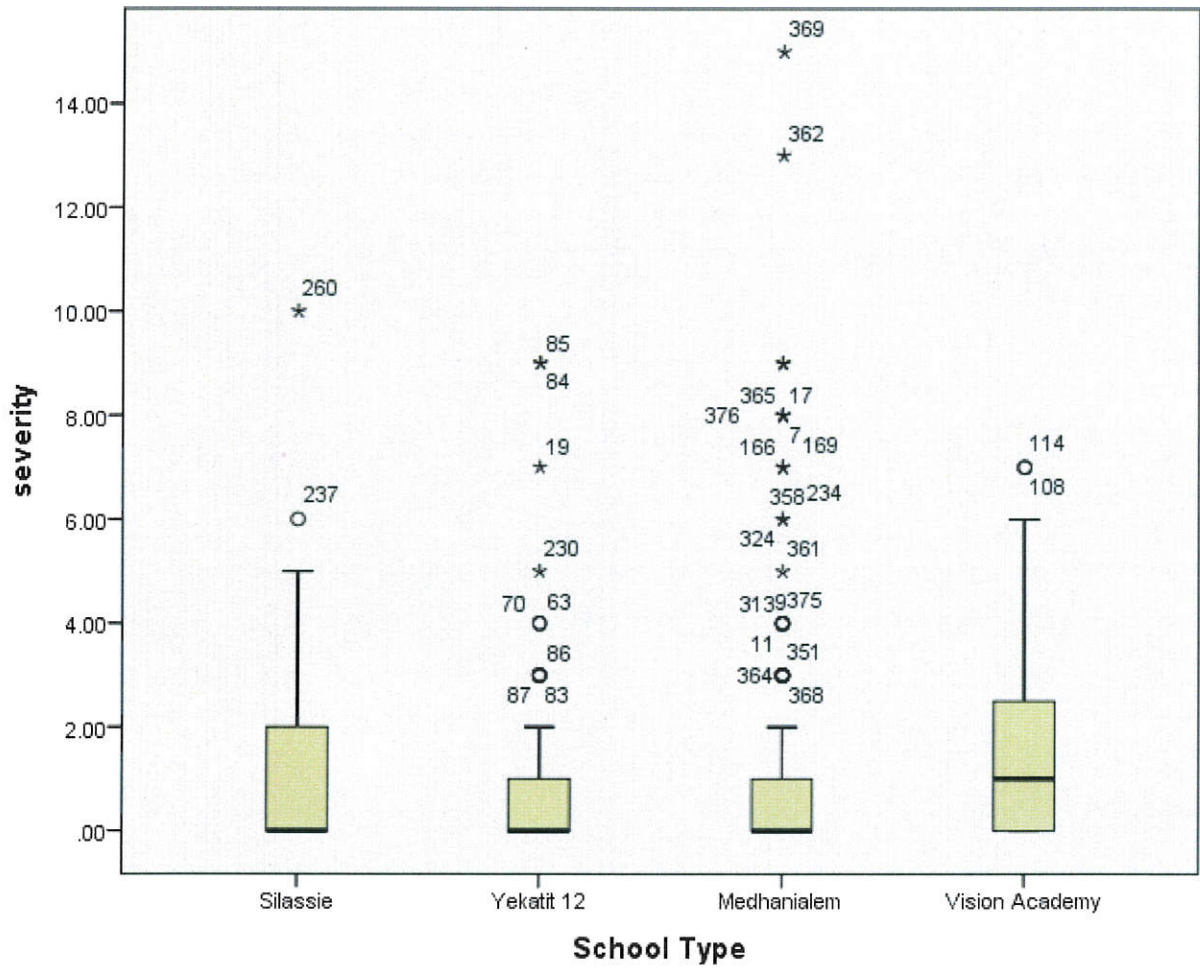


Figure 5: Box Plot Showing Impact of Getting Bullied

An independent sample t-test was conducted to compare the impact of bullying for females and males. There was no significant difference in scores for female (M=1.1, SD=2.2) and male (M=1.25, SD=2.25); $t(366) = -0.66, p = 0.51$.

Figure 6 was to provide the reasons as to why students thought they were bullied and half the respondents believed they were picked for no particular reason. Physical appearances or weight and height appeared to attract bullies to pick on their victims. Females (10%), believed to have been picked because of their gender.

