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**Bullying victimization and self-efficacy among children in selected  
Government Primary Schools of Arada sub city, Addis Ababa.**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**School of Psychology**

**By**

**Tsion Tesfaye**

**June, 2018**

**Addis Ababa**

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**College of Education and Behavioral Studies**

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This thesis is submitted to the School of Psychology, Addis Ababa University in Partial Fulfillment of the Requirements for the Masters of Art in Developmental Psychology.

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## Abstract

Bullying victimization among children is burning issue in the present society; particularly in schools it is well known that bullying victimization is one of the problems that need special attention. This study was conducted on this issue with particular focus on selected governmental school students with in age range of 12-15 years. It specifically attempted to examine the level of bullying victimization, in relation to self-efficacy and gender. Out of a total population size of 758 students in 12-15 age categories, of these 228 students were randomly selected. On data collection Forms of bullying scale (FBS) and self-efficacy questionnaire for children (SEQ-C) were also adapted. Correlation, chi-square and one sample t-test were used to analyze the data. Findings indicated that bullying victimization in these governmental schools has high occurrence throughout the year. From all participants reported about their exposure of bullying throughout this academic year those who experienced bullying by others are 44.3% (n=101). The level of bullying victimization shows that there is high relation between being female and bullying victimization. In an Attempt to examine the relationship between bullying victimization and self-efficacy the result shows they are inversely related. They affect each other being a cause for their occurrence as dependent and independent factors. By comparing the victims self-efficacy (M= 85.42, SD=19.04) with the non-victim self-efficacy (M=94.14, SD=13.3) it is found to be there is a significant difference between mean of the victim and non-victim self-efficacy  $t(228) = -7.45$ ,  $p < 0.05$ . So without age discrimination these governmental schools children are exposed to bullying victimization and diminished self-efficacy. Therefore, these governmental schools should focus on the issue of bullying victimization and work on the development of student's self-efficacy .This could be done through incorporating bullying in students text books, involving students in tasks which develop self-efficacy, organizing anti bullying events and organizing awareness creation seminars that include parents. Attempts were made to explain these findings and implications were also drawn for practical intervention and future research.

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Bullying is observed in all cultures and it is a practice that causes different psychological problems on a victim, for instance low self-efficacy which is detrimental to career or academic performance. Children are considered to be bullying victims when they are repeatedly exposed to negative actions inflicted by one or more other children. These negative actions are also common forms of violence, physical contact, verbal abuse or offensive expressions or gestures. Spreading rumors and excluding victims from a group are also common forms of violence. Bullying implies a power imbalance between the people making the threats and the victims, which characterizes asymmetrical power relationships; therefore repeated acts between peers (school children) and a power imbalance are essential ingredients that make it possible to intimidate the victim. Although the majority of children do not bully others and are not victimized by peers, at every age and grade some children and youth experience bullying. The rates vary depending on the type of bullying, as well as gender. Involvement in bullying victimization tends to decrease with age, researchers across several countries have investigated age trends in bullying victimization have come to similar conclusions.

This study tried to discuss the issue which is very important but which could not get proper attention. Though there are scholarly articles about the severity of this issue which are meant to bring a solution they are very rare. This paper is considered to be helpful to indicate solutions based on the findings. Children pay attention to their peers than anybody else around due to this they would rather listen, follow and copy them. If those peers are bullies this negative influence might be life long and disasters for the victim unless they are addressed earlier. As the World health organization (2002:14) stated bullying the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. Additionally the relation between bullying and self-efficiency is not studied, this study also tried to show in what way bullying can affect self-efficacy. Bullying is commonly defined as the long-standing physical or psychological abuse of a student who is unable to defend her/himself by either an individual or group of other students. Bullying occurs

when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Most researchers estimate that between 14 and 20% of students in schools will experience bullying at least once during their academic career (Juvonen, Graham, & Schuster, 2003).

According to Juvonen, Graham and Schuster, (2003) because bullying involves a bully and a victim, early research tended to dichotomize children into one of these two mutually exclusive groups. However, there also appears to be a third group of bully victims who both bully and are bullied by others, since children do not know what will hurt them and what does not they might not report when their peers influence them negatively. Due to this teachers and parents should take a part to identify the problem and give possible solution. Bullying does not include playful mocking or teasing, although it can be a challenge for children to tell whether behaviors are unwanted or not. Childhood bullying victimization, the experience of being a target of aggressive behavior, is increasingly recognized as a serious and widespread childhood occurrence. Apart from violating the rights of children to have a safe school and neighborhood climate, bullying has many long-term and devastating effects on victims. From the growing literature on bullying behavior it is recognized that children who have been subjected to peer victimization (bullying victimization) have poor or diminishing self-efficacy with a connection to poor psychosocial outcomes continues to mount. Victims of bullying frequently report high levels of depression, social anxiety, and loneliness. Teachers indicate that victims are among the least popular of their students and they have also physical and psychosomatic complaints. Studies show that bullying victimization can be a reason for negative interaction of the victim with others. A meta-analytic appraisal of cross-sectional studies spanning two decades found that bullying victimization was directly associated with increased levels of depression, loneliness, anxiety, and decreased levels of self-efficacy such psychological distress might be the result of internalizing peers' negative evaluations.

This study aims on identifying the relationship of bullying victimization and self-efficacy in particular reference to students in Addis Ababa Arada sub city woreda 6 governmental primary schools. This study focuses on what are the ways bullying implemented, how the victims are attacked by the bullies and how bullying affects the psychology of the victims with particular reference to self-efficacy.

## 1.2. Statement of the Problem

Bullying victimization is recently became a serious issue that needs to be studied because it is known that the effect of bullying can be cause for different problems which occur on the victim. American Psychological Association reported that there is evidence in Systematic International Research that bullying victimization is a recurrent and grave public health problem (American Psychological Association, 2004). Since the form of bullying has made lots of changes through time and growing technology continuous researches are needed. There is no recent research which can clearly show what bullying is and its application in relation to self-efficacy, so this study covers the gap that is created due to unavailability of recent study.

Though there is no research on the relationship between bullying victimization and self-efficacy some research papers made under bullying. These are the study which was made by Dereje and Derese (1997), the study of Violence in Ethiopian schools. Dagnachew Kebede, Bullying victimization and Self-esteem among Late Childhood Children in Future Talent Academy (May 2017) Can be mentioned as an example even though these studies tried to address different issues they did not emphasize and show bullying victimization in governmental primary schools. At the same time they did not show the relationship between bullying victimization and self-efficacy. The other study that is done on bullying recently by Mariamawit Aberra, under the title School Bullying the Case of Selected Schools in Addis Ababa (June 2013). The same thing is true this study did not show the case in government primary schools and also it does not address in what way bullying and self-efficacy affect each other. Therefore this paper fill the gap by showing the relationship among bullying and self-efficacy in government primary schools , it finds new ideas on this new topic and it can be base for other further studies. Specifically in these schools since there is no study in the same topic this study is considered to bring new ideas, new ways of addressing problem and indicate possible solution accordingly.

The main aim of this research is to study bullying victimization and self-efficacy among children in selected governmental primary schools in Addis Ababa, Arada sub city, the study focuses on children in the age category of (12-15).

✚ The aims of statements of the problem in this research are; the manifestation of bullying action in children 12-15 years of age government primary school students, bullying

victimization and gender , the influences of bullying victimization on future psychological status of the victim in particular focus on self-efficacy and the relationship between self-efficacy and bullying victimization.

### **1.3. Research Questions**

1. What is the prevalence of bullying victimization among 12-15 years age category children in selected governmental primary schools of Arada sub city?
2. Is there a relationship of bullying victimization and gender among the study participants?
3. What are the levels of children's self-efficacy in these governmental schools?
4. Is there a relationship between bullying victimization and self-efficacy?
5. What is the difference between bullying victim and non-victim students in their self-efficacy levels?

### **1.4. Objective of the Study**

The general objective of this study is to assess the relation between bullying victimization and self-efficacy, bullying effect on self -efficacy of the children in government primary schools of worda 6 Arada sub city Addis Ababa.

Based on the general objective the specific objectives are;

1. Point out the level of bullying victimization that is reported in government primary school children of this sub city.
2. Study the relationship between bullying victimization and gender.
3. Identify the level of student's self-efficacy using measurements.
4. Specifically study and state the relation between bullying victimization and self-efficacy.
5. Identify and categorize the bullying victims and non-victims in their self-efficacy.

## **1.5. Significance of the Study**

Creating comfortable environment for all over growth of a child is very important. The physical, emotional, psychological and social growth of a child can be full when there are favorable conditions. Bullying in children has multi directional effect on their development, so finding out those actions which are considered bullying and try to show how they affect children in the age category of (12-15) addressed in this study. This study besides identifying the levels of bullying victimization and self-efficacy it also shows the relationship among themselves and with other variables. Since the study is conducted in an area previous studies were not available it brought new findings and ideas. It can be a base for those who are interested to make further study in this topic. The intention of studying this title emerges from personal practical evidence, this means the researcher faced this problem being victim of bullying action in childhood and knows what kind of effect it has in all aspects. Though, the bullying action was having timely effect means it doesn't continue longer, from that short exposition for bullying action it is possible to tell that the longer the child affected by bullying the longer effect the problem will have. The issue of bullying victimization is neglected in the previous times due to this the psychological damage caused by bullying are much stronger so the aim of this research is to create more awareness and settling ideas which can be solution for the problem. So this helps to make the research more tangible, real and very important to see the problem from different directions.

## **1.6. Delimitations of the Study**

Conducting a research on this wide concept bullying victimization and self-efficacy on children consumes massive amount of time and resource, it was tried to make this study to focus on specific age category and sub city. Bullying victimization and self-efficacy did not get much attention in governmental primary schools, bullying was not considered as main factor that contribute negatively towards children's development. Because of the reason that there is no single study made under the interaction among students and psychological state of the students in relation to bullying victimization in the case of governmental schools two schools are randomly selected to conduct this study. Though the issue is very broad to be studied from different angles due to time and money constraint this study only focused on two governmental primary schools in woreda 6 Arada sub city and on children (12-15) years of age. Since all governmental schools

have the same structure the findings of the study could be applicable for the other governmental schools.

## 1.7. Operational Definitions of Terms

For the purpose of this research paper some important words are defined below;

- **Bullying**- repeated cruel actions and aggressive behavior of the bullies intended to hurt another students, physically, mentally or emotionally.
- **Victimization**-the actions that are stated by forms of bullying scale like calling names, singling someone out for cruel or unjust treatment.
- **Victim**-: The respondents, who are bullied, targeted or picked by bully/bullies and report that they are attacked.
- **Level** - is a position on a scale of amount, quantity, extent, or quality the number of students with repeated frequency medium or low repetition of victimization exposure.
- **Self-efficacy**-is a personal judgment of how well 12-15 years of age students in selected governmental schools can execute courses of action required to deal with prospective situations measured by self-efficacy questionnaire for children scale.
- **Bullying victimization level** – refers to the percentage of 12-15 years of age students in selected governmental schools that have been exposed to bullying victimization by other students as measured by the forms of bullying scale (FBS) Bullying scale.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

In this chapter the focus is on what is written about bullying victimization, self-efficacy, the relation between bullying victimization and self-efficacy with specific reference to governmental school students. Based on the concept bullying victimization and self-efficacy different literatures are discussed. These discussions are supported by different books, journals, articles written under related topics.

#### **2.1 Overview on Bulling Victimization**

As it is stated by different scholars bullying has lots of definitions, ways of implementations and includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes: Teasing, Name-calling, Inappropriate sexual comments, taunting and threatening to cause harm.
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation Leaving someone out on purpose, Telling other children not to be friends with someone, Spreading rumors about someone,
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes: Hitting/kicking/pinching Taking or breaking someone's things, Making mean or rude hand gestures (Olweus,1993)

The uniform definition of bullying presented above conceptually builds from the extensive work on bullying and is similar to the widely used definition of bullying developed by (Olweus, 1993; 1994). The definition, however, also attempts to address some of the current critiques, especially those arguing that a single act of aggression can be bullying.

According to (Horton, 2015) bullying is usually defined as the systematic abuse of power involving the repeated infliction of negative actions intended to cause harm or discomfort, over



time. Bullying is directed against an individual less able to defend him or herself physically or psychologically, including by being out numbered or if “the ‘source’ of the negative actions is difficult to identify or confront as in social exclusion from group. We adopt this definition of bullying to highlight inequalities of power, rather than to pathologies’ children and young people as aggressive.

Bullying is the use of force, threat, or coercion to abuse, intimidates, or aggressively dominates others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets. Rationalizations of such behavior sometimes include differences of social class, race, religion, gender, sexual orientation, appearance, behavior, body language, personality, reputation, lineage, strength, size, or ability. If bullying is done by a group, it is called mobbing. Traditionally the concept of bullying has been applied to physical acts of violence. However, adopting a broader definition is imperative given that different groups of children experience different types of bullying depending gender (UNESCO, 2015: 3)

The definition also depicts aggression as the intentional or deliberate use of damaging behaviors that are threatened or actual. The emphasis, as they elucidated, is on whether the aggressor intends to use damaging behaviors, not on whether the aggressor intends the target to experience an injury. Intent to victimize is a vital aspect of bullying, as it clearly identifies that bullies do not inadvertently engage in such acts. The component within the definition is not, however, without controversy (Naylor, 2006).

