THE UNIVERSITY OF
WESTERN AUSTRALIA

Graduate School of Education

Honours in Education Research Seminar

Major Assignment

What is School-Based Bullying? Implicit Definitions Adopted by Pre-Service and Experienced Teachers

Ms. Heidi Pilgrim

Honours Candidate

Unit Co-Ordinators:

Professor Stephen Houghton
Professor Tom O'Donoghue

Thesis Supervisor:

Elaine Chapman

CONTENTS

ABSTRACT

This study will be conducted to explore the diverse range of definitions adopted by pre-service and experienced secondary level teachers. Participants will comprise one group ($n \geq 30$) of mixed-gender pre-service teachers, and one group ($n \geq 30$) of mixed-gender experienced teachers (i.e. those with at least five years of classroom teaching experience). These teachers will be drawn from a range of discipline areas. In the study, participants will watch a series of short video clips which depict different types of interactions between adolescents. This will be selected to represent examples of behaviours that may be construed as 'subtle' (primarily verbal) bullying incidents. Participants will then answer a series of questions on each video clip to explore the conceptual definitions of bullying adopted by pre-service and experienced teachers; determine whether pre-service and experienced teachers differ in their classifications of bullying events and the severity of these; identify factors inherent to the bullying event (i.e., impact and intent) which affect perspectives on bullying, and; identify any other contextual/background factors (e.g., repetition and a power imbalance) that may affect teachers' classifications and judgements of bullying events. Both quantitative and qualitative analyses will be performed on the data collected to address these questions. This research will make a significant contribution to the field by providing the basis for a framework on how teachers construe interactions that may constitute bullying in secondary schools.

INTRODUCTION

Bullying is a serious problem in schools, workplaces and social environments worldwide. Bullying is a reoccurring issue for many victims (Bond, Carlin, Thomas, Rubin & Patton, 2001) and can have severe social, emotional and physical consequences both for the victim and for the bully. On the 20th of April 2007, the Times published an article about the suicide of an 11-year old English boy, found hung from his bunk-bed by his father, after falling victim to verbal bullying over a period of several months (Bale, 2007). Many similar cases are appearing worldwide, in which victims of bullying are taking their own lives, and, in some cases, the lives of their tormentors, in an effort to escape from the emotional and psychological impact of bullying behaviours.

Such cases make clear that policies and strategies designed to eradicate bullying are frequently ineffective, and that school-based bullying remains an extremely real issue internationally. While bullying is not a new phenomenon, it has only been identified as a social problem and attracted large-scale research in the last 30 years (Griffin & Gross, 2004). Reported incidence rates of bullying in schools have continued to increase internationally over this period, despite significant research efforts in the field and related implementations of anti-bullying programmes.

Incidence of bullying worldwide

A large body of research has now accumulated focusing on various aspects of bullying as it is traditionally defined. The findings around the world are remarkably similar in terms of the types of bullying reported, and in terms of the frequency with which these reportedly occur (Healey, Dowson & Nelson, 2006). In the United Kingdom, for example, a recent article in the U.K. Times indicated that "…up to 70% of children have experienced bullying, according to a survey of 8574 children released earlier this month by the charity Bullying Online. Half of the bullied pupils said they had been physically hurt. When bullying was reported to a teacher, children said that in 55% of cases it did not stop" (Elliot, 2006, p.16).

In the United States, results of a 2001 national survey estimated that nearly six million children (roughly 30%) in grades 6 through 10 were involved in moderate or frequent bullying (i.e., as target, bully, or both). This was based on students' reports of incidence over one school term (Nansel et al., 2001). In another US-based report (Walker, Ramsey & Gresham, 2004), it was reported that: (i) 1 in 4 students in grades 4-6 were bullied regularly (1 in 10 weekly); (ii) nearly 90% of middle school and high school students reported having observed bullying, with nearly 80% indicating that they had fallen victim to bullying themselves, and (iii) of school-age children, 6-10% reported being bullied chronically, with a higher proportion of the more chronic victims being in the elementary rather than the middle or high school levels.

Locally, one Australian study conducted in the 1990s (see Slee, 1995) indicated that more than 6% of the 631 primary school students felt that they were victimized 1-2 days a week, while one-third of the students surveyed reported feeling "unsafe" from bullying at school. In the same report, 16% of the victims reported experiencing bullying over a period of 6 months or more.

Also in Australia, Rigby (1997) (cited in Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs, 2003) indicated that 1 in 6 children between the ages of 7 and 17 had been bullied by other children on a weekly basis. It was further reported that in 2002, 6000 calls to Kids Help Line were due to bullying; the fourth most common reason for calls to this organisation (Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs, 2003).

While there have been no large-scale efforts to investigate the prevalence of bullying in Australia since Rigby's (1997) study, it is likely that the incidence of bullying has increased overall due to the introduction of cyber-bullying, in which media such as internet chat rooms, email, 'You-tube', 'My Space' and text messaging have become popular tools for harassment and abuse.