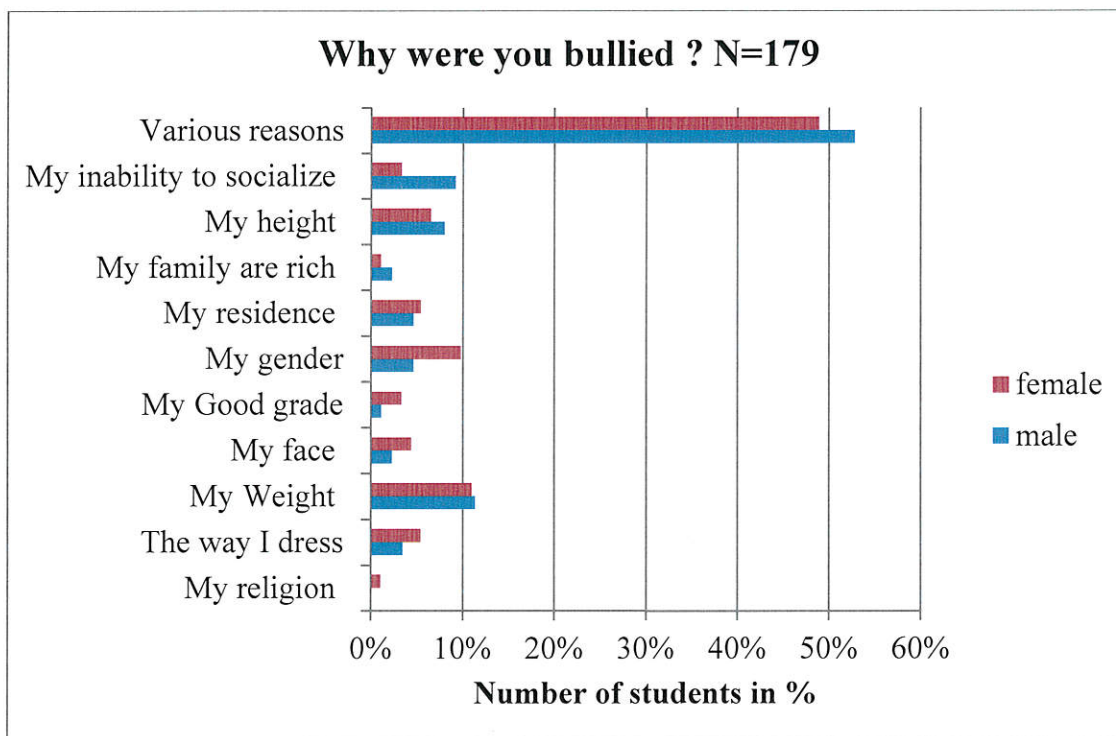


Figure 6: Perceived Reason for Getting Bullied

Table 12 was to provide information as to whether school personnel were aware about the bullying incidents and 35% were not sure while 42% of the respondents said they hadn't reported the incident for possible rectification of the situation.

Table 12: Awareness of the School Community about The Bullying.

Response	School type n=246				Total
	Silassie	Yekatit 12	Medhanialem	Vision Academy	
Yes	17.2%	29.8%	27.5%	12.5%	23.2%
No	53.4%	35.1%	42.9%	32.5%	41.9%
I don't know	29.3%	35.1%	29.7%	55.0%	35.0%

Similar statistics were obtained as to whether parents were informed of a bullying situation and only 32% of the respondents confirmed to have informed their parents. The chi square test showed a statistically significant relationship between reporting of bullying incidents to parents and gender $\chi^2(2, n = 379) = 0.03, p < 0.05$.

Students were asked if they had tried to defend themselves from the bullying and 62% of the respondents did try to defend themselves through various ways ranging from avoiding the bullies to counter bullying in the same manner.

All the analyses made thus far were in relation to the victim, that is when someone got bullied, how, why, by whom and how much a problem were for the victims. Subsequent analyses were made when students bully others or watch other get bullied. Table 13 showed 22% of the respondents to have watched others get bullied rarely. This figure is more than twice as much as those who admitted to have been bullied. Nine students out of hundred had witnessed others get bullied on a regular basis. This showed that admitting of being a victim is too conservative than watching others get bullied.

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Table 13: Percentage of Students Who Had Watched Others Get Bullied

How did the students get bullied?	Number of students n=379			
	Never	Rarely	Sometimes	Always
Called them names	37%	29%	20%	13%
Made fun of them	34%	25%	22%	19%
intimidated them	63%	25%	7%	5%
isolated them	71%	17%	8%	5%
Broke their things	78%	12%	7%	3%
Nobody would talk to them	65%	21%	9%	5%
Wrote bad things about them	63%	26%	7%	4%
Gossiped behind their back	56%	27%	10%	8%
Shoved or pushed them	69%	18%	7%	6%
Mocked them	47%	19%	17%	17%
Total	58%	22%	11%	9%

Considerable number of students had added ‘*መጽ ጭዘባቸዋል*’ to the list. As per the discussion I had with students in Silassie School, it appeared that the phenomena is non-physical form of bullying where student(s) made fun of or ridicule fellow students without the target knowing it. The victim only knew that he/she was in a serious discussion but he/she was not in actual sense.

Table 14 was to show percentage of students who bully others. Predominantly making fun of others and calling names are the most prevalent. Physical bullying such as pushing, breaking others property and the relational form of bullying, isolation were not the preferred way of bullying others.



Table 14: Percentage of Students Who Bully Others

<i>How did you bully others?</i>	Number of students n=379			
	Never	Rarely	Sometimes	Always
Called them names	79%	15%	2%	3%
Made fun of them	58%	31%	6%	6%
Intimidated them	93%	6%	1%	0%
Isolated them	96%	3%	1%	1%
Broke their things	96%	2%	2%	1%
Didn't talk to them	81%	14%	4%	1%
Wrote bad things about them	93%	5%	1%	1%
Gossiped behind their back	94%	4%	1%	1%
Pushed and shoved them	90%	7%	2%	1%
Mocked them	80%	12%	2%	5%
Total	86%	10%	2%	2%

To measure a bully-related experience as a bully, target and witness/bystander, a four scale measure with a total scale score of 0 to 33 were used. To this effect students were asked to mark the items of bullying experiences in Tables 8, 13 & 14 as (never=0 to always=3) .These scores were summed up and illustrated in table 15, for each case, to determine the prevalence of bully-related experiences ,high scores indicating more frequent bully-related experiences.

Table 15: Measure of Bully Related Experiences in %

Scale	Bullied	Bystander	Bully others
Less than 5	84.4	49.3	85.5
6.00 - 10.00	12.9	21.6	10.6
11.00 - 15.00	2.4	18.5	1.6
16.00 - 20.00	0.3	6.3	0.3
21.00 - 25.00	0	2.1	0.3
26.00 - 30.00	0	1.3	0

As shown in Table 15 close to 85% of the respondents did not have any experience of getting bullied and they were not involved in bullying others. Nineteen percent had a middle way score in the range of 11 to 15 and had watched others get bullied. This score is broken down into the different school types and was shown in Table 16. If no experience, students were instructed in the questionnaire to skip the question and complete the remaining section. When entry into the SPSS was made missing data were treated as no experience of getting bullied, being a bystander or bullying others and this explains the similarity of the 'N' (number of sample) in each group and the only difference is on the total average mean score of the scale. It should be noted as well the grouping is not the same as labeling a person as a bully or witness or bystander. It is simply a way of measuring the level of a bully-related experience. Accordingly students from Vision Academy had the highest mean score implying to have more bully-related experience.