Children who are bullied often show physical or emotional signs, such as: being afraid to attend school, complaining of headaches or a loss of appetite, a lack of interest in school activities and spending time with friends or family, and having an overall sense of sadness. Bullying is any unwanted aggressive behavior(s) by another child or group of children that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm (Gladden, Hamburger, Vivolo-Kantor & Lumpkin, 2014, p. 7). As the

definition indicates bullying has negative influence on the victim physical, social and psychological growth of an individual, it may totally distract the self-efficacy of the child.

## **2.2 Nature and prevalence of bullying victimization**

In the 2016 UNICEF U-Report/ Special Representative of the UN Secretary General on Violence against Children (SRSG-VAC) opinion poll, to which 100,000 young people in 18 countries responded, two-thirds of respondents reported that they had been the victim of bullying. Bullying occurs throughout the world and affects a significant proportion of children and adolescents. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year. Estimates of the proportion of children and young people affected by School bullying specifically vary between countries and studies, ranging from less than 10% to over 65%.

According to Hymel and Swearer, (2014) the prevalence of bullying victimization is highly observed in middle schools than other school levels. Bullying victimization is prevalent but there is a countless changeability of recording of its prevalence. It is also possible to say that bullying victimization wide spread in a more different version through time being one of environmental causes that expose a victim to dysfunctional psychological problems. Bullying/Bullying victimization prevalence rate have ranged from 9% to 98% of children. The explanation given to such changeability is caused by the use of not the same measurement tools. The level of bullying victimization is shown growth in elementary schools studies which are made all around the world shows that the prevalence of bullying reporting 30% of students in USA being involved in children, in early adolescence categories is increased through time. The prevalence of bullying ranges from 6.3% among girls in Sweden to 41.4% among boys in Lithuania, with Nansel moderate to frequent bullying: 13.0% bullies, 10.6% victims, and 6.3% bully victims. Fleming and Jin United Arab Emirates was 20% and in Oman 39% , Jacobson reported that the prevalence of bullying among middle school students in their meta-analysis of 80 studies providing a total sample of 335,500 youths. Reported mean prevalence rates of 35% for traditional bullying involvement and 15% for cyber bullying. Somehow it is hardly possible to conclude that there will be exactly the same level of prevalence in Ethiopia but concerning that it is possible to say that the prevalence of bullying shown increasing level in most aspects. There are no much studies made under the investigation of bullying victimization and it's relation with

self-efficacy in Addis Ababa Ethiopia, it is not possible to put clear figure about the bullying victimization and level of self-efficacy. Bullying victimization shows change in prevalence due to different measurement tools. This means measurements contained different items are explained and used to evaluate the prevalence; different changes come through time also matters. What marks the changeability of prevalence of bullying victimization more multifaceted or complex is when studies have been carried out in different nations with different language and culture. The foremost reason is connected with vocabulary and connotation used to depict bullying victimization differs within every nation. (Smith , 2002).

Ryoo et al. (2015) estimated separate LTA models for bullying and peer victimization among students in Grades 5–8 across three time points. They found four classes for victimization (frequent victim, occasional victim, occasional cyber/traditional victim, and infrequent victim) and three classes for bullying (frequent perpetrator, occasional verbal/relational perpetrator, and frequent perpetrator). Results also revealed that infrequent classes for both bullying behavior and peer victimization were most stable across the three time points, whereas frequent victim and perpetrator classes were the least stable over time. Five student-level profiles were identified: not involved, victim (moderate), victim (high), victim-bully (moderate), and victim-bully (high). The two victim-bully profiles were not only distinct based on the frequency of involvement (high vs. moderate) but also differed on form. The victim-bully (moderate) profile, although reporting similar levels of both forms of victimization, reported higher rates of relational bullying than overt bullying. However, the victim-bully (high) profile was characterized by high levels of both overt and relational victimization and bullying. These differences are similar to prior evidence where students highly involved in bullying as both perpetrators and victims represent a distinct group who often report greater acceptance of deviance and aggression.

## 2.3 Historical View of Bullying Victimization

Social media and mass broadcasting have brought inordinate attention to an issue that has been prominent for centuries. Bullying is not a novel ideal from this century but a phenomenon that has been occurring since recorded history. The Bible is riddled with references to violence festered by the spirit of bullying. Specific examples include Cain and Abel, the rivalry of Joseph and his brothers, David and Goliath, and the parable of the Good Samaritan. Christians were bullied and persecuted in the Roman Coliseum by Saul the first noted bully of the Christian Church. Literature in the 19th and 20th centuries also depicted the social nature of bullying through the works of Hughes (1857) *Tom Brown's School days* and Golding (1954) *Lord of the Flies*. Other modern era tragic incidences of bullying include the 1999 Columbine High School massacre, the hazing of a Florida A & M band student, the suicides of Phoebe Prince and Ryan Halligan, and most recently the Miami Dolphin's Richie Incognito incident all which point to the sustained existence of bullying. (IJESS, 2015)

According to Llorent,(2016) a new connotation of bullying victimization emerged and accepted by the CDC in an exertion to normalize how researchers and educators think of bullying victimization: Bullying victimization is a complex condition and occurs in different form among children. Despite the fact that bullying/bullying victimization had previously been brought up in earlier works, the first decidedly referred and widely recognized piece of work on bullying/bullying victimization as a group process was published by Salmivalli C (Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996). From this article we can understand that the study under bullying victimization is recognized relatively recent in addition to this bullying victimization is not fully discovered and studied with its different versions. The studies which previously available are general and focuses on only bullying, more studies are required which relate bullying with the other psycho -social factors in order to address it in different context.

A commonality among all living species since the beginning of time is a natural survival instinct directly aligned with competition. Herbert Spencer (1864) coined the phrase "Survival of the fittest" paralleling with Charles Darwin's biological theory of natural selection in conjunction with his own economic theories, and is sometimes used to justify laissez-faire economics, war

and racism. Survival instincts in aggregation with individual competitive forces have “flowed over into the educational, social, and economical realms” (Donegan, 2012) which is known as a competitive hierarchy, or in capitalist ideological terms “social Darwinism.” Donegan contends that capitalistic societies, particularly the U.S. tend to push the belief that success equals wealth, an ideology that instills the message that the rich are superior and identifies bullying as a form of a survival tactic in a competitive capitalistic society. From a very young age, children are inadvertently conditioned to accept this ideology as a way to get ahead especially once the child enters elementary school. Pressures to attend the best colleges or to earn scholarships may lead to such bullying tactics as cheating or spreading rumors about fellow classmates. Other historical factors that have induced bullying practices include informal rite of passage into adulthood rituals, bigotry, religious intolerances, hazing, and sexual identifications. Bullying therefore, as viewed in terms of peer victimization, is symptomatic of these aggressive social interactions, or lack of tolerance for others differences. For the most part, bullying was considered, and in some societies still is, an accepted part of growing up. IJESS (2015)

#### **2.4. Theoretical Perspectives on Bullying Victimization**

Even though, theoretically bullying is considered as negative action but in practice it get less attention. Bullying leads both the victim and the bully to wrong way in the long run; the victim will develop psychological problems while the bullies lose good social interaction. The child who is victim will have low self-efficacy, socially isolated, and unable to fit in any tasks. On the other side the bully child will also develop negative personality which will lead to violating law; this is the cause of delinquency. Despite universal ratification of the United Nation Child Right Convention, bullying is a Form of violence affecting children that has received less attention than others in research, policy and programming (Pells, Portela & Revolo, 2016).

According to Uri Bronfen Brenner (1994) this issue begins with social ecological theory because it is both widely used and is an umbrella under which many of the other theories fit. From this perspective, bullying is seen as embedded in a larger social context that includes peer groups, schools, families, neighborhoods, communities, countries, etc. Thus, bullying prevention and intervention need to be situated within these overlapping ecologies. Bronfen reviews research demonstrating the importance of these systems in bullying, and suggests that greater efforts to

expand interventions to include the outer layers of the ecological systems are needed if bullying prevention efforts are to achieve greater success. Writing from a developmental framework, different scholars propose that the need to belong drives much of bullying behavior, and that the way in which this need manifests varies across developmental stages. If one considers that this basic human need may be at the core of bullying behaviors, program development must acknowledge the salience of this need and include components to help young people meet these needs in ways that do not hurt others.

Social cognitive theory, described in the article by Swearer, Susan and Hymel (2015) focuses on the cognitive mechanisms that underlie bullying behaviors. For example, individuals make attributions (beliefs about the causes of an event) that influence how they respond to others. Some individuals tend to make self-blaming attributions, believing their flaws are the cause of external events, and others may have a hostile attribution bias, perceiving hostile intent on the part of others in ambiguous situations, and then responding aggressively. If prevention and intervention programs take into account these errors in thinking that support bullying and victimization, cognitive-behavioral program components can help youth recognize and correct their faulty logic. Cognitive-behavioral therapy is a well-established treatment paradigm that is recommended for many disorders; using elements of this approach could enhance prevention and intervention programs. Swearer and colleagues describe initial findings from a program based on the theory.

An off shoot of social cognitive theory, Bandura's theory of moral disengagement, has recently attracted the attention of bullying researchers. Moral disengagement is a process by which one allows oneself to behave in ways that are contrary to one's basic moral principles Bandura proposed several cognitive mechanisms by which this process influences behavior; it is also suggested that deliberate inclusion of education about moral disengagement may be helpful in reducing bullying behaviors. As it is stated UNICEF (2014) Christina Salmivalli was the first to consider the systematic nature of the group involvement in bullying. The bullying event is not often a purely dyadic interaction in which the bully and target are involved; in about 85% of incidents others witness the events. The dynamics of the social group are very influential in how incidents unfold; Bullies are often encouraged by support- (Bandura, Barbarabelli, Caprara, & Pastorelli, 1996).

## **2.5 Factors of bullying victimization**

There are different factors that should be recognized when we are dealing with bullying victimization from these factors gender and age will be discussed in the following paragraphs. Gender as a demographic factor helps to show which sex is mostly exposed for the action of bullying victimization, at the same time there will be difference in the exposure of victimization based on age.

### **2.5.1 Gender and bullying victimization**

There are statistically significant differences in the type of bullying that boys and girls experience at age 12. Boys are significantly more likely report highest experience of physical bullying, 26 per cent of boys than girls to experience physical bullying in Ethiopia, this physical bullying report compared with 19 percent of girls. Boys also report higher levels of experiencing verbal bullying in Ethiopia and India; in each case girls were about half as likely to report verbal bullying as boys. These general patterns are in line with studies from high-income settings which have found that while boys experience more physical and verbal bullying girls are at greater risk of being bullied indirectly (Rivers and Smith, 1994).

Though it seems that level of bullying victimization gender wise it is high in girls due to different reasons as most studies tried to show the level of bullying victimization is relatively high in boys than girls. During elementary school, girls and boys report similar levels of confidence about their ability to achieve educational success; however, by middle school, girls' academic self-efficacy begins to diminish, Because academic self-efficacy is influenced by school-based interactions and relationships, it is possible that bullying victimization could be associated with the academic self-efficacy, and the relationship may differ by gender because boys and girls experience different types of bullying, boys tend to be physically aggressive. They may be more accepting of bullying than girls; boys are more likely to both bully and are bullied than girls. Girls tend to bully other girls indirectly through peer groups. Rather than bully a targeted child directly, girls more often share with others hurtful information about the targeted child. Girls experience sexual bullying more often than boys (for example, spreading rumors about sexual activity or being targeted as the recipient of sexual messages.) (Huang, 2013)

A national survey in Malta found that 61% of boy bullies reported bullying others with physical violence compared with 30% of girl bullies; in contrast 43% of girl bullies reported isolating others compared with 26% of boy bullies. A study in Australia found that boys were bullied more often than girls, particularly in secondary school. While boys and girls were subjected to teasing and name calling almost equally, boys were more likely than girls to be physically bullied and threatened. Girls were more likely to report being deliberately and unkindly left out of things. There was also a difference in the way they reacted: boys were less likely to admit to being bothered by it and, if they did, they said they felt angry; girls said that they felt sad and miserable, UNICEF (2014).