Effects of bullying on victims and perpetrators

If you ask people how they felt about school, most will be able to recall a situation in which they were bullied, saw someone being bullied, or bullied someone themselves. In the last decade, there has been growing concern across the globe at the effects of bullying (Healey et al., 2006). With massacres and suicides due to bullying becoming a more common and public occurrence, the media, educators and researchers are becoming increasingly aware of the extremely serious consequences that bullying can have. These trends have highlighted an urgent need for schools to implement effective anti-bullying programmes.

Longitudinal research on developmental trajectories has demonstrated that bullying can have a severe negative impact both on victims and on perpetrators. Both short- and long-term effects have been documented (Healey et al, 2006). For example, youth suicides have been highlighted recently as a possible outcome of bullying through various forms of media (Walker et al., 2004). The popular website "YouTube" displays many examples of bullying and consequent suicides.

There are many other less severe, though still detrimental and longstanding, effects of bullying on victims. For example, in a recent Australian study (Bond et al, 2001), students with a history of bullying victimisation were significantly more likely to report symptoms of anxiety and depression. Other effects reported from controlled research studies include loss of self-esteem (Olweus, 1993), social problems and emotional/psychological distress (Walker et al., 2004), and poor academic achievement (Boyle, 2005). Victims may also become aggressive in an effort to retaliate in bullying situations, as well as exhibiting somatic symptoms such as recurrent headaches and stomachaches (Boyle, 2005).

The effects of bullying on the perpetrators can also be detrimental. Studies have indicated that school bullies are likely to have problems with the law and engage in various forms of antisocial behaviour in adulthood (Ma, 2001). Olweus (1993) also suggested that students who are aggressive toward their peers are likely to be aggressive toward others later in life. Walker, Ramsey and Gresham (2004) further highlighted a

significant correlation between engaging in bullying as a student and criminal convictions accrued in adult life.

Varying definitions of bullying as a moderator of programme effects

Despite the large body of research that has now appeared within the area of bullying, no programmes or strategies have been documented to be robustly successful across all schools or situations. Further, few programmes have been reported to have observable long-term effects. These outcomes have prompted further research into factors that may moderate the outcomes of bullying programmes across different school contexts.

The research literature itself abounds with diverse definitions of bullying. Although frequently, the definitions used in research are ostensibly based on a small number of well-established conceptual definitions, at the operational level, there are vast differences in the definitions used across studies. Each researcher has his/her own perspective on what bullying is, and this generally reflects the focus of a specific research study. If researchers who are aware of the theoretical literature in the field cannot agree on a shared operational definition of this term, it is unlikely that such consistency will be seen across students, teachers, and school principals.

In view of the above, it is possible that at least part of the variability in bullying programme outcomes within schools can be attributed to the different interpretations of bullying that are adopted across different contexts. If students do not view a particular behaviour as bullying, they are unlikely to be able to identify or report it. Even more saliently, the perpetrators of bullying are unlikely to be motivated, or indeed able, to modify their behaviours if they are unable to identify those that are causing concern.

If teachers and school principals also adopt definitions that are not only different from those of students, but also variable amongst themselves, this creates opportunities for considerable confusion and inconsistency in the implementation of anti-bullying policies. Although a handful of recent research has been designed to investigate and compare conceptual definitions of bullying across various groups, much of this research has focused on how *students* perceive bullying. Given, however, that it often falls to teachers

to enforce anti-bullying policies, it is imperative that these individuals develop some kind of shared understanding in identifying bullying incidents.

Despite the significance of this issue, very little research has been done to examine teachers' views of bullying, and to identify any factors that lead to variability in their implicit definitions of bullying. The overarching aim of the present study is, therefore, to compare the operational definitions and views of bullying adopted by pre-service and experienced teachers.

LITERATURE REVIEW

This section will examine six main bodies of literature pertinent to the rationale for this study: conceptual definitions of bullying; operational definitions of bullying; variability in definitions of bullying used across research studies; variability in definitions of bullying used across intervention and/or prevention programmes; factors that moderate definitions and perspectives on bullying; and studies exploring perspectives on bullying held by students and teachers.

Conceptual Definitions

In many of the empirical studies published on bullying to date, researchers have noted a large variation in the definitions used (Healey, 2004). In general, definitions in this area range from being relatively specific, focusing on particular aspects of bullying events, to more general, focusing on underlying factors such as global intent and impact.

Of the specific definitions, Heinemann (1973; cited in Smith et al, 2002, p. 1119) defined bullying (using the Norwegian equivalent term of "mobbing") as a form of "group violence against a deviant individual that occurs suddenly and subsides suddenly". Thus, this definition focuses on exhibited behaviours; including the criterion that the perpetrators be acting as a group and that the target be "deviant" in some manner (the criteria by which this would be judged are not stipulated). The definition further imposes the criterion of "suddenness" on the bullying event itself.

Tattum and Tattum (1992) defined bullying as "the willful, conscious desire to hurt another and put him/her under stress" (cited in Rigby, n.d.). Thus, unlike Heinemann's (1973) notion, this definition characterizes bullying solely in terms of ill-intentions that one person can harbor towards another. There is no reference here to behaviours per se.

Farrington (1993), on the other hand, defined bullying as "… repeated oppression, psychological or physical, of a less powerful person by a more powerful person" (cited in Rigby, n.d.). This definition thus focuses on