Table 16: *Descriptive Statistics for Bully-Related Experience*

Experience	School name	N	Mean	Std. Deviation
Bullied	Silassie	70	2.7571	2.69963
	Yekatit 12	87	2.1149	2.18571
	Medhanialem	170	2.2765	3.44698
	Vision Academy	52	3.5192	3.13419
	Total	379	2.4987	3.0441
Bystander /witness	Silassie	70	7.4	4.77736
	Yekatit 12	85	6.9059	5.65185
	Medhanialem	170	6.8529	7.34659
	Vision Academy	51	6.9216	7.36436
	Total	376	6.9761	6.55373
Bully others	Silassie	70	1.7714	2.20783
	Yekatit 12	81	2.2716	2.44444
	Medhanialem	169	1.5799	2.98525
	Vision Academy	52	3.3846	4.81482
	Total	372	2.0188	3.12923

To determine if this difference is statistically significant a one way ANOVA test was made as depicted in Table 17.

Table 17: One Way ANOVA Bully-Related Experience

Experience		Sum of squares	df	Mean square	F	Sig.
Bullied	Between groups	80.041	3	26.68	2.923*	0.034
	Within groups	3422.71	375	9.127		
	Total	3502.75	378			
Bystanders	Between groups	15.728	3	5.243	0.121**	0.948
	Within groups	16091.1	372	43.256		
	Total	16106.8	375			
Bully others	Between groups	139.021	3	46.34	4.881*	0.002
	Within groups	3493.85	368	9.494		
	Total	3632.87	371			

*p<0.05

**p>0.05

The analyses revealed that bully-related experience vary among schools for the experience of getting bullied and bullying others. The experience of getting bullied differed significantly across the schools, $F(3,375)=2.92, p=.034$ & the experience of bullying others differed significantly across schools, $F(3,368)=4.88, p=.002$. but the difference was not significant for the experience of watching others get bullied (bystanders) ($p=.948$).

To check how the means differed for the bully-related experience Tukey post-hoc comparison was made as shown in Table 18 & 19 for getting bullied and for bullying others respectively.

Table 18: *Mean Comparison of Getting Bullied Through Tukey Method*

		Subset for alpha = 0.05	
School type	N	1	2
Yekatit 12	87	2.1149	
Medhanialem	170	2.2765	2.2765
Silassie	70	2.7571	2.7571
Vision a.	52		3.5192
Sig.		.543	.050

The comparison yielded the same mean score for all school types except for the variation between (Yekatit-12 & Vision Academy) where students from Vision Academy had more experience of getting bullied.

Table 19: *Tukey Method For Bullying Others*

		Subset for alpha = 0.05	
School type	N	1	2
Medhanialem	169	1.5799	
Silassie	70	1.7714	
Yekatit 12	81	2.2716	2.2716
Vision a.	52		3.3846
Sig.		.503	.113

For bullying others the mean score had no significant difference except between (Medhanialem & Vision Academy) and (Silassie & Vision A.) where students from Vision Academy had more experience of bullying others.

Although not behavioral in nature, attitude towards bullying was measured on a five point Likert-scale (1='totally false' to 5='totally true'). The range for the scale was 12 to 60, higher score denoting pro-bullying attitude. The mean score and standard deviation were summarized in table 20.

Table 20: Statistics of Attitude towards Bullying

School type		Std.		N
		Mean	Deviation	
Silassie	Female	40.6250	5.85931	24
	Male	42.0323	5.28194	31
	Total	41.4182	5.53337	55
Yekatit 12	Female	34.2667	6.38929	30
	Male	34.8889	4.92096	36
	Total	34.6061	5.59912	66
Medhanial'em	Female	36.7353	7.35987	68
	Male	39.0175	5.38348	57
	Total	37.7760	6.60750	125
Vision Academy	Female	34.2174	3.99951	23
	Male	36.5833	4.66044	12
	Total	35.0286	4.32153	35
Total	Female	36.4690	6.78853	145
	Male	38.3971	5.74815	136
	Total	37.4021	6.36889	281

The mean score of Silassie appeared to be the highest for both males and females indicating students of Silassie to have more pro-bullying attitude than the rest. To confirm if attitude towards bullying vary across the different school types based on interactive effect of gender and school type, the mean attitude scores were subjected to a two-way analysis of variance.

A two-way between-groups analysis of variance was conducted to explore the impact of gender and school type on the level of attitude towards school bullying. There was a statistically

significant main effect for gender [$F(1, 273)=4.36, p=.038$]; however, the effect size was small (partial eta squared=.02).. The main effect for school type [$F(3,273) =.14.45, p=.001$]; the effect size was large (partial eta squared=.14) the interaction effect [$F(3, 273) =.33, p=.81$] did not reach statistical significance. Refer to tables 21 & 22

Table 21: *Tests of Between-Subjects Effects*
Dependent Variable: ATTITUDE

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1856.496 ^a	7	265.214	7.621	.000	.163
Intercept	302697.547	1	302697.547	8697.599	.000	.970
schooltype	1508.676	3	502.892	14.450	.000	.137
Gender	151.621	1	151.621	4.357	.038	.016
schooltype * gender	34.134	3	11.378	.327	.806	.004
Error	9501.062	273	34.802			
Total	404454.000	281				
Corrected Total	11357.559	280				

a. R Squared = .163 (Adjusted R Squared = .142)

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Silassie school ($M=41.33, SD=5.533$) was significantly different from all other schools as shown in table 22. This implied that students from Silassie School had more pro-bullying attitude than students from the other schools while Yekatit-12 had the least pro-bullying attitude.