There are statistically significant differences in the type of bullying that boys and girls experience at age 15. Boys are significantly more likely than girls to experience physical bullying in Ethiopia, India and Viet Nam. In India, this is the sample with the highest reported experience of physical bullying 26 percent of boys report physical bullying compared with 19 per cent of girls. Boys also report higher levels of experiencing verbal bullying in Ethiopia and India; in each case girls were about half as likely to report verbal bullying as boys. UNICEF (2016)

### **2.5.2 Age and Bullying victimization**

The action of Bullying happens in all age categories but this study tries to focus on bullying victimization which happened in the age category of children (12-15) years of age. In this age category different kinds of bullying victimization observed, researchers have found that there are significant age differences in the prevalence of bullying. Patterns of bullying/bullying victimization were consistent; they found that bullying/bullying victimization weakened with age. Children and adolescents who are vulnerable for other reasons are often at greater risk of school violence and bullying. All children and adolescents are at risk of school violence and bullying, but those who are vulnerable because the incidence of different types of school violence and bullying appears to vary with age. Data is limited, but available evidence suggests that physical aggression and bullying in person may decrease, whereas cyber bullying may increase, as children get older. “Although incidences of bullying decrease as children progress through school, the boys and girls who are identified as serious bully offenders remained constant year after year”. Hathorn, (2006)



The GSHS,<sup>32</sup> which collects data from those aged 11, 13 and 15 years, suggests that, in some countries, the prevalence of bullying declines between the ages of 11 and 15 years, but in other countries the opposite is the case. Data from three national surveys in the USA shows that the most common forms of bullying, including verbal insults, hitting, theft, threats, spreading rumors and social exclusion, tend to decrease with age, with in-person bullying falling by nearly 50% between the ages of 14 and 18, while cyber bullying is reported to decrease at a lower rate, from 17% to 13%. Other research shows that the incidence of bullying in the form of physical aggression is more frequent in primary school, whereas cyber bullying, which takes place more in middle through secondary school, increases among this latter age group. (UN, 2016)

## **2.6 Impacts of bullying victimization**

Bullying has totally negative impact on the victim that harm in different ways, this indicates school bullying has long lasting effect on the child 's life since the basic human development starts there. Bullying harms the physical health and emotional well-being of children and adolescents. Physical violence, including corporal punishment, can cause fatal or non-fatal injuries or other physical harm. Sexual violence increases the risk of unintended pregnancy, HIV and other sexually transmitted infections. Reported physical effects of bullying include stomach pains, headaches, difficulty eating and sleeping. Those who are bullied are also more likely than those who are not bullied to experience interpersonal difficulties, to be depressed, lonely or anxious, to have low self-esteem and to have suicidal thoughts or to attempt suicide. UNESCO (2011)

Analyses of international learning assessments highlight the impact of bullying on learning outcomes. These analyses clearly show that bullying reduces students' achievement in key subjects such as mathematics and other studies have also documented the negative impact of school violence and bullying on educational performance. Bystanders can easily view if bullying victimization is spread in the learning environments it create a climate of fear; insecurity and a perception that administrative body have no control on the school climate since the whole school is affected by school violence and bullying. Unsafe control or do not care about students' well-being, reduces the quality of education in general. Peer bullying has been associated with a range of negative outcomes for children. In the following sub-sections we summarize evidence on the

effects of being bullied on health and psychological well-being, education and lifetime earnings. UNICEF(2014).

Early adolescence children development driven by basic psychological needs to achieve competence, autonomy and relatedness, they seek opportunities to master and demonstrate new skills, to make independent decisions and control their own behavior and to form good social relationships with peers and adults outside the family. The age category 12-15 is critical age for human development, this is the time that children develop their growing autonomy in school and organized programs, children learn about the world outside the family, match themselves against the expectations of others, compare their performance with that of their peers, and develop customary ways of responding to challenges and learning opportunities. Through these years, they forget a personal identity, a self-concept, and an orientation toward achievement that will play a significant role in shaping their success in school, work, and life. Although researchers and policy makers have focused on the school as the critical arena in which development occurs and children’s futures are sculpted, out-of-school programs offer alternative environments in which children can learn about themselves and their worlds, and can discover opportunities for carving their own versions of success. As it is stated above the reason that makes the action of bullying worth in this age category is childhood is a base for the rest of human development stages.( Jacquelynne,2011)

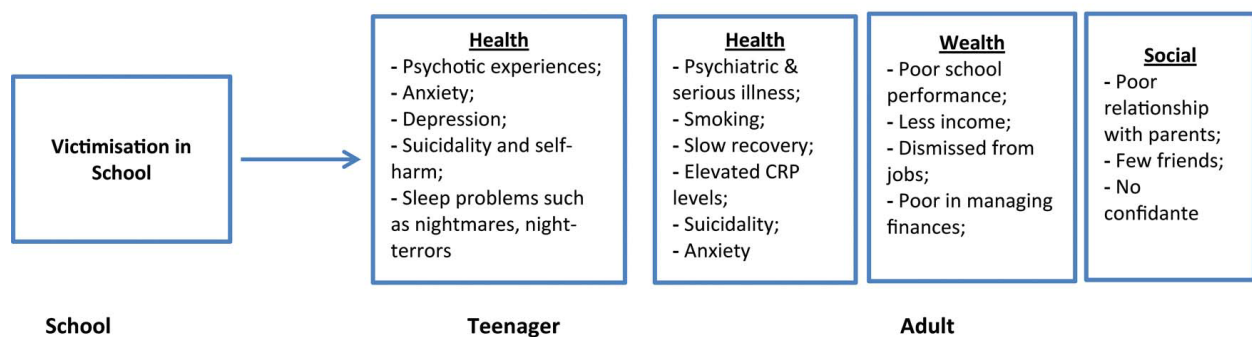


Figure 1 the impact of being bullied on functioning in teenagers and adulthood. UNICEF(2014)

### **2.6.1 Physical and mental health**

Children in early adolescent stage have radical body and mental growth, this possess might be affected by different external and internal factors. Bullying is one of the external factors that affect the physical and mental health of a child. Being bullied by peers is associated with poorer physical health; including psychosomatic problems in childhood as well as poor health in adulthood bullied results in a greater range of negative psychological consequences for girls and bullying can have different effects on boys and girls. Some studies suggest that girls are socialized to maintain close friendship groups in a better way than boys this helps to minimize their exposure to physical and mental health problem conversely; the studies suggest that boys are less involved in socializing themselves to maintain friendship if they are bullying victims so this leads to develop problem that come following bullying. (Wolke et al.,2013).

### **2.6.2 Educational achievement**

The educational achievement of a child will be positively triggered when the child rise with all important protections on the contrary if the child faced obstacles that affect his mental and physical health that would be very difficult to carry on having good educational achievement. Bulling is one of the obstacles that lead a child to poor educational achievement by affecting his/her mental and physical health. Investigating the effects of bullying on Italian pupils at ages 9 and 13 found the and science, with the effects being larger at age 13 and for children who were bullied at both these ages bullying was associated with significantly lower scores in reading, math's repeatedly (Ponzo, 2013). One channel by which bullying may lead to poorer educational achievement is via elevated levels of stress affecting mental health and poorer memory functioning, in addition to other factors, such as higher levels of absenteeism (Vaillan court et al., 2011).

### **2.6.3 Life time earnings**

When educational achievement is poor mostly there is wide possibility of engaging in less earning hand to mouth careers. Poor educational performance has implications for children's human capital development and future labor market opportunities. So it is possible to see that bullying does not only cause one problem on the child rather it causes multi-dimensional problems if remarkable psychological and social support is not given for the victim to change his

or her self-efficacy. As some studies show it is possible to see most of the bully actions are not reported well this is due to the fear of the victim .Peer influence is highly observed in any child hood and adolescent level .Though they are hurted most bullying victim children do not report the action to a teacher immediately. Since the actions are less reported the attention that they could get from the teacher is less.

At the same time the perception of teachers to wards bullying is not as strongly solution seeker as bullying is an action which needs rapid solution. Become familiar with the school's definition of bullying, bullying prevention Policies, and the code of conduct, If available, attend a bullying training prevention program or in-service in order to learn more about bullying and their obligations as a teacher related to this issue. These and other important actions are expected from the teacher to take bullying as serious issue. Most of the bullying actions are not reported to parents due to this most parents are fewer participants in the solution. Children in (12-15) age category are highly influenced by their peers rather than any other age category so parent should take abide part in helping their child to gain the ability to develop their confidence and stand for their right. parents should ask the child to report all his activates at school ,at the same time the child must be encourage to tell what ever new happenings are there throughout the day this helps to find out whether the child is in good situation or not.

## **2.7 Definitions of Self-efficacy**

Though self-efficacy has been defined by different scholars Bandura defined self-efficacy in different ways at the same time he put scientific and measurable concepts about it. Bandura (1986) defined self-efficacy as, "People's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances" and two important aspects of this definition warrant further explanation. First, self-efficacy is a belief about one's perceived capability, and as such, does not necessarily match one's actual ability in a specific domain. In fact research findings have suggested that most students actually overestimate their academic capabilities. Bandura argued, however, that the most useful efficacy judgments are those that slightly exceed one's actual capabilities, as this overestimate can actually increase effort and persistence during difficult times. A second important aspect of Bandura's definition of self-efficacy is the idea that individuals make use of their efficacy judgments in reference to some goal ("attain designated types of performances"), which reflects both the task- and situation-

specific nature of efficacy beliefs. This aspect of self-efficacy stands in contrast to other, more general measures of expectancy such as self-concept and self-perceptions of competence, which, although they may be domain specific, tend to be more global self-perceptions ( Pajares, 1996).

According to Bandura (1997) Self-Efficacy (SE) is the belief or perception of a person that he or she is capable to perform a specific task. It is a dynamic element that influences other concepts such as goals, performance and is influenced by them. Self-efficacy is an essential element in Social Cognitive Learning Theory. It plays a role of connecting goals, performance, and motivation concepts. It is one of the individual related concepts that function as a mediating mechanism among these concepts. Various research results show that self-efficacy may be a good predictor of performance. Since self-efficacy may be a good predator of performance, managers may try to assess the self-efficacy of candidates to predict their potential performance, thus regulating their human resources practices such as selection, adjustment, manager development according to that. A study made under self-efficacy and performances of simple memory task moderate positive correlations are found between them. People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy.

According to Bandura self-efficacy beliefs lie at the core of human functioning. It is not enough for a person to possess the requisite knowledge and skills to perform a task; one also must have the conviction that s/he can successfully perform the required behavior under difficult circumstances. Effective functioning, then, requires skills and efficacy beliefs to execute them appropriately two components that develop jointly as individuals grow and learn. Moreover, these two components of successful human functioning act upon one another in reciprocal fashion, what Bandura calls “reciprocal causation,” where the functioning of one component depends, in part, upon the functioning of the other.

### **2.7.1 Nature and effect of self-efficacy**

Because self-efficacy pertains to specific tasks, people may simultaneously have high self-efficacy for some tasks and low self-efficacy for others. For example, a manager may have high self-efficacy for the technical aspects of his or her role, such as management accounting, but low self-efficacy for other aspects, such as dealing with employees' performance problems. As self-efficacy is more specific and circumscribed than self-confidence (i.e. a general personality trait that relates to how confidently people feel and act in most situations), or self-esteem (i.e. the extent to which a person likes themselves), it is generally also more readily developed than self-confidence or self-esteem. Self-efficacy is also a much stronger predictor of how effectively people will perform a given task than either their self-confidence or their self-esteem. Heslin P.A & Klehe,U.C(2006)

According to Heslin, P.A., & Klehe, U.C. (2006), there are three key sources of self-efficacy. The most powerful determinant of self-efficacy is enactive Self-mastery, followed by role-modeling, and then verbal persuasion. Enactive self-mastery is achieved when people experience success at performing at least portions of a task. It serves to convince them that they have what it takes to achieve increasingly difficult accomplishments of a similar kind. Self-mastery is best achieved through progressive mastery, which is attained by breaking down difficult tasks into small steps that are relatively easy, in order to ensure a high level of initial success. Individuals should then be given progressively of initial more difficult tasks in which constructive feedback is provided and accomplishments celebrated before increasingly challenging tasks are attempted. Building self-efficacy through enactive self-mastery essentially entails structuring situations that bring rewarding successes and avoid the experience of repeated failure. An example of enactive self-mastery is when people learning to pilot an aircraft are given many hours to develop their skill and confidence at the separate component skills, before they ever attempt to combine them by actually flying solo. Initial flying lessons are designed so that trainee pilots are challenged, but also experience efficacy-building successes during each session. For individuals to develop self-efficacy through enactive self-mastery, managers similarly need to provide challenges whereby individuals regularly encounter and celebrate successes as they develop their proficiency at their work tasks.

Bandura (1977) hypothesized that self-efficacy affects an individual's choice of activities, effort, and persistence. People who have low self-efficacy for accomplishing a specific task may avoid it, while those who believe they are capable are more likely to participate. Moreover, individuals who feel efficacious are hypothesized to expend more effort and persist longer in the face of difficulties than those who are unsure of their capabilities. The tendency for efficacious people to "expend more effort and persist longer" is of particular importance because most personal success requires persistent effort. As such, low self-efficacy becomes a self-limiting process. In order to succeed, then, people need a strong sense of task-specific self-efficacy, tied together with resilience to meet the unavoidable obstacles of life.

### **2.7.2 Theories on self-efficacy**

Self efficacy is the belief in one's own ability to successfully accomplish some thing. It is a theory by it self as well as being a contract of social cognitive theory. Self efficacy theory tell as that people generally will only attempt things they believe they can accomplish won't attempt things they will fail. Make sense why would you try some thing you don't think you can do? How ever people with strong sense of efficacy believe they can accomplish even difficult tasks. They see these as a challenge to be mastered rather than threats to be avoided ( Bandura 1994). Self-efficacy theory postulates that people acquire information to evaluate efficacy beliefs from four primary sources: (a) enactive mastery experiences (actual performances); (b) observation of others (vicarious experiences); (c) forms of persuasion, both verbal and otherwise; and (d) "physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction". Of these four information sources, research has shown that enactive mastery experiences are the most influential source of self-efficacy. (Bandura, 1997 p.79)

According to Albert Bandura (1977), Self-efficacy is a person's belief in his or her own ability to complete a task or perform a behavior that will lead to a certain outcome. Bandura was the first to use the term self-efficacy, and he introduced four sources of efficacy: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. The first source that impacts self-efficacy, performance accomplishments, indicates that successes increase levels of self-efficacy, while failures lower one's self-efficacy. Vicarious experiences

show the impact that modeling has on self-efficacy. If an individual observes someone, such as a supervisor, with similar characteristics succeed at a task, it increases self-efficacy and positively influences the belief that they could succeed at a similar task. Verbal persuasion suggests that encouragement from another person can positively impact self-efficacy. However, this source has a weaker influence on self-efficacy than one's own performance accomplishments. Lastly, Bandura listed emotional arousal as the final source influencing efficacy, which refers to the physiological symptoms that one's body has when in a stressful situation. If someone is experiencing high levels of stress or uncertainty, they may experience more physiological symptoms, which can then impact performance (e.g., stomach ache, sweaty palms, etc.). It is the person's perception of these physiological symptoms that impact self-efficacy.

### **2.7.3 Level of self-efficacy.**

According to Albert Bandura Perceived self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments. One cannot be all things, which would require mastery of every realm of human life. People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits. For example, a business executive may have a high sense of organizational efficacy but low parenting efficacy. Thus, the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning. Multi domain measures reveal the patterning and degree of generality of people's sense of personal efficacy.

According to Bandura (1999) Social cognitive theory implicates self-efficacy, the belief in one's ability to perform a certain task, as a pivotal construct in understanding and modifying human behavior, self-efficacy is a central mechanism in the exercise of agency. An individual's belief about her or his capacity to perform a task or with stand difficulty will greatly determine how they actually behave. Individuals who doubt their ability in a given domain are more likely to avoid difficult tasks, set low aspirations, and make minimal commitment to goals they set in that area. Persons with strong self-efficacy expectations in a particular domain, however, approach tasks as challenges rather than threats, persist when their efforts fail, feel in control of potential stressors, and maintain commitments to goals.



Furthermore, a secure sense of self efficacy fosters positive social relationships, whereas insecure self-efficacy tends to breed socially alienating behaviors. The two victim profiles, on the other hand, differed in frequency (high vs. moderate) but less so by form, with relational victimization slightly higher than overt victimization for both profiles. Prior evidence has noted that victims, especially chronic victims, are often targeted with multiple forms of bullying thus, it is not surprising that both victim profiles reported elevated levels of both overt and relational victimization of note, no distinct bullying profile emerged. There is no all-purpose measure of perceived self-efficacy. The “one measure fits all” approach usually has limited explanatory and predictive value because most of the items in an all-purpose test may have little or no relevance to the domain of functioning. Moreover, in an effort to serve all purposes, items in such a measure are usually cast in general terms divorced from the situational demands and circumstances. This leaves much ambiguity about exactly what is being measured or the level of task and situational demands that must be managed. Scales of perceived self- (Bandura, 1997)

According to (Bandura, 1977) Interactive effect on learning outcomes does not seem very logical because in learning process, in addition to cognitive factors, motivational factors are also involved. So in the school situation, in addition to the cognitive approach, motivation believes should also be considered. He also says that motivational factors influencing learning are offered in the form of a three-component model of motivation associated with the self-regulation components. These factors include: self-efficacy, intrinsic value, emotional reactions. In relation with cognitive and motivational factors, researchers suggest that there is a linear relationship between motivational factors [self-efficacy, intrinsic value] and self-regulating components [meta cognitive strategies, cognitive strategies, measures and efforts of steeling of self-efficacy and intrinsic value, the use of cognitive and meta-cognitive strategies also dents] that is, along with increased self-efficacy.

#### **2.7.4. Gender and self-efficacy**

Gender is one of the most stable features that humans are born with it and whether or not based on it, the humans are classified. That is why the humans’ classification to male and female, over the other possible differences between different groups of humans, is discussed and prejudiced. A large group of psychologists and education specialists from many years ago have tried to study

and compare the biological behavior, mental and personality characteristics of both genders; one of the variables is self-efficacy. The researchers' efforts have led to the emergence of research findings related to the impact of gender on self-efficacy. Among the girls of school age have the same self- assurance level but [secondary school], boys' self-efficiency issue researchers are reported that boys more than girls. Some researchers expressed that gender differences in self-efficacy were not significant. Although there is a strong relationship between self-efficacy and performance, it cannot be said that a person with low skills and high sense of self-efficacy can perform well. It takes more than a high sense of self-efficacy to produce high achievements. What self-efficacy does is influence a person to try harder and be motivated to gain the skills and then to make the best use of these skills in their performance. Self-efficacy can therefore be applied to classroom teaching; however, the majority of studies have been conducted in relation to adolescents and young adults, with few studies (other than those conducted in the USA) investigating the younger age range. Pintrich and Groot(1990).

Huang (2013), moreover, research conducted in USA has shown some evidence for gender differences in self-efficacy and a recent meta-analysis found small but significant gender effects across 187 studies with a small difference favoring males. However, in some studies girls, have been shown to exhibit higher self-efficacy beliefs. Britner and Pajares (2001) reported that girls had higher self-efficacy beliefs and attainment in science than boys and gender differences and self-efficacy for writing and reported that girls had a stronger self-efficacy for self-regulated learning together with higher attainment. This gain favoring females is not consistently reported; thus further researched is needed to clarify the direction of any observed difference. This study aimed to examine gender differences with children in the classroom and given the application to teaching including an exploration of teacher's perceptions of their students' self-efficacy.

## **2.8 Bullying victimization and self-efficacy**

Bullying victimization and self efficacy can influence one another at the same time one can be a cause for the other .A child with low self efficacy will have concousness on his performance and less aware of his /her potential so this will expose them to be a victim of those children which are bullyies with high self efficacy. Victims usually suffer from low self-esteem, anxiety and

depression and are des cautious, sensitive, quiet and lonely and someone who does not have a single good friend in school. Berger K S, (2011).

Usually those who are victims are the children with less power than the bullyies.The three components of bullying consist of deliberate hostility and aggression, a victim who is less powerful than the in a painful and distressing outcome. (Meggit,2012).

According to (Kim, Lee & Kim, 2013) Self-efficacy refers to a person's belief in their competencies in certain situations. Individual would need to be confident in their ability to intervene effectively, if they did not believe that had the ability to intervene in the bullying situation effectively, they are far less likely to do so even if they are in they behave in bullying situations. People with high self-efficacy in academic performances and social interaction are more likely to deal with problems in a preserving and anxiety free manor. It might be suggested that these people would obtain the role of the defender in bullying situations. People with low self-efficacy in these domains are more likely to develop maladaptive behavior and might be more likely to take up the role of the bully, assistant to the bully or the victim.

## **2.9 Summary of the literature review**

Bullying is defined by different scholars in various ways, the level of bullying and way of its implementation is speedily changed due to this the meaning of bullying differ through time. So this study tried to see different literatures based on bullying victimization. Self efficacy is the other variable that this study focuses on so literatures are reviewed under this issue especially Bandura's ideas were discussed widely. The effects of bullying from the perspective of the victim in main concern of psychological coping ability concerning self efficacy is referred in literatures. In Ethiopian context there is no local research or literatures made under the relationship of bullying victimization and self efficacy. There is no research result in global level that shows the relationship between bullying victimization and self efficacy but the literatures with close and similar ideas are well discussed.

As different studies shows bullying victimization occurs in children frequently than other stage of human development. Recently teachers parents and other stakeholders of the school environment increasingly understand that bullying victimization is a big issue that needs serious attention. In this study the researcher tried to show what different literatures state about the prevalence of bullying victimization, the relationship of bullying victimization to gender, age specifically (category of 12-15 years) and the difference of bullying victim and non victim in their self efficacy accordingly. Demographic characteristics were also used to show the relationship between other variables, So in the literature review of this study both important factors bullying victimization and self efficacy are discussed with different references.

## **CHAPTER THREE**

### **METHOD**

In this section there are seven items to be discussed which are design of the study, study area, population, sample and sampling techniques, tools of data collection, procedure of data collection, method of data analysis and ethical considerations employed to arrive to conclusion.

#### **3.1 Design of the Study**

This research focuses on bullying victimization and its relation to self-efficacy. It follows survey method by taking samples (by using random sampling method) from large number of people analyzing respondent's response by percentage. This study employed cross sectional descriptive survey in order to explore the prevalence of bullying victimization, its relationship with gender, age, and self-efficacy among children of age (12-15) in two governmental primary schools. One of the primary reasons for the extensive reliance on descriptive cross sectional survey is that they are easily administered and can be completed by a large people in relatively short period of time. Beside it is suitable for exploring bullying victimization characteristics and its prevalence.

#### **3.2 Study Area**

The study areas were two selected governmental primary schools in Addis Ababa, Arada sub city woerda 6. The schools are known as Beherawi Betemengist primary school and Atse Naod primary school. One of the selected schools Beherawi Betemengist was established in 1973 e.c, the other school Atse Naod was established in 1962 e.c. both schools used to be public primary schools for a number of years before they are owned by the government. Since the schools originated in the main part of the city they have relatively organized and standardized infrastructures following uniform reconstruction made in most governmental schools.

##### **3.2.1 Participants**

The data sources were two governmental schools in Arada sub city, Addis Ababa; these were Beherawi Betemengest and Atse Naod primary schools. Data source from the population of 758 students in these two primary schools 228 were taken as a sample for this study.

- Background information of the Respondents

Gender distribution of the participants; Beherawi Betemengest- 200 Female and 140 Male students' total 340 students.

Atse Naod – 211 Female and 207 Male students total 418 students. In general 411 Female and 347 Male altogether 758 students were total population from both schools.

As the study focusing scope the grade level distribution of the participants are in grade 5,6,7,8 in both schools. The numbers of samples selected in fair distribution 57 students are chosen from each grade level. The age distribution is also limited to 12-15 age categories; this study aims to focus on this age category because of the reason that literatures show bullying victimization has high prevalence in this category in comparison to the other stages of human development; the grade level meant directly much with the age category that is focused on this study.

### **3.3 Population, Sample and Sampling Technique**

The general target population in both study areas is 758, to list out each; the target population in Beherawi Betemengest in age category of 12-15 and grade 5-8 are 340 from this 112(64 female and 47 male) students are selected participants. The target population in Atse Naod is 418 from this 116 (70 female and 46 male) are taken as a sample. So the total numbers of sample participants are 228, this sample size is calculated by taking 30% of the total population. Random sampling technique was employed from the total population which holds grade 5 to 8 students for the mere reason that the researcher personal experience in those grade levels, the researcher believes that this age is most frequently exposed to bullying victimization.

Using online sample calculator software with confidence interval level of 95% and margin of error at 5%,the total sample size is calculated to be 228 so 228 participants were taken as a sample. Due to the presence of the researcher in the data gathering process through questionnaire there were no unfilled or unreturned questionnaires. The proportion of sample size for each school was determined based on the amount of total population as the distribution shown on table 1. By categorizing bulling action through different scales of bulling, the relation between self-efficacy and bullying were analyzed. Bullying and age, bullying and gender additionally

self-efficacy with different variables were discussed and the result as analyzed by using percentile.

**Table 1. Population and sample size**

| <b>Name of the School</b> | <b>Population</b> | <b>Sample</b> | <b>%age</b> |
|---------------------------|-------------------|---------------|-------------|
| Beherawi Betemengest      | 340               | 112           | 32.9%       |
| Atse Naod                 | 418               | 116           | 27.8%       |
| Total                     | 758               | 228           | 30.1%       |

### **3.4. Tools of Data Collection**

This paper used questionnaires as the main data collection tool. The questionnaire is used to gather data on gender, age and other personal data's. Due to the nature of the study questionnaire is selected as a basic data collection tool. Both variables that are analyzed in this study are bullying victimization and self-efficacy along with other demographic characteristics so tangible and valuable information's could be gathered through questionnaires rather than other tools. In this study the best source of information is considered to be the students themselves. 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. The belief that children will tell what is happening in their schools if anonymity is guaranteed; this study has opted for anonymous questionnaire. Clear evaluative questions for measuring the self-efficacy of participants is also used the other variable of the study. Therefore: demographic variables, bullying victimization and self-efficacy of the participants assessed by using questionnaire.

### **3.4.1 Questionnaires**

A questionnaire is an important tool of data collection to obtain a representative number of people to answer the same question or questions so as to give generalized over certain issue within short period of time. The questionnaire is consist of three parts these are; socio demographic characteristics such as sex, age, grade, educational status of the respondents, questions to measure bullying victimization and questions to measure self-efficacy.

### **3.4.2 Self-efficacy questionnaire for children (SEQ-C)**

Self-efficacy measuring scale self-efficacy questionnaire for children (SEQ-C) by Muris, P. (2001). Three items of this questionnaire were taken from Bandura et al. (1999) used to measure the self-efficacy of the children. The self-efficacy questionnaire is purports to measure early adolescent, beliefs about their competencies in social, academic and emotional domains. One of the only self-report instruments appropriate for use to include a measure of emotional self-efficacy; this subscale contains eight items that pertain to perceived capability of coping with negative emotions.