Table 22: *Multiple Comparisons*
 Dependent Variable: ATTITUDE
 Tukey HSD

(I) School Type		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Silassie	Yekatit 12	6.81*	1.077	.000	4.03	9.60
	Medhanialem	3.64*	.955	.001	1.17	6.11
	Vision Academy	6.39*	1.276	.000	3.09	9.69
Yekatit 12	Silassie	-6.81*	1.077	.000	-9.60	-4.03
	Medhanialem	-3.17*	.898	.003	-5.49	-.85
	Vision Academy	-.42	1.234	.986	-3.61	2.77
Medhanialem	Silassie	-3.64*	.955	.001	-6.11	-1.17
	Yekatit 12	3.17*	.898	.003	.85	5.49
	Vision Academy	2.75	1.128	.073	-.17	5.66
Vision Academy	Silassie	-6.39*	1.276	.000	-9.69	-3.09
	Yekatit 12	.42	1.234	.986	-2.77	3.61
	Medhanialem	-2.75	1.128	.073	-5.66	.17

*. The mean difference is significant at the .05 level.

4.2. Discussion

While discussing the result of the findings an attempt was made to compare findings with other studies conducted in the western countries especially those that were made in Norway by the prominent authority in the subject Dan Olweus (PhD.), as studies in the developing nations were not readily available.

One major caution to take when comparing the findings is that the way different studies analyze frequencies of occurrences of bullying incidents. This study had incident measured as from never to always while other studies including Olweus measured happenings as 2-3 times per month or per week. Measuring incidents as the number of times they had occurred has difficulty for respondents as it is too difficult to remember incidents as they are not recorded or tallied when they happen. Moreover other cultural issues, awareness and the unavailability of equivalent word for bullying and the possible mix up with other forms of aggression should be taken into consideration as they would influence respondent's reply as to what to include as a

bullying situation. Most importantly duration of occurrences vary from study to study, like Olweus 's was bullying incidents that had occurred in autumn only which covered just three months ,while this study covered almost eight months (since school started) of the current year.

On the basis of the survey two out of 100 students were bullied, nine had watched others got bullied, two had admitted to have bullied others on a regular basis. This prevalence data is not considering those who replied 'rarely' and 'sometimes'. The study made in Norway had more numbers of students involved in bullying others with 'some regularity' (6-7 out of 100), while in our case just 2% admitted to have bullied others.'

On a scale of 0 to 33 bullying related experience or prevalence was gauged, with higher score to mean more bully-related exposure by students and it was found that, close to 85% of the respondents had no experience of being a bully, witness or target. There were little variations amongst schools in this score with Vision Academy having higher average total score. One way ANOVA and the post hoc analysis has also revealed students from Vision Academy(private school) to be more involved in bullying others and getting bullied than the rest of the schools. No difference is found across the schools in watching others bullied. Comparison was not made with similar studies of others due to unavailability of studies based on school characters or ownership types.

Eighteen percent had reported to have been bullied by boys. Research as well shows as high as 50% of girls reported to have been bullied by boys where boys were more involved in bullying others than are girls. Medhanialem School had relatively higher number of students (12%) reported to have been bullied by their teachers. Moreover research showed 80% of bullied students to have been bullied by both girls and boys and this study found almost half the students to have been bullied by various people including both gender.

The most susceptible spot to be bullied appeared to be the classroom and the way to/from school. It might seem unusual to have students bullied while teachers were around but research in other parts of the world as well has reported to have 2 students to have been bullied in the classrooms for most days of the week (Rigby, 2002) .Students believed to have been picked by their bullies for various reasons, weight and gender were on the top of the list. Religion and race happened to have minimum impact on getting bullied.

Impact of getting bullied or severity level of the problem across gender was analyzed. That is if getting bullied made students to be absent from school or made them sad or made

Chapter Five

Summary, Conclusions and Recommendations

5.1. Summary

The purpose of this paper was to explore aspects of bullying, its prevalence and relationships across gender and different school types in selected schools in Addis Ababa. To these end 450 students from four schools types (Faith Based, Government and Private) were drawn from a population of 5387 using convenience and purposive sampling technique. Questionnaires translated into Amharic using the word 'agetabere' to mean bullying were the data collecting tool to gather quantitative data which would enable answer the questions raised at the beginning of the study. Responses from the 379 participants with average age of 17.87 were gathered and coded into the SPSS software for further analysis. Both parametric and non-parametric statistics were used to analyze the data.

The questionnaire had four 'parts; the first part of the questionnaire was all about the target or the victim. Predominantly the manner with which students got bullied was verbally and two students out of 100 got bullied on regular basis since school has started this year. More than 21% had been verbally bullied with lesser frequency or rarely. The most susceptible spot identified by 33% of the respondents for bullying were the classroom and the way to/from school (14%). The participants (48%) were bullied by various people of both gender and age group. Eighteen percent were bullied by older boys while just 2% reported to have been bullied by girls. Teachers (8%) had been involved in bullying their students. A chi square test had revealed school type to have no relationship by whom the victim was bullied. The possible negative impact of getting bullied was gauged and 86% of the respondents from all schools claimed not to have been bothered or stressed by the bullying incidents with some individual exceptions where the negative impact was felt. Half the respondents had the perception that they were picked by the bullies for no particular reason. Physical appearances like weight and height had been reported to be the reasons to be a target. More than half the victims neither report the bullying incidents to their parents nor to the school personnel for possible rectification.

The next part of the questionnaire dealt with aspect of bullying when students bully others or watched as a witness when others get bullied. More than twice as much respondent admitted to have watched others get bullied on a regular basis where as lower number (10%) of students admitted of being bullies occasionally. Close to 85% of the respondents had minimal experience as a bully or as a victim whereas close to 19% had a moderate experience of watching others bullied. On a scale of bully related experience Vision Academy, a private school had more bully related experience than the others.



Classroom is one hot spot for bullying incident and teachers as well are reported to have been involved in bullying their students. Is it because teachers are not managing their class properly or is it just they do not have the skill to communicate with students? Or did the incidents happen when teachers were not around? These questions need further investigation.

In general school types or ownership differences of schools as faith based, government and private schools haven't demonstrated much variation on the bullying problems and its nature though students from different schools may have experiences of bullying with varying degree. When statistically evaluated they showed somewhat similar bully-related experiences except for the attitude towards bullying where it was evident that sending students ,as it was normally assumed ,to a religious school did not guarantee to have children develop positive attitude acceptable by society . This trend may change once the problem gets awareness and measurement of prevalence becomes more accurate.