Developed in Netherland, extent evaluations of the SEQ-C are limited samples of European youths. In the age categories of (12-15) the personal self-efficacy subscale is SEQ-C. The subscale is concurrent with the period that this study focuses on so this subscale is appropriate intermediate self-efficacy measurement scale, The SEQ-C view academic, Social, emotional domains. The children in the age category of 12-15 which are in early adolescent stage administered all the items.

Self-efficacy questionnaire for children (SEQ-C) is composed of 24 items designed to measure children's perceptions of their social self-efficacy ( ability to relate and get along with other peers ) emotional self-efficiency (ability to regulate unpleasant emotions )academic self-efficacy (ability to succeed in school display appropriate learning behavior) the three subscales each contain eight items in which participants rate their competence level on a 5 point Likert type scale (1= not at all 5=very well)scores are summed to yield a measure of self-efficacy for each domain. As far as scoring of self-efficacy inventory for the analysis is concerned after all participants attempt all the questions in the questionnaire the three subscale of the item analyzed using summing up the results of each subscale and get cumulative result of all over self-efficacy



of the respondents the descriptive statistics is analyzed by using SPSS. This study used the sum of the result that is gained from the three domains social, academic and emotional.

### **3.4.3 The forms of bullying scale (Bullying victimization scale)**

Bullying victimization measuring scale FBS (Forms of Bullying Scale) by Shaw, T. M., Doley, J. J., Cross, D. S., Zubrick, S., & Waters, S. K. (2013) used to measure the prevalence of the respondents. FBS (the forms of bullying scale) is a self-report measure consisting of ten items, the bullying victimization scale includes items that address in what way youths and adolescents (12-15years old) affected by bullying. The bullying victimization scale includes items that address both physical and verbal types of victimization by peers. For these ten items the response options are 1. This did not happen to me 2. once or twice 3. Every few weeks 4. About once a week. 5. Several time a week or more. The researcher tries to analyze the responses by using SPSS to get accurate results.

There is wide cultural difference between the country where these scales are derived from and Ethiopian's view towards bullying victimization and self-efficacy. The researcher tried to test the questionnaire in a pilot test whether they contextually fit the culture or not. The both questionnaires to measure bullying and self-efficacy of the respondents fit the culture well, so the scale is adapted as it is without any amendment.

### **3.5 Procedure of the pilot testing**

In these governmental Primary schools students in age category (12-15) were participated in the pilot test thirty five children who were willing to participate in the pilot testing were contacted and requested to participate. During the pilot testing the respondents were encouraged to ask for any unclear and ambiguous items to be cleared. During administering the scale checking the clarity and readability of items, identifying the difficult to answer items and receiving the attractiveness of the lay out were looked beside to see the items internal consistency it was passed through reliability test and internal consistency to the FBS (forms of bullying scale for a measure of bullying victimization subscale was found to be cronbatch's is 0.8.(the original subscale internal consistency was cronbatch's 0.82.)

The reliability as an internal consistency to the children self-efficacy scale internal consistency was found to be cronbatch's 0.81the original (cronbach's alpha coefficients ranged from0.80 to 0.83).

### **3.6. Procedures of data collection**

After securing the letter of support from college of education and behavioral studies of school of psychology, the procedure of the data collection started from getting permitted from the school administration by explaining the purpose of the study. Since most of the data collection were focused on students the process of data collection were made on children as the main concern of the study. After getting the permission to carry out the research from the school head, a complete name list of students were collected from the school registrar data base. Based on previously fixed sampling procedure, representative samples were selected. The questionnaires were distributed by choosing and arranging appropriate time for the students to feel their response on the questionnaires. With the cooperation of the coordinator the research participants were settled in one classroom and received the questionnaires to respond this process has been done for several days until the required number of data is completely collected.

An explanation on the purposes of the questionnaires and its use were given to participants. Beside the researcher tried to define bullying and self-efficacy since it was vital for the validity of the responses that they are going to give. They were also encouraged to state the reality that they face with no fear of exposing their privacy. During the attainment of responding questions the respondent were helped by elaborating items that are not clear for them. To keep the privacy of participant they spread and sit separately so as they can respond independently. The schools permitted the researcher to administer the questionnaire with full cooperation of preparing free periods the questionnaires were filled in the presence of the researcher ,this allow the research to explain and clear out ideas of each item.

After completion of the questionnaires by the participant the questionnaires check if they are well completed and received. Sufficient time and clear instructions on how to complete the questionnaire were given the participants due to this 99% of the questionnaire completed and collected.

### **3.7. Methods of Data Analysis**

Collected data analyzed in different ways; the first way of analyzing the data was through figure /tabular / way of analyzing. The other way of analyzing the collected data was through descriptive paragraph. The employed descriptive statistics section described gender, age and bullying victimization. The computed descriptive statistic helped to better understand the characteristics of the sample in terms of age and gender and the levels of prevalence of the bullying victimization. Besides the inferential statistics employed for instance the correlation design and Chi square test were helped to see the relationship of bullying victimization with age and gender respectively and the independent t-test was helped to explain self-efficacy difference between bullying victim and non-victim. Correlation, independent t-test, Chi, square/cross tab/ and one way ANOVA were employed in the present study, since they best suited to explain relationship and difference in bullying victimization and other variables.

### **3.8 Ethical considerations**

Since the issues of bullying victimization and self-efficacy may require investigating the personal feelings of the victims, it needs to be very confidential. At the same time the respondent should be given full right to respond any questions by their willingness and convenient time. As the issue victimization and self-efficacy too personal, the researcher tried to safeguard the interest of the respondent. So in order to get informed consent from the school directors and participants a brief presentation to school directors and participants (students) were separately given. The presentations were about nature of the research and aware them that their involvement has no negative effect on them rather it is very important to conduct the research. The participants were told that they have all the right to attempt the questions freely all the responses will be confidential and only for the purpose of the research.

# CHAPTER FOUR

## FINDINGS

### 4. Data presentation

The purpose of the study is to show the relationship of bullying victimization and self-efficacy .It was to examine the level of bullying victimization and its effect on self-efficacy of the victim. The problem is viewed across two selected schools, gender and grade level but in the same age category .To this effect 228 anonymous self-report questionnaires were distributed of which 228 of them were well filled and returned. A total of 228 cases were analyzed through the SPSS software and major finding were summarized on the subsequent page of this chapter. In all cases the statistical test was set at alpha level of 0.05 and all tests were two tailed.

### 4.1 Demographic characteristics

**Table 2 Demographic Characteristics of the respondents.**

---

| Variable | Categories | Frequency | Valid Percent |
|----------|------------|-----------|---------------|
| Sex      | “Male”     | 96        | 42.1          |
|          | “Female”   | 132       | 57.9          |
|          | Total      | 228       | 100           |
| Age      | 12         | 69        | 30.3          |
|          | 13         | 61        | 26.8          |
|          | 14         | 66        | 29.9          |
|          | 15         | 32        | 14.0          |
|          | Total      | 228       | 100           |
| Grade    | 5          | 57        | 25.0          |
|          | 6          | 57        | 25.0          |

---

|       |     |      |
|-------|-----|------|
| 7     | 57  | 25.0 |
| 8     | 57  | 25.0 |
| Total | 228 | 100  |

Table 2 depicted the element of demographic characteristics these are age, sex and grade. Female (57.9%) and male (42.1%) early adolescent children as a participants took part in this study. Twelve years of age clearly depicted with percentage of 30.3% participants, Thirteen years of age with 26.8% participants, Fourteen years of age with 29.9% of participants while, fifteen years of age with percentage of 14.0 % and grade 5, 6,7and 8 each 25% participants were research subjects in this study.

#### **4.2 Prevalence and level of bullying victimization among children in age category of 12-15 years.**

**Table 3 Descriptive statistics of conveyed bullying victimization within the year.**

| <b>Bullying</b> | <b>Frequency</b> | <b>%</b> |
|-----------------|------------------|----------|
| Victim          | 101              | 44.3     |
| Non Victim      | 127              | 55.7     |

As the above table the respondents which are leveled as victim of bullying actions are 44.3 % the other 55.7% are leveled as non-victim or free from bullying actions. The Percentage of the victims indicates that bullying victimization was prevalent and in relatively high occurrence level.

**Table 4 .Descriptive statistics on level of bullying victimization**

| <b>Bullying</b>  | <b>Victimization level N</b> | <b>N%</b> |
|------------------|------------------------------|-----------|
| Low(non-victims) | 127                          | (55.7%)   |
| Middle           | 90                           | (39.5%)   |
| High             | 11                           | (4.8%)    |

N=228=percentage sum to 100% down column.

The level of bullying victimization based on the three variables age, sex and gender is analyzed as it is stated bellow .In the variables age, sex and gender the low level category as it is analyzed by crosstabs the general leveling is in the category of 9.1 to 45.5.

The low level (non-victim) category is 9.1-15.3 stream as of this study: 127 (55.7%) of the participants are in this category, in the middle category the level is 16.1-25.5 there are 90(39.5 %) participants in this stream. In the last category of level of bullying victimization the participant which are considered highly victimized fall under 26.20-45.5 here 11(4.8%) of the participants are available.

#### 4.2.1 Percentage of bullying actions that frequently affect the victim. (N %)

**Table 5** bullying actions frequently affect the victims.

**How did you get bullied?**

|  | <b>This did not<br/>Happen to me</b> | <b>Once or<br/>Twice</b> | <b>every<br/>few<br/>Weeks</b> | <b>about once<br/>in a<br/>week</b> | <b>several<br/>times a week<br/>or more</b> |
|--|--------------------------------------|--------------------------|--------------------------------|-------------------------------------|---|
| TEASED   | 64.6                                 | 24.5                     | 6.1                            | 1.3                                 | 3.1   |
| SECRETS  | 62.9                                 | 21.4                     | 7.0                            | 3.9                                 | 4.4   |
| BREAK UP A<br>FRIENDSHIP                             | 61.6                                 | 20.1                     | 8.3                            | 1.3                                 | 8.3   |
| MADE OF FEEL AFRAID                                  | 69.4                                 | 17.5                     | 6.6                            | 2.6                                 | 3.5   |
| HURT PHYSICALLY<br>GANGING UP                        | 70.7                                 | 12.7                     | 11.8                           | 1.3                                 | 3.1   |
| CALLED NAMES   | 52.0                                 | 24.9                     | 11.8                           | 4.4                                 | 6.6   |
| WOULDN'T LIKE ME<br>UNLESS I DID WHAT<br>HE/SHE SAID | 59.6                                 | 22.7                     | 11.8                           | 3.1                                 | 4.4   |
| MY THINGS DAMAGED<br>DESTROYED OR<br>STOLEN          | 36.2                                 | 34.5                     | 9.6                            | 8.3                                 | 10.9  |
| LIVING ME OUT OR<br>NOT TALKING TO ME                | 52.4                                 | 19.7                     | 12.2                           | 6.6                                 | 8.7   |
| FALSE RUMOURS  | 48.0                                 | 30.1                     | 9.2                            | 3.5                                 | 8.7   |
| Average  | 55.7%                                | 23%                      | 10%                            | 5.3%                                | 6%  |

Verbal bullying and all other kinds of bullying had been experienced once or twice by more than 44.3% percent of the respondents. Even though, the amount decreased all bullying actions had been experienced by nearly half of the respondents every few weeks, about once a week or several time throughout the year.

Almost all bullying actions are happened in different form and level called names, my things damaged, leaving me out or not talking to me, spreading false rumors are highly affecting bullying actions which mostly affect the victim. It is possible to see that each child among the victims had experienced at least one of the bullying actions throughout this year in these governmental schools.

### 4.3. The relationship of Bullying victimization and gender among participants.

Table 6 Reported bullying victimization among research subjects by gender.

Respondents who had been bullied or not bullied in last months.

| Gender | Victim |       | Non victim |      | X <sub>2</sub> | P-value |
|--------|--------|-------|------------|------|----------------|---------|
|        | Count  | %     | Count      | %    |                |         |
| Female | 76     | 51.57 | 56         | 42.4 | 0.852          | 0.032   |
| Male   | 29     | 30.2  | 67         | 69.8 |                |         |

The chi square test shows there is a relationship between bullying victimization and gender ( $\chi^2=0.852; df=1$   $p < 0.05$ ) the difference between the count value in female and male has a significant so it is possible to say that there is significant relationship between gender and bullying victimization among the research subjects.



**Table 7 the correlation between variables.**

| <b>Correlations</b> |                 |          |          |
|---------------------|-----------------|----------|----------|
|                     |                 | Efficacy | Bullying |
| Efficacy            | Pearson         |          |          |
|                     | Correlation     | 1        | -.301**  |
|                     | Sig. (2-tailed) |          | .000     |
|                     | N               | 228      | 228      |
| Bullying            | Pearson         |          |          |
|                     | Correlation     | -.301**  | 1        |
|                     | Sig. (2-tailed) | .000     |          |
|                     | N               | 228      | 228      |
| Sex                 | Pearson         |          |          |
|                     | Correlation     | -.203**  | .362**   |
|                     | Sig. (2-tailed) | .002     | .000     |
|                     | N               | 228      | 228      |
| Grade               | Pearson         |          |          |
|                     | Correlation     | -.027    | .035     |
|                     | Sig. (2-tailed) | .686     | .595     |
|                     | N               | 228      | 228      |
| Age                 | Pearson         |          |          |
|                     | Correlation     | .048     | -.101    |
|                     | Sig. (2-tailed) | .468     | .127     |
|                     | N               | 228      | 228      |

\*\* .Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed).

The above correlation table shows that self-efficacy and bullying have negative correlation but high relation; it shows that they influence each other. Self-efficacy and bullying victimization have negative relationship with sex and grade while age has a positive correlation between self-efficacy and bullying. Bullying victimization has -101 correlations with age, .035 with grade while the correlation with gender is .362. Though bullying victimization have significant relationship with age and grade, the number frequency doesn't make much variation in the category so the analysis focused on bullying victimization and gender rather than age and grade of the respondents.

**Table 8 the relationship between gender and the other variables.**

|     | Test Value = 0.05 |     |                 |                 |   |        |
|-----|-------------------|-----|-----------------|-----------------|---|--------|
|     | T                 | Df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |        |
|     |                   |     |                 |                 | Lower                                     | Upper  |
| Sex | 48.183            | 227 | .000            | 1.57895         | 1.5144                                    | 1.6435 |

The t –test in the above table shows that the sig value is .000 this means  $p < 0.05$  so there is a relationship between sex and the rest of variables which is significant.

#### 4.4. What is the level of self-efficacy?

**Table 9 Levels of self-efficacy as per this study.**

Based on this study the level of self-efficacy of the respondents tried to be categorized in to three levels as listed below;

|       |        | Low       | Medium    | High       | General                  |
|-------|--------|-----------|-----------|------------|--------------------------|
|       |        | 30.4-65.2 | 66.2-85.8 | 85.1-115.2 | self-efficiency Level N% |
| Sex   | Female | 10        | 46        | 40         | 96 (42.1%)               |
|       | Male   | 9         | 93        | 30         | 132 (57.9%)              |
|       | Total  | 19        | 139       | 70         | 228 (100%)               |
| Age   | 12     | 10        | 40        | 19         | 69 (30.3%)               |
|       | 13     | 6         | 33        | 17         | 56 (24.6%)               |
|       | 14     | 2         | 42        | 23         | 67 (29.4%)               |
|       | 15     | 2         | 23        | 11         | 36 (15.8%)               |
|       | Total  | 20        | 138       | 70         | 228 (100%)               |
| Grade | 5      | 7         | 33        | 17         | 57 (25%)                 |
|       | 6      | 8         | 30        | 25         | 63 (27.6%)               |
|       | 7      | 3         | 38        | 18         | 54 (23.7%)               |
|       | 8      | 2         | 35        | 17         | 54 (23.7%)               |
|       | Total  | 20        | 136       | 72         | 228 (100%)               |

Based on crosstab the minimum level of self-efficacy is 30.4 the maximum is 115.2, based on the variables sex, age and grade.

Sex            10 female, 9 male -19 children are low level of self-efficacy.  
                   46 female, 93 male -139 children are in medium  
                   40 female, 30 male -70 children are high self-efficacy categories.

Age            Twelve - 10 of them in low level, 40 medium and 19 high  
                   Thirteen - 6 low, 33 medium and 17 high  
                   Fourteen - 2 low, 42 medium and 23 high  
                   Fifteen - 2 low, 23 medium and 11 high

- Regardless of age 20 of them are in low, 138 Medium and 70 are in high level.

Grade           G5- 7 low, 33 medium and 17 high  
                   G6- 8 low, 30 medium and 25 high  
                   G7- 3 low, 38 medium and 18 high  
                   G8- 2 low, 35 medium and 17 high

- Regardless of grade 20 of them are in low level, 136 Medium and 72 high.

➤ The average result of the three variables is 20 low, 138 medium and 70 high. When we view the total of the three levels the medium level in the three variables contains large number of respondent's.

#### 4.5 The relationship between bullying victimization and self-efficacy.

**Table 10 the analysis of self-efficacy as a result of bullying and their relationship.**

|               | <b>N</b> | <b>M</b> | <b>SD</b> | <b>Min</b> | <b>Max</b> | <b>P</b> | <b>T</b> |
|---------------|----------|----------|-----------|------------|------------|----------|----------|
| Bullying      | 228      | 16.06%   | 5.50      | 9.10       | 45.50      | -.301    | -4.7     |
| Self-efficacy | 228      | 81.16%   | 13.36     | 30.04      | 115.21     | .000     | 35.5     |

As the correlation table 8 clearly show the relationship between bullying victimization and self-efficacy. Beside that the above table show their mean and SD values, Bullying victimization (M=16.06, SD=5.50) while self-efficacy (M=81.16, SD =13.36)The correlation between bullying victimization and self-efficacy is -.301 though it is negative it is high that means as a dependent

variable and independent variable the constant variable and the dependent variable influence each other. The level of bullying victimization (min =9.10, max=45.50) while the level of self-efficacy (min=30.04, max=115.21) this levels are according to the study expanded and categorized in above.

The p value of bullying victimization is .301 and the p value of self-efficacy is .000.  $t(228)=35.5$  and  $-4.7$ ,  $p<0.05$  this result clearly indicate that there was statistically significant M and SD difference between bullying victimization and self-efficacy among 12-15 year old children of these schools.

**Table 11 the relationship between bullying victimization and self-efficacy based on their levels.**

|   | Bullying victimization<br>Count (%) | self-efficacy<br>count (%) |
|---|-------------------------------------|----------------------------|
| Low self-efficacy/<br>Non victims of bullying | 127 (55.7%)                         | 20 (8.8 %)                 |
| Medium  | 90 (39.5%)                          | 138 (60.5%)                |
| High  | 11 (4.8%)                           | 70 (30.7%)                 |

From the level of bullying victimization and self-efficacy we derive the data that shows respondents who are not bullying victims have relatively large number and children in low self-efficacy are less. But this doesn't help as to conclude bullying victimization is less and self-efficacy is high. While majority of respondents in both bullying victimization and self-efficacy are categorized under medium and high level. In one way or in another the number of bullying victimized 101(44.3%) is a significant number to conclude there is high bullying while 158(69.3%) respondents with medium and low self-efficacy can help as to estimate these bullying victimized respondents by large categorized in the low and medium level of self-efficacy.

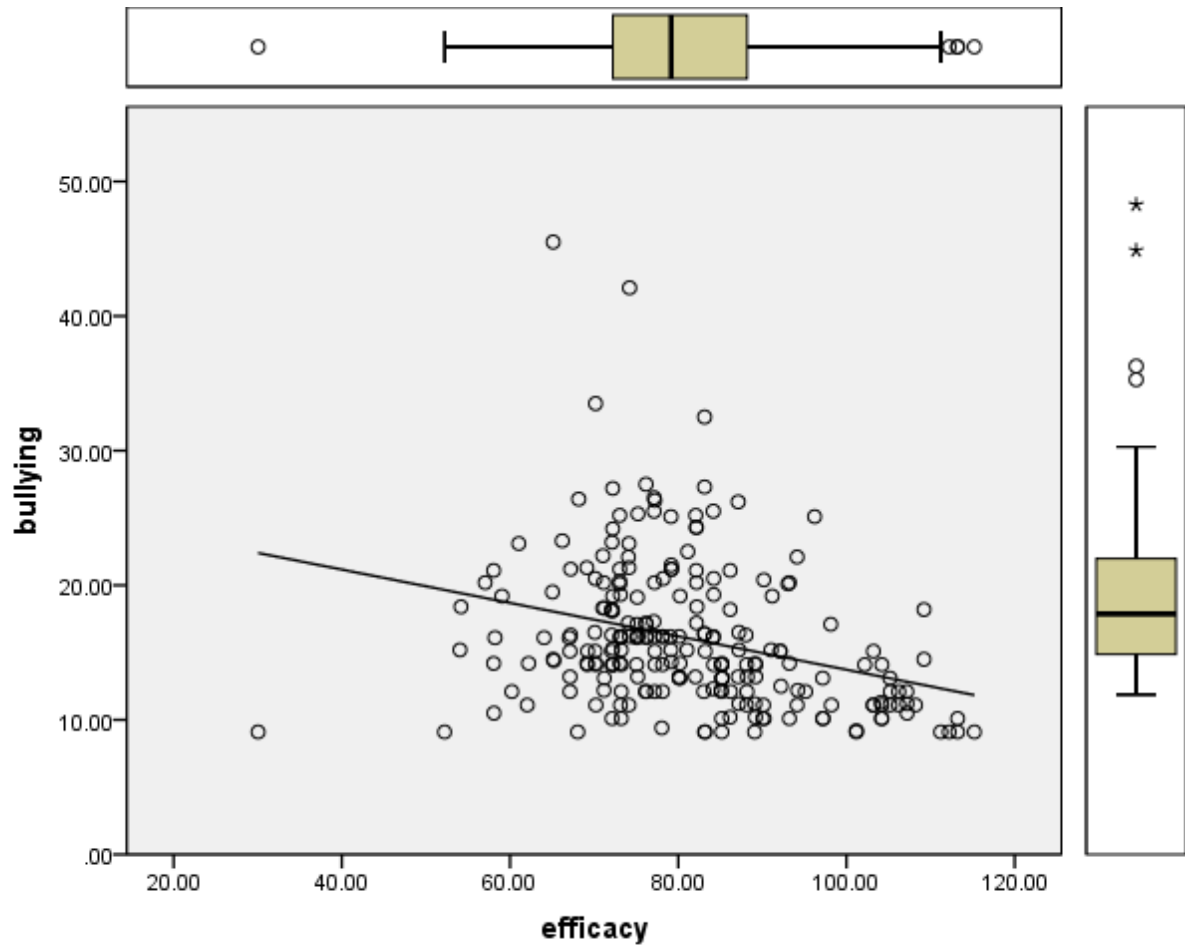


Figure 2 the relationship between bullying and self-efficacy

This regression chart information is about the relation between bullying victimization and self-efficacy, it is densely spread and cumulative in the same position that shows the independent and dependent variables have condensed existence since they influence each other.

**4.6. What is the difference between victims and non-victims in there self- efficacy.**

**Table 12. Reported bullying victimization throughout this year among research subjects by self-efficacy**

**Descriptive Statistics**

| Bullying victimization |            | N   | M     | SD    | T     | P    |
|------------------------|------------|-----|-------|-------|-------|------|
|                        | Victim     | 101 | 85.42 | 19.04 | -7.45 | 0.00 |
| self –efficacy         | Non Victim | 127 | 94.14 | 13.3  |       |      |

Table 11 shows that when we view the bullying victimization in relation to self-efficacy the number of victims 101 (M=85.42, SD=19.04) and non-victims 127(M=94.14, SD=13.3).t (228) = -7.45, p< 0.05. The mean difference is statically significant, the victims and non-victims shows significant difference in all variables p-value <0.05.

## **Chapter Five**

### **Discussion**

The main focuses of this chapter is to discuss the present findings on the level of bullying victimization, the relationship of bullying victimization with gender, the relationship of bullying victimization with age, bullying victimized and non-victim difference in self-efficacy among early adolescent children (12-15) years age along with the reviewed literature.

Demographic characteristics of the respondents viewed as the minimum age category 12 and maximum age category is 15.

#### **5.1. Prevalence and Level of bullying victimization among (12-15 years of age) children.**

In this study 228 participants responded well as the incidence of bullying victimization they experienced since this academic year started throughout this year. It was found that 44.3 % (n=101) children 12-15years of age in two governmental schools Beherawi Betemengest and Atse Naod are bullying victimized. The result showed that the level of bullying victimization is high; nearly half of the respondents are exposed to bullying victimization. Stated literature review in the last decade, research has shown that about 10% to 30% of children and adolescents are recurrently involved in school bullying, either as victims, bullies, or bully-victims. Factors that confer risk for bullying victimization include being female, low socioeconomic status, belonging to a minority group, being overweight, having a learning disability, and having poor social skills. There is growing evidence that bullying victimization may have numerous negative, long-term mental health consequences, including anger, sadness, anxiety, depression, self-harm, and suicidal thoughts. On the item bullying victimization assessment and the result evoked from it depicted that bullying victimization has frequent level of occurrence .The mean of the overall bullying victimization frequency was found to be high (M=16.06 (SD=5.5) this explains that claim made by Espelage and Swearer (2003), multiple incidents or pattern of bullying victimization was consistent with the frequency or level of bullying victimization depicted in this

study. In general this study revealed that bullying victimization was far and widely prevalent among (12-15) early adolescent age group in these governmental schools.