5.3 Recommendations

The first step should be sensitizing the school community that the problem of bullying exists in any school environment with varying level of severity and that it hurts the people involved in the situation. By so doing a clear definition of what constitutes a bullying incident should be put in place to differentiate the phenomenon from other forms of violence, disciplinary issues or one time school yard fight as a result of minor misunderstandings. To better understand the phenomenon a word in the local language that best explain the problem should be practiced and exercised. This study had identified 'magetaber' as the suitable word to explain the phenomenon and if there existed better vocabularies then they should be in use in every culture to better understand, measure and investigate the problem.

Creation of awareness not just on physical, more direct and visible form of aggressions such as intimidation, snatching and breaking others properties but also on the more subtle, indirect and non-physical form of bullying such as name calling, isolation from a group, teasing and others. Surveys in the prevalence rate and nature of bullying should be done to implement strategies that minimize the problem.

From the findings of this study the following recommendations if put in place may help improve the situation.

1. The study had revealed to have more students who watched others get bullied .Their role should turn into the one who help victims and not encourage and support the bullies, so bystanders should be educated to have empathy and teaching them on ways to defend themselves and others.
2. Boys had been identified to be more involved in bullying others, soft skills like communication skills may help such students resolve conflicts amicably and educating them aggression is not the only way to defend their social status.

3. Classroom was found to be the hot spot to get bullied, teachers may need help in classroom management and setting up such classes for teachers to participate should be encouraged instead of them bullying students. The way to/from school was identified as a place where bullying occurred most often and it is the least controlled area by the school administration and with the involvement of parents and the surrounding community; ways to improve the situation should be put in place.
4. Students believed the reason for getting bullied was because they were different in some way from the rest .Self awareness to boost their self esteem and educating them on how to defend and stand for themselves is an area that school and parents should work on. Most of all educating students for more tolerance and have the skill to live in a multi-cultured school community.
5. Bullying is not something that would go away for good with strategies to bully proof the schools but it can be minimized with reporting mechanisms in place and not ignoring incidents as they happen thus when incidents do happen ,students should know where to go and ask for help. As evidenced in this study no such channel exists.

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D1. Bully Survey

The Bully Survey – Student Version (BYS-S)

This project is being undertaken by researchers at the University of Nebraska-Lincoln and Creighton Prep. Participation in this survey is voluntary and you may stop any time you desire.

Instructions:

In this survey you will be asked to respond to questions and statements about “bullies” and “bullying.”

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over. Examples include the following:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

There are four parts to this survey: (A) When you were bullied by others, (B) When you saw other students getting bullied, (C) When you were a bully, and (D) Your thoughts about bullying.

The Bully Survey - Part A

In this part, you will be asked about times when you were bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

Have you been bullied this school year?

Yes No

IF YES, how often have you been bullied? (Check one)

one or more times a day, one or more times a week, one or more times a month.

If you have not been bullied this year, you may move on to Part B.

1a. Where have you been bullied? Check all the places: homeroom cafeteria

- academic class before school
- bus after school
- gym dances
- hallway sporting events
- bathroom online
- telephone text message

1b. From the list above, circle the ONE place you have been bullied the most.

2. How did you get bullied? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called me names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made fun of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CREIGHTON PREP

- c. Said they will do bad things to me
- d. Played jokes on me
- e. Won't let me be a part of their group
- f. Broke my things
- g. Attacked me
- h. Nobody would talk to me
- i. Wrote bad things about me
- j. Said mean things behind my back
- k. Pushed or shoved me

l. Other ways you were bullied:

- 3. Who bullied you most often (check all that are true):** older boys older girls
 younger boys younger girls
 boys in my grade girls in my grade
 someone who is strong someone who is an adult
 someone who is powerful someone who is popular
 someone who has many friends someone who is smart
 other _____ someone who I didn't know

4. How much of a problem was the bullying for you?

	Never a problem	Rarely a problem	Sometimes problem	Often a problem	Always a problem
a. Made me feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Made me feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Made it difficult to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I had problems with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other: _____					

5a. Why do you think you were bullied? Check all that are true. Because:

- they think my face looks funny they think I'm fat they think I'm skinny
- they think I look too old they think I look too young they think I am a wimp
- they think my friends are weird I'm sick a lot I'm disabled I get good grades I get bad grades where I live the clothes I wear the color of my skin the country I'm from I am different
- the church I go to my parents my brother my sister my family is poor my family has a lot of money someone in my family has a disability I am too tall I am too short I am in special education I get angry a lot I cry a lot I can't get along with other people they say I'm gay the way I talk other (describe) _____

5b. From the list above, circle the MAIN reason you were bullied.

6. Did the teachers and school staff know about the bullying that happened to you?

Yes No I don't know

7a. How do you think your teachers and school staff took care of the bullying?

Very well Okay Bad I don't know

8. Tell us what the teachers and school staff did to take care of the bully.

9a. Did your parents know about the bullying that happened to you?

Yes No I don't know

9b. Tell us what your parents did to take care of the bullying.

10. Were you able to defend yourself from the bullying?

Yes No

Explain:

11. Does anyone bully you at home? (Check everyone who has bullied you) no one

sister friend

father stepfather other relative

mother stepmother neighbor

brother grandparent other: _____

11a. Is the bullying at home different from the bullying at school? If so, how?

The Bully Survey -Part B

In this part, you will be asked about other students who have been bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically

- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

Did you ever see a student other than yourself who was bullied this school year?

Yes No

IF YES, how often did you see this student being bullied? (Check one)

one or more times a day, one or more times a week, one or more times a month.

If you do not know any students who have been bullied this year, you may move on to Part C.