### **5.1.1 Percentage of bullying actions that affect victims the most.**

As the percentage of each response given for each bullying victimization questions shows 58% of the respondents reply that this did not happen to me ,while 23% of the respondents say it happen on them once or twice the other 10% replied it happened every few weeks and 4% of the respondents say about once a week .The rest 6.2% reply that the action of bullying victimization happen several times a week or more so from this it is possible to tell that despite the fact that the level bullying action happened on them varies 44.3% amount of respondents experienced bullying. In these governmental schools there was no previous assessment or study based on the bullying victimization exposure of students .The problem did not get attention so it was not considered as one of the reasons for the student's low achievement in their academic performance. As of this study nearly half of the total percent respond that they face this problem in this academic year. From all of 10 bullying victimization measurement questions Teased, called names, My things damaged or destroyed or stolen, false rumors spread these bullying actions are indicated as the most frequent bullying actions happened on the victims.

### **5.2. The relationship of Bullying victimization and gender participants**

The research shows that a significant percent difference between male and female ,The victim female frequency is 76(33.3%) and the male frequency of bullying victimization 25(10.96 %) non victim female frequency is 60(26.3%) and non-victim male 67(29.4%) all the frequencies have a wide gap in between male and female. In this academic year of the last months different from the some studies state that there is no evidence that confirm whether there is a relation between bullying victimization and gender, this study shows the male and female in both governmental schools shows difference in experiencing bullying victimization. Both have differences to be victims of bullying in the school as it is seen in the analysis previously the difference was significant, this study showed there is a particular gender target in bullying victimization more than the other. In previous studies boys are considered to be highly involved



in bullying victimization but based on this study it is possible to see that number of bullying victim female is larger than male victims.

### **5.3. What is the level of self-efficacy?**

The level of self-efficacy generally viewed in this study based on other variables as per its convenient to the study. So based on this studies' classification those who are in the high self-efficacy level are based on sex those who are listed under low category are 19 (8.3%), medium 139 (60.96%) and those who are considered to have high self-efficacy are 70 (30.7%). Based on age those who are listed in low self-efficacy are 20 (8.8%), medium 138 (60.5%) and high 70 (30.7%). Based on grade those who are listed in low self-efficacy category are 20(8.8%), medium 136 (59.6%) and high 72 (31.6%) generally from this statistical description we can say that most of the participants are found in the medium level of self-efficacy.

As Banduras view declared that there is no universally agreed number that states from this up to this is low medium and high. To make the research clear and tangible the leveling categories low medium and high are made by crosstab and used as it is convenient for the study analysis so, it should be noticed that this categorization are used accordingly as it suitable to the study. But this category of self-efficacy level can be changed and mended or failed based on the effort of the individuals the level fluctuates through time. Those on the low level may go to high and those on high my go to the reverse, this level shows the current status of the respondents. The self-efficacy that is perceived through the individual effort will be affected due to environmental effects like bullying so the present performances of the respondents were measured and leveled.

Bandura [1977] made a real distinction between self-efficacy and perceived self-efficacy. A person may a harmony between wishes and aspirations of the people and their abilities. On the one hand, people constantly try to do things beyond their ability and if they cannot succeed, they will be disappointed and lose everything. On the other hand, if people with high efficiency do not try seriously, their personal development will stack the cognitive aspects, regardless of their decreased motivation and initiatives.

#### **5.4 The relationship between bullying victimization and self-efficacy.**

When we view the relationship between bullying victimization and self-efficacy we tend to see the statically difference between the mean and SD so from 228 total population bullying victimization (M=16.06, SD=5.50) and that of self-efficacy (M=81.16, SD=13.36).the relation between bullying victimization and self-efficacy as an independent and dependent variable viewed in the sub question which asks about the bullying victim and non-victim in there mean and SD result. In relation to self-efficacy level though there are high victimization risk the level of self-efficacy in general moderately medium in the mean and SD .From this we can see as the measuring factors victim and non-victims the bullying victimization clearly seen when it makes a clear difference for the reason of decreasing the level of self-efficacy. Bullying victimization and self-efficacy have a clear relation in the case of influencing each other, as the other psychological state of an individual bullying victimization highly influence self-efficacy negatively .As per this study the statistical result is also depict that the correlation between self-efficacy and bullying victimization is  $-.301$ , this means their relation is negative but high dependent one on another.

The consequences of bullying victimization tend to be serious, negative, and long-lasting regardless of type of bullying. Bullying victimizations have commonly been associated with psychological and behavioral problems (Espelage & Swearer, 2010; Finkelhor,

#### **5.5 Bullying victims and non-victims in their self-efficacy.**

Depicted there was strong evidence that a statistically significant differences existed in experiencing bullying victimization and self-efficacy of participants. In the past months of this academic year bullying victimized research subjects self-efficacy (M=85.42, SD=19.4) and non-victim self-efficacy (M=94.14, SD=13.3) were revealed in this study. It was found that the mean difference was statistically significant,  $t(228) = -7.45, p < 0.05$ . This result clearly depicted that there was a statistically significant mean difference between victim and non-victim self-efficacy among children age 12-15 early adolescence level. Bullying victimized children research subjects exhibited diminished self-efficacy than non-victim research subjects. In the study it was possible to clearly see that there is a difference among the victims in the level of bullying actions

that they frequently exposed too. Some are highly victimized than the other this shows that there is a potential difference among the victims.

Victims can also be separated into two distinct groups; passive victims and provocative victims. Passive victims tend to have characteristics such as low self-concept and self-efficacy, be sensitive emotionally and have fears of inadequacy. They tend to be physically smaller and weaker than other children their age and have ineffective social skills or poor interpersonal skills. They will often internalize and blame themselves for any issues that arise. Provocative victims on the other hand, are “far more assertive, confident, and active than other victims and are noted for prolonging a fight even when they are losing” (Ross, 2002).

They are described as volatile, aggressive, and create management problems at school. They have very few friends because they lack social skills. The victim’s psychological and physical states can be mentioned as exposing factors to different psychological harassment including bullying. Psychological explanations why bullying affects future outcomes distinguish between the effects of being a victim and being a perpetrator of bullying. Victimization is to harassment and violence which are known to have closely related unfortunate long-run consequences, although causal relationships are inherently difficult to establish. The negative long-run consequences may be interpreted in the framework of general strain theory individuals who experience a strain (e.g. bullying) may produce negative emotions such as anger, frustration, Depression or anxiety which may lead to a corrective action in terms of wrongdoing, self-harm, Suicide show that bullied children had lower and longer Individual to deviant peer groups. Thus, a child may be withheld in a negative behavioral spiral if antisocial behavior is not met with appropriate adult reaction early in life. (Currie and Tekin, 2012)

## CHAPTER SIX

### Summary, Conclusion and Recommendations

This chapter presents the summary, conclusions and the recommendations of the present study. The research questions and the findings for each research question were main points in the Summary, Conclusion and Recommendations.

#### 6.1. Summary

The main aim of this paper is to study the different aspects of bullying victimization, its level, and relationships across gender and self-efficacy in selected governmental schools. From a population of 758 using random sampling techniques the samples selected. Questionnaire translated into Amharic using the word 'agetabere' as its used in Maramawit Abera 's bullying research since there is no other equivalent Amharic translation for the word bullying. Responses from the 228 participants were gathered and coded in to the SPSS software for further analysis. The questionnaire had three parts the demographic questions, bullying victimization and self-efficacy measuring questions. All the three parts of the questionnaire were well designed to gather the appropriate information, the demographic question of the research the respondent's prior information analyzed. In the measurement of bullying victimization the respondents response distribution shows 55.7% (did not happen) and the other 44.3% respond the rest four options it implies that this study is very important where there was no other study which is made in the area when this amount of children are recorded as a victim of bullying victimization. It is possible to say that the number of respondents who respond they face this problem once or twice several times in a week are not less in number so beside the other problems on an individual student being bullying victim takes a big part in the psychological ,social and economic value.

As self-efficacy is one of psychological state that could be affected by the bullying action the researcher get it important to measure the level of self-efficacy of the respondents as well. Self-efficacy and bullying victimization categorized in to three categories low, middle and high based on demographic variables. The results show nearly the same amount in medium level self-efficacy category has large number of students in the three variables. Therefore the study tried to show the bullying victimization prevalence and its relation to the self-efficacy of a child.

## 6.2 Conclusion

Bullying victimization is wide spread and still experienced by children in the school. Though it may vary through time it was available before, it is still here now and it will also continue with different form. The most important thing is be aware of it and try to address it in updated mechanism. Studies in bullying victimization specially based on governmental schools are not found based on the recent implementation of bullying. According to this study 127(55.7%) of the respondents confirmed not to have been bullying victims but 101(44.3 %) of the respondents respond that they have been bullying victims at least by one of the bullying ways in different frequency and time throughout the year . The level that individuals consider themselves as a bullying victim differ based on their personality for some the happening of teasing or rumors might not considered seriously or ignored but for others this actions are intolerable negative actions so they report them well. The level of self-efficacy those who are category 20 (8.8%) of them are in low 138 (60.5%) of them in medium and 70 (30.7%) of them in high standard. The researcher would like to state personal experiences that are initiatives to make this study happened in the same year age category.

Bulling actions like forced to perform activities without interest, if that is not performed leaving out of a group and spreading rumors can be mentioned. Due to fear of exposing those children might cause additional problem all of the bullying actions were not reported to teachers and parents. So the same is true with other children when this kind of research conducted it can be a chance for the child to express his or her real feeling. As to this study the average score for bullying victimization was medium high therefore this leads to see bullying as one of the big problems in governmental schools which needs solution. This study made in a condition that was possible to clarify the idea of bullying victimization and self-efficacy for the respondents due to this the respondents were able to respond well in a good understanding of the questions.

The basic questions of this research paper ; first prevalence of bullying victimization in governmental schools as it is stated above the prevalence of bullying is high, second the relationship of bullying victimization and gender is answered by the finding that shows female are more exposed for bullying than male students, third the level of children self-efficacy is more in medium and low it indirectly influenced by bullying victimization, fourth when we see the

relationship between bullying victimization and self-efficacy the findings shows that they are inversely related when one increase the other decreases, fifth the difference between bullying victims and non-victims in their self-efficacy the non-victims have better self-efficacy level while most of the victims of bullying victimization are categorized under low and medium self-efficacy level. Finally, as the finding indicates high prevalence of bullying victimization in relation to the moderately low self-efficacy these schools need to formulate a program to tackle bullying victimization and strengthen student's self-efficacy. The program may encompass formulation awareness creation programs, creating opportunity on panel discussion with parents and teachers and also work on the self-efficacy of the children.

### **6.3 Recommendation**

The researcher recommends the following points based on the realistic study. The recommendations are applicable and important indications.

- Bullying is not action that will stop all of a sudden in specific time but it can be minimized by making comfortable reporting mechanisms and encouraging students to report as soon as the incidents happen. When bullying happen students should know where to go and ask for help as evidenced in this study no such specific channel exists.
- Self-awareness creation with special focus on female students must be done. Educated female students on how to defend and stand for themselves in this area school and parents work on. As of this study finding female students are more victims of bullying victimization than male students.
- As the researcher tries to see there is no written information that helps the students to familiarize themselves to bullying actions and make solution. Including bullying issues in the text books and arranging lesson providing time on this topic should be activated by the school. This will help the children to develop their knowledge about bullying on the regular bases.
- Work on children self-efficacy to help them develop straight and clear views on their personal stand. In this study students who are leveled as bullying victims are those who have diminished self-efficacy. This shows that children with strong self-efficacy are relatively in a less risk of being bullying victims. Building high self-efficacy helped the child to understand his/her capacity and develop positive attitude towards him/herself. This positive self-acceptance of the child supported with defending themselves from external influences.

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▪ **Section B**

This questionnaire is prepared in order to make research on bullying victimization, the information that you give will serve only for the research purpose so you are kindly requested to fill this questionnaire based on the truth. Last term, how often were you bullied by one or more young people in the following ways?

|   | this did not<br>happen to me | once<br>or<br>twice | Every<br>few<br>weeks | about<br>once a<br>week | Several<br>times a<br>week or<br>more |
|---|------------------------------|---------------------|-----------------------|-------------------------|---------------------------------------|
| a. others I was TEASED in nasty ways  |                              |                     |                       |                         |                                       |
| b. SECRETS were told about me to to hurt me   |                              |                     |                       |                         |                                       |
| c. I was hurt by someone trying to<br><br>BREAK UP A FRIENDSHIP                           |                              |                     |                       |                         |                                       |
| d. I was MADE TO FEEL AFRAID by<br><br>what someone said he/she would do to me            |                              |                     |                       |                         |                                       |
| e. I was deliberately HURT<br>PHYSICALLY by someone and/or by<br>a group GANGING UP on me |                              |                     |                       |                         |                                       |
| f. I was CALLED NAMES in nasty ways   |                              |                     |                       |                         |                                       |
| g. Someone told me he/she WOULDN'T LIKE ME<br>UNLESS I DID what he/she said               |                              |                     |                       |                         |                                       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>h. My THINGS were deliberately<br/>DAMAGED, DESTROYED or<br/>STOLEN</p>   |  |  |  |  |  |
| <p>i. Others tried to hurt me by LEAVING<br/>ME OUT of a group or NOT<br/>TALKING TO ME</p>                                    |  |  |  |  |  |
| <p>j. LIES were told and/or FALSE<br/>RUMOURS spread about me by<br/>someone, to make my friends or others<br/>NOT LIKE me</p> |  |  |  |  |  |

▪ **Section C**

This questionnaire is prepared for measuring self-efficacy in children. This measurement helps to value children’s self-efficacy based on their school performance and daily activities, the questionnaire will serve as an input for the study so you are requested to fill this form with truth based information.

|   | Not at all | Almost not | some times | Almost well | Very well |
|---|------------|------------|------------|-------------|-----------|
| 1. How well can you get teachers to help you when you get stuck on schoolwork?            |            |            |            |             |           |
| 2. How well can you express your opinions when other classmates disagree with you?        |            |            |            |             |           |
| 3. How well do you succeed in cheering yourself up when an unpleasant event has happened? |            |            |            |             |           |
| 4. How well can you study when there are other interesting things to do?                  |            |            |            |             |           |
| 5. How well do you succeed in becoming calm again when you are very scared?               |            |            |            |             |           |
| 6. How well can you become friends with other children?                                   |            |            |            |             |           |
| 7. How well can you study a chapter for a test? _ _ _ _ _<br>_                            |            |            |            |             |           |
| 8. How well can you have a chat with an unfamiliar person?                                |            |            |            |             |           |
| 9. How well can you prevent to become nervous?  |            |            |            |             |           |
| 10. How well do you succeed in finishing all your homework every day?                     |            |            |            |             |           |
| 11. How well can you work in harmony with your classmates?                                |            |            |            |             |           |
| 12. How well can you control your feelings? _ _ _ _ _                                     |            |            |            |             |           |
| 13. . How well can you pay attention during every class?                                  |            |            |            |             |           |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 14. How well can you tell other children that they are doing something that you don't like? |  |  |  |  |  |
| 15. How well can you give yourself a pep-talk when you feel low?                            |  |  |  |  |  |
| 16. How well do you succeed in understanding all subjects in school?                        |  |  |  |  |  |
| 17. How well can you tell a funny event to a group of children?                             |  |  |  |  |  |
| 18. How well can you tell a friend that you don't feel well?                                |  |  |  |  |  |
| 19. How well do you succeed in satisfying your parents with your schoolwork?                |  |  |  |  |  |
| 20. How well do you succeed in staying friends with other children?                         |  |  |  |  |  |
| 21. How well do you succeed in suppressing  |  |  |  |  |  |
| 22. How well do you succeed in passing a test? _ _ _ _<br>_                                 |  |  |  |  |  |
| 23. How well do you succeed in preventing quarrels with other children?                     |  |  |  |  |  |
| 24. How well do you succeed in not worrying about things that might happen                  |  |  |  |  |  |



**አዲስ አበባ ዩኒቨርሲቲ**

**የትምህርትና ባሕርይ ጥናት ኮሌጅ**

**የሳይኮሎጂ ትምህርት ቤት**

**የሚሞላ የጽሑፍ መጠይቅ.**

ይህ መጠይቅ የማገገጠር (ተዕዕኖ ወይም ጥቃት) (Bullying) ሂደትን በተመለከተ የተዘጋጀ ሲሆን ይህ ምላሽ ለዚህ ጥናት እንደ ግብአትነት የሚጠቀመው ሲሆን ምላሹ የሚሰጠው በሙሉ ፈቃደኝነት እና መግለጽ በተቻለው መጠን ይሆናል።

ይህ መጠይቅ ሶስት ክፍሎች አሉት።

1. የመላሹ ጠቅላላ መረጃ
2. የማገገጠር ጥቃት መድረሱን በተመለከተ ጥያቄዎች
3. የመላሹ ቅልጥፍና (በራስ ችሎታ ላይ ያለ እምነት) የሚመዘኑ ጥያቄዎች

**1. ጠቅላላ መረጃ**

ፆታ ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_

እድሜ \_\_\_\_\_

የክፍል ደረጃ 5 \_\_\_\_\_ 6, \_\_\_\_\_ 7, \_\_\_\_\_, 8 \_\_\_\_\_

የሚማሩበት ት/ቤት ስም \_\_\_\_\_

2.ይህ መጠይቅ የተዘጋጀው በዚህ አመት ውስጥ የማገገጠር (ተፅዕኖ ወይም ጥቃት) ከገጠማችሁ ምን ያህል እና በምን አይነት ሁኔታ እንደነበር የዳሰሳ ጥናት ለማድረግ ለሚያስችል መነሻነት ነው። ይህንን መጠይቅ የምትሞሉት በሙሉ ፈቃደኝነታችሁ ሲሆን የሰጣችሁት መረጃ ለጥናቱ ግብአት ብቻ የሚያገለግል መሆኑን አውቃችሁ ይህንን መጠይቅ እውነታ ላይ ብቻ የተመሰረተ መረጃ በማስፈር ትብብር እንድታደርጉ እጠይቃለሁ

|    |  | ተከስቶብኝ<br>አያውቅም | አንዴ<br>ወይም<br>ሁለቱ | ሁሉም<br>በጥቂት<br>ሳምንት | በሳምንት<br>አንዴ<br>ገደማ | በሳምንት<br>ሁለቱ ወይም<br>ከዚያ በላይ |
|----|--|-----------------|-------------------|---------------------|---------------------|-----------------------------|
| 1. | አስቀያሚ በሆነ መልኩ ያበሽቁኝ ነበር                                |                 |                   |                     |                     |                             |
| 2. | እኔን ለመጉዳት ስለእኔ ሌሎች ሚስጥሮችን ይናገሩ ነበር                     |                 |                   |                     |                     |                             |
| 3. | ከእኔ ጋር ዓደኝነቱን/ዋን ለማቋረጥ በፈለገ/ች ሰው ተጎድቻለሁ                |                 |                   |                     |                     |                             |
| 4. | እሷ ወይም እሱ ሊያረጉብኝ ስለሚችሉት ነገር ፍርሀት እንዲሰማኝ ተደርጌአለሁ        |                 |                   |                     |                     |                             |
| 5. | ሆን ተብሎ በታቀደ ሁኔታ በአንድ ሰው ወይም በመተባበር አካላዊ ጥቃት/ጉዳት ደርሶብኛል |                 |                   |                     |                     |                             |
| 6. | በአስቀያሚ መልኩ ስሜ ሲጠራ ነበር                                  |                 |                   |                     |                     |                             |
| 7. | አንድ ሰው ያለውን/ችውን ካላደረኩ እንደማይወዱኝ ነግረውኛ                   |                 |                   |                     |                     |                             |
| 8. | ሆን ተብሎ እቃዎቼ ተበላሽተዋል፣ ጠፍተዋል ወይም ሰርቀዋል                   |                 |                   |                     |                     |                             |

|    |   | ተከስቶብኝ<br>አያውቅም | አንዴ<br>ወይም<br>ሁለቱ | ሁሉም<br>በጥቂት<br>ሳምንት | በሳምንት<br>አንዴ<br>ገደማ | በሳምንት<br>ሁለቱ ወይም<br>ከዚያ በላይ |
|----|---|-----------------|-------------------|---------------------|---------------------|-----------------------------|
| 9  | ሌሎች ከስብስቡ በማስወጣት ወይም እኔን ባለማዋራት ሊጎዱኝ ሞክረዋል                          |                 |                   |                     |                     |                             |
| 10 | በአንድ ሰው ጓደኞቼና ሌሎች ሰዎች እንዳይወዱኝ ለማድረግ ስለእኔ ውሸቶችና ሀሰተና አሉባልታዎች ተሰራጭተዋል |                 |                   |                     |                     |                             |

3. ይህ መጠይቅ የተዘጋጀው የተማሪዎችን በራሳቸው ችሎታ እና ብቃት ላይ ያላቸውን እምነት ለመለካ ሲሆን መጠይቁ የሚረዳው ተማሪዎች በትምህርታቸው እና በቀን ተቀን እንቅስቃሴያቸውን ውስጥ ያላቸውን በራሳቸው ችሎታ እና ብቃት መተማማን ለመመዘን ነው። ይህ መረጃ ለጥናቱ ግብአት በመሆኑ እውነታ ላይ በመመስረት መረጃ እንድትሰጡ በትህትና እጠይቃለሁ።

| ተ. ቁ |  | በጭራሽ | ባብዛኛው አይደለም | አልፎ አልፎ | ባብዛኛው አዎ | በደንብ |
|------|--|------|-------------|---------|----------|------|
| 1.   | ትምህርት ሲከብድህ ምን ያህል መምህራን እርዳታ እንዲያረጉልህ ታደርጋለህ?                   |      |             |         |          |      |
| 2.   | ሌላ የክፍል ጓደኛህ/ሽ ከአንተ/ቺ ጋር ሳይስማማ ሲቀር ምን ያህል ሀሳብህን/ሽን መግለጽ ትችላለህ/ሽ? |      |             |         |          |      |
| 3.   | አስደሳች ያልሆኑ ክስተቶች ሲከሰቱ ምን ያህል ራስህን/ሽን የማስደሰት ስኬታማነት አለህ/ሽ?        |      |             |         |          |      |
| 4.   | ሌሎች ፍላጎትዎን የሚስቡ ነገሮች ባሉበት ሁኔታ ምን ያህል ማጥናት ትችላለህ/ ያለሽ?            |      |             |         |          |      |
| 5.   | በጣም በምትፈራበት/ሪበት ሁኔታ ምን ያህል ራስህን/ሽን ለማረጋገጥ ስኬታማ ነህ/ሽ?             |      |             |         |          |      |
| 6.   | ከሌሎች ተማሪዎች ጋር ምን ያህል ጓደኝነት መፍጠር ትችላለህ/ትችያለሽ?                     |      |             |         |          |      |
| 7.   | ፈተና በሚኖርበት ጊዜ ምን ያህል አንድ ምዕራፍ በአግባቡ ማጥናት ትችላለህ/ ትችያለሽ?           |      |             |         |          |      |
| 8.   | ከማታውቀው/ቂው ሰው ጋር ምን ያህል ተግባብቶ ማውራት ትችላለህ/ ትችያለሽ ?                 |      |             |         |          |      |
| 9.   | ምን ያህል ስሜታዊ ክብርን እራስህን/ሽን መቆጣጠር ትችላለህ/ሽ?                         |      |             |         |          |      |
| 10.  | በየቀኑ የቤት ስራዎች በማጠናቀቅ ምን ያህል ስኬታማ ነህ/ሽ?                           |      |             |         |          |      |
| 11.  | ከክፍል ጓደኞችህ/ሽ ጋር ምን ያህል በስምምነት መስራት ትችላለህ/ሽ?                      |      |             |         |          |      |
| 12.  | ስሜትህን/ሽን ምን ያህል መቆጣጠር ትችላለህ/ትችያለሽ?                               |      |             |         |          |      |
| 13.  | በእያንዳንዱ ክፍል ጊዜ ምን ያህል ትኩረት መስጠት ትችላለህ/ትችያለሽ?                     |      |             |         |          |      |
| 14.  | ሌሎች ልጆች አንተ/አንቺ የማትፈልገውን/ጊውን ነገር እያደረጉ መሆኑን ምን ያህል መንገር ይችላሉ?    |      |             |         |          |      |

| ተ. ቁ |   | በጭራሽ | ባብዛኛው አይደለም | አልፎ አልፎ | ባብዛኛው አዎ | በደንብ |
|------|---|------|-------------|---------|----------|------|
| 15.  | የበታችነት ሲሰማህ/ሽ ምን ያህል ለራስህ/ሽ የማነቃቂያ ንግግር አርገህ/ሽ ታውቃለህ/ሽ? |      |             |         |          |      |
| 16.  | በትምህርት ቤት ሁሉንም የትምህርት አይነቶች በመረዳት ምን ያህል ስኬታማ ነህ/ሽ?     |      |             |         |          |      |
| 17.  | አስቂኝ ክስተቶችን ለቡድን ዓደኞችህ/ሽ ምን ያህል የመንገር ብቃት አለህ/ሽ?        |      |             |         |          |      |
| 18.  | የደህንነት ስሜት እንደማይሰማህ/ሽ ምን ያህል ለዓደኛህ/ሽ መንገር ትችላለህ/ሽ?      |      |             |         |          |      |
| 19.  | በትምህርት ቤት ስራ ውጤትህ/ሽ ወላጆችን በማስደሰት ረገድ ምን ያህል ስኬታማ ነህ/ሽ?  |      |             |         |          |      |
| 20.  | ከሌሎች ልጆች ጋር ዓደኛ ሆኖ በመቆየት ምን ያህል ስኬታማ ነህ/ሽ?              |      |             |         |          |      |
| 21.  | አስደሳች ያልሆነ ሀሳቦችን ምክ/ሽፍኖ በመያዝ ምን ያህል ስኬታማ ነህ/ሽ?          |      |             |         |          |      |
| 22.  | ፈተናን በማለፍ ምን ያህል ስኬታማ ነህ/ሽ?                             |      |             |         |          |      |
| 23.  | ከሌሎች ልጆች ጋር ፀብ እንዳይፈጠር በመከላከል ምን ያህል ስኬታማ ነህ/ሽ?         |      |             |         |          |      |
| 24.  | ሊከሰቱ ስለሚችሉ ነገሮች ባለመጨነቅ ምን ያህል ስኬታማ ነህ/ሽ?                |      |             |         |          |      |