1a. Where was the student bullied? Check all the places: homeroom cafeteria

academic class before school

bus after school

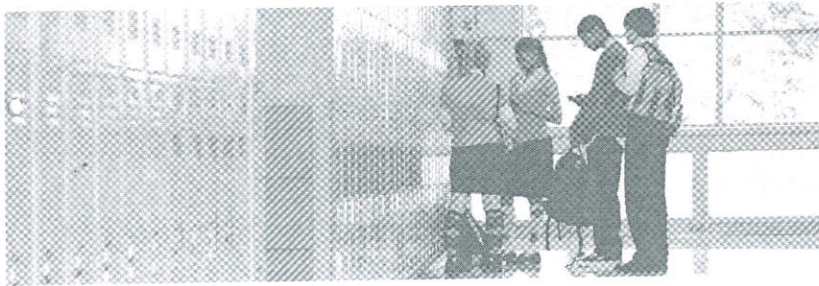
gym dances

hallway sporting events

bathroom online

telephone text message

1b. From the list above, circle the ONE place you saw the student bullied the most.



2. How did this student get bullied? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called them names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made fun of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Said they will do bad things to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Played jokes on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Won't let them be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Broke their things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Attacked them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Nobody would talk to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Wrote bad things about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Said mean things behind their back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Department of Educational Psychology
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8. Tell us what you did about the bullying.

The Bully Survey - Part C

In this part, you will be asked about when you bullied other students.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

Did you ever bully anyone this school year?

Yes No

If yes, how often did you bully this person? (Check one)

one or more times a day, one or more times a week, one or more times a month.

If you never bullied other students this year, go to Part D and answer the rest of the questions.

1a. Where did you bully him or her? Check all the places: homeroom cafeteria

- academic class before school
- bus after school
- gym dances
- hallway sporting events
- bathroom online
- telephone text message

1b. From the list above, circle the ONE place you bullied the person the most.

2. How did you bully this person? (Check how often this happened)

	Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
a. Called them names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made fun of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Said they will do bad things to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Played jokes on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Won't let them be a part of my group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Broke their things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Attacked them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Didn't talk to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Wrote bad things about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

them

j. Said mean things behind their back

k. Pushed or shoved them

l. Other: _____

3. Who did you bully? (check all that are true) older boys older girls
 younger boys younger girls
 boys in my grade girls in my grade
 someone who is weak someone who is an adult
 someone who has no power someone who is not popular
 someone who has no friends someone who is dumb
 other _____ someone who I didn't know

4. How much was this a problem for you?

Never a problem	Rarely a problem	Sometimes problem	Often a problem	Always a problem
a. Made me feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Made me feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Made it difficult for me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I had problems with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other:	_____			

- 5a. Why did you bully this person? (Check all that are true) Because: their face looks funny the church they go to
 they are fat their parents
 they are skinny their brother
 they look too old their sister
 they look too young their family is poor
 they are a wimp their family has a lot of money
 their friends are weird someone in their family has a disability
 they are sick a lot they are too tall
 they are disabled they are too short
 they get good grades they are in special education
 they get bad grades they get angry a lot
 where they live they cry a lot
 the clothes I wear they can't get along with other people
 the color of their skin they are gay
 the country they are from the way they talk
 they are different other (describe) _____

5b. From the list above, circle the MAIN reason you bullied this person.

6. Did the teachers and school staff know about the bullying that you did?

Yes No I don't know

7. How do you think your teachers and school staff took care of the bullying?

Very well Okay Bad I don't know

4. Has bullying at <INSERT SCHOOL NAME> changed in the last year for you?

Yes No

What do you think has caused that change?

Please write any other ideas you have about bullying and being bullied.

5. What language is spoken in your home? _____

6. What country is your family from? _____

7. Gender: Male Female

8. Age: _____

9. Race: White Black/African American

Latino/Hispanic Asian American

Native American Middle Eastern

Eastern European Asian

Biracial (Please specify) other _____

10. Circle only your current grade:

Grade: 4 5 6 7 8 9 10 11 12

11. How well do you do in your schoolwork? On your last report card, if you think of all of your subjects, what did you get (Check one)? Mostly As As and Bs

Mostly Bs Bs and Cs

Mostly Cs Cs and Ds

Mostly Ds Ds and lower

Scoring Instructions

Points are assigned as follows:

Never happened = 0

Rarely happened = 1

Sometimes happened = 2

Often happened = 3

Always happened = 4

To assess being bullied, use Items 2a–k in Part A. To assess being a bystander, use items 2a–k in Part B. To assess bullying others, use items 2a–k in Part C. Seven items assess verbal bullying and four items assess physical bullying. Scale scores are created by summing item scores. The range for each scale is 0–44. Higher scores indicate more frequent bully-related experiences.

Although not behavioral in nature, Part D assesses attitudes toward bullying. Items are scored on a 5-point Likert-type scale (1 = “Totally false” to 5 = “Totally true”). In Part D, items 1b, 1e, 1g, and 1j–m are reversed scored. The range for the scale is 12–60. Higher scores denote more pro-bullying attitudes.

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የማገገጠር (Bullying) ሂደትን በተመለከተ የተዘጋጀ መጠይቅ

መመሪያ

በዚህ መጠይቅ ስለማገገጠር ሂደት ለተነሱ ጥያቄዎችና ፀረፍተ ነገሮች መልስ እንዲሰጡ ይጠየቃሉ። ለእያንዳንዱ ጥያቄ ትክክል ወይም ስህተት መልስ የለውም። የራሱን ሀሳብ ወይም እምነት ያንፀባርቃል የሚሉትም ግን ነገር ትክክል ነው መልስ። ለትብብርዎ በቅድሚያ አመሰግናለሁ።

ማርያማዊት አበራ

“የማገገጠር ሂደት የሚከሰተው አንድ ተማሪ ሌላውን ተማሪ ዓላማዬ ብሎ ሲነዳውና ሲያስፈራራው ተጠቁሞ ሰው ራሱን ለመከላከል ያለመቻሉ ሲረጋገጥ ነው። አብዛኛውን ጊዜ የማገገጠር ሂደት አሁንም አሁንም በተደጋጋሚ የሚከሰት ጉዳት ነው።”

በዚህ መጠይቅ ውስጥ አራት ክፍሎች ይገኛሉ። እነዚህም፡-

- ሀ) በሌሎች ተማሪዎች አማካይነት የማገገጠር ድርጊት ሲደርስብዎት
- ለ) ሌሎች ተማሪዎች የማገገጠር ድርጊት ሲደርስባቸው ከተመለከቱ
- ሐ) እርስዎ የማገገጠር ሒደቱ ወይም ድርጊቱ ተባባሪ ከሆኑ

ግን ስለማገገጠር ያለዎትን አስተሳሰብና አስተያየት በተመለከተ ክፍል “ሀ”

በዚህ ክፍል የማገገጠር ድርጊት ተነጂ በሆኑበት ጊዜ ስለነበረው ሁኔታ ይጠየቃሉ። የማገገጠር ድርጊት ካላጋጠመዎት ወደ ክፍል “ለ” መሄድ ይችላሉ።

1. የሚከተሉት የማገገጠር ድርጊቶች እንዴት ተፈጸሙብዎት?

ተ. ቁ	ት/ቤት ከተከፈተ ተማሪዎች	በጭራሽ	አልፎ አልፎ	በአብዛኛው	ሁል ጊዜ
1	ሰድቦውኛል				
2	ቀልደውብኛል				
3	በስለት ወይም በሌላ አስፈራሪ ተጠቃሚዎች ወይም ዝቅተኛ ብኛል				
4	አግልጠኝ ወይም ሌሎች ተማሪዎችን አሳድመውብኛል				
5	ንብረቴን ሰባብረው ብኛል ነጥቀውኛል				



ተ. ቁ.	ት/ቤት/ከተከፈተ/ተማሪዎች	ቦምቶች	አልፎአልፎ	በአብዛኛው	ሁልጊዜ
6	አያናግሩኝም				
7	ሰለእኔ መጥፎ ነገሮችን በግድግዳወይም በሌላቦታ ፅፈዋል				
8	በሌላሁለት ስሜን አጥፍተዋል፤ አምተወኛል				
9	ገፍትረውኛል፤ ጎሽመውኛል				
10	ቅፅልስም አወጥተዋልኛል				
11	በጋራም ከንጋራት ይለክፉኛል				

ሌላ(ይግለጹ)

2. የማገገሚያ ድርጊቱ የተፈጸመብዎት የት ነው? (ከሚከተሉት ምርጫዎች ሁሉንም ቦታዎች መምረጥ ይችላሉ፡፡)

ቁ.	የማገገሚያ ጥቃት የተፈፀመብኝ	(✓)ምልክት ያድርጉ
1	በክፍል ወይም ስጦታ	
2	በመጠኑ ላይ ቤት	
3	በስፖርት ክፍሉ ላይ	
4	በኢንተርኔት	
5	በፅሁፍ መልዕክት (ቴክስት)	
6	ወደ ቤት ሰላም	
7	ወደ ቤት/ ቤት ሰላም	

ሌላ(ይግለጹ)

3. የማገገሚያ ድርጊቱ በአብዛኛው የፈጸመብዎ ማነው? (እውነተኛ የሆኑትን በአጠቃላይ ምልክት ያድርጉባቸው)

ቁ.	ዐረፍተ ነገሮች	(✓)ምልክት ያድርጉ
1	በዕድሜ የሚበልጡኝ ወንዶች ልጆች	
2	በዕድሜ የሚበልጡኝ ሴቶች ልጆች	
3	ብዙ ጓደኞች ያሉት/ሏት አንድ ተማሪ	
4	በዕድሜ ያነሱ ሴቶች ልጆች	
5	በዕድሜ ያነሱ ወንዶች ልጆች	
6	የማላውቀው ተማሪ	
7	በመምህራ	

ሌላ(ይግለጹ)

4. የማገገጠር ጉዳዩ ምን ያህል ችግር ሆኖብታል?

ተ.ቁ	ትምህርት ቤት ከተከፈተ የማገገጠር ጉዳት	በጭራሽ	አልፎአልፎ	በአብዛኛው	ሁልጊዜ
1	ሀመም ፈጥሮብኛል				
2	ጓደኛ ማበጀት አልቻልኩም				
3	መጥፎ ስሜትና ሀዘን እንዲሰማኝ አድርጓል				
4	በክፍል ውስጥ ሀሳቤን ሰጠሁ ለማዳመጥ ያስቸግረኛል				
5	ከት/ቤት እንድቀር አድርጎኛል				
6	ከቤተሰቦቼ ጋር ችግር ተፈጥሯል				

ሌላ(ይግለጹ)

5. ለማገገጠር ሒደቱ ምክንያቱ ምን ይሆናል ብለው ያስባሉ? (እውነት የሆኑትን በሙሉ ምልክት ያድርጉባቸው::) ምክንያቱም:-

ቁ	ዐረፍተ ነገሮች	(✓)ምልክት ያድርጉ
1	ፊቱ አስቁኝ ነው/ ናት ብለው ስለሚያስቡ	
2	ወፍራም ነኝ /ናት ብለው ስለሚያስቡ	
3	ቀጭን ነኝ /ናት ብለው ስለሚያስቡ	
4	በምሥድበት ቤተክርስቲያን ምክንያት	
5	የአካል ጉዳተኛ በመሆኔ	
6	አጭር ስለሆንኩ	
7	በመኖሪያ ቦታዬ ምክንያት	
8	አብዛኛውን ጊዜ ስለምታመም	
9	በብሄራዊም በቁጥንቁቁም ምክንያት	
10	ከሰዎች ጋር በቀላሉ መግባባት ባለመቻሌ	
11	በክፍል ውስጥ ጥሩ ውጤት ስላመጣሁ	
12	ቤተሰቦቼ ብዙ ገንዘብ ስላላቸው	
13	ቤተሰቦቼ ድሀ በመሆናቸው	
14	በደታዬ ምክንያት	
15	በአለባበሴ ወይም በፀጉር ስታይሌ ምክንያት	

ሌላ(ይግለጹ)

የማገገጠር ድርጊት የተፈጸመበት ተማሪ የማያውቁ ከሆነ ወደ ክፍል “ሐ” መቀጠል ይችላሉ።

2. ከሚከተሉት የማገገጠር ድርጊቶች የትኞቹ በሌሎች ተማሪዎችላይ ሲፈፀም አይተዋል ?

ተ.ቁ	ሌሎች-ተማሪዎችላይ ሲፈፀሙ ያየት ድርጊቶች	በጭራሽ	አልፎአልፎ	በአብዛኛው	ሁልጊዜ
1	መሳደብ				
2	መቀለድ				
3	ማስፈራራት				
4	ማግለል				
5	ንብረት መሰባበር				
6	አያናግሩዋቸዋልም				
7	መጥፎ ነገሮችን ይደፍሩባቸዋል				
8	ስማቸውን ያጠፋሉ				
9	ይገፈትሯቸዋል፣ ይጎሽሟቸዋል				
10	ይለክፉዋቸዋል				

ሌሎች ያልተጠቀሱ

3. እርስዎ ስለማገገጠሩ ድርጊት ምን አደረጉ?

ክፍል “ሐ”

በዚህ ክፍል የሚጠየቁት እርስዎ ሌሎች ተማሪዎች ላይ የማገገጠር ድርጊት ፈፅመው እንደሆነ የሚመልሱት ጥያቄ ነው። የማገገጠር ድርጊት በሌሎች ተማሪዎች ላይ ያልፈጸሙ ከሆነ ወደሚቀጥለው ክፍል በማለፍ የቀሩትን ጥያቄዎችን ይመልሱ።

1. ከሚከተሉት የማገገጠር ድርጊት ወስጥባቸዎቹላይ እርስዎ ተሳትፈዋል?

ተ. ቁ	ተማሪዎችን	በጭራሽ	አልፎአልፎ	በአብዛኛው	ሁልጊዜ
1	መሳደብ				
2	መቀለድ				
3	ማስፈራራት				
4	ማግለል				
5	ንብረት መሰባበር፣ መቀማት				
6	አለማናገር				
7	መጥፎ ነገሮችን መጻፍ				
8	ስማቸውን ማጥፋት				
9	መገፍተር፣ መጎሽም				
10	መልክፍ (ለክፍ)				

ክፍል“መ”

በዚህ ክፍል ስለማግባባር ድርጊት ያለዎትን አመለካከትና አስተሳሰብ ይጠየቃሉ፡፡

1. ከዚህ በታች በተዘረዘሩት ዓረፍተ ነገሮች ምን ያህል ይስማማሉ?

ተ.ቁ	ዐረፍተነገር	ጭራሽአልስማማም	አልስማማም	በመጠኑአልስማማለሁ	አስማማለሁ	በጣምአስማማለሁ
1	አብዛኛው የማግባባር ድርጊት የተፈጸመባቸው ተማሪዎች በራሳቸው ጥፋት ነው					
2	የማግባባር ችግር በተማሪዎች ዘንድ የተለመደ ነው					
3	የማግባባር ድርጊት ፈጻሚዎች በአብዛኛው ተወዳጅ ናቸው					
4	የማግባባር ድርጊት ፈጻሚዎችን አልወዳቸውም					
5	በትምህርት ቤቱ የማግባባር ድርጊት ፈጻሚዎችን እፈራለሁ					
6	ለልፍሰፍሰና ደካማ ተማሪዎች የማግባባር ድርጊት ተገቢ የሆነቅጣት ነው					
7	የማግባባር ድርጊት ፈጻሚዎች ተጠቂዎችን ይነዳሉ					
8	ከማግባባር ድርጊት ፈጻሚዎች ጋር ጓደኛ እሆናለሁ					
9	አንድ ሰው ተማሪዎች ላይ የማግባባር ድርጊት ለምን እንደሚፈፅም እረዳለሁ					
10	የማግባባር ድርጊት ፈጻሚዎች መቀጣት አለባቸው ብዬ አምናለሁ					
1	የማግባባር ድርጊት					

1	ፈጻሚዎች ድርጊቱን የሚፈፀሙት ማንንም ለመገዳት አስበው አይደለም					
1 2	የማገገሚያ ድርጊት ፈጻሚዎች ተጎጂዎች መጥፎ ስሜት እንዲሰማቸው ያደርጋሉ					
1 3	በማገገሚያ ድርጊት ተጎጂ ለሆኑት ማሪያዎች ህዘኔታ ይሰማኛል					
1 4	የማገገሚያ ድርጊት ተጎጂ መሆን ምንም ማለት አይደለም					

2. በትምህርት ቤትዎ የማገገሚያ ክስተት ችግር ነው?

አዎ

አይደለም

3. በእርስዎ አስተሳሰብ ትምህርት ቤቶች ስለማገገሚያ ድርጊት መጨነቅ አለባቸው?

አዎ

የለባቸውም

4. ስለማገገሚያ ድርጊትም ሆነ የማገገሚያ ድርጊት ስለመፈጸም በአጠቃላይ ያለዎትን ሃሳቦች በዝርዝር ይግለፁ

5. በቤትዎ የሚነገረውና የሚጠቀሙበት ቋንቋ ምንድነው?

6. የታ

ወንድ

ሴት

7. ዕድሜ _____

8. ብሄር _____

9. የሚማሩበት ት/ቤት ስም: _____

10. የክፍል ደረጃ (አንዱን ያክብሱ) 7 8 9 10 11 12

11. ባለፈው ሰሜስ ተርፎ ተምህርት አማካኝ ጠጠቶ ስንት ነው ?



40-50%



70-80%



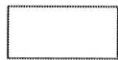
50-60%



80-90%



60-70%



ከ90% በላይ

ስለትብብርዎ አመሰግናለሁ!!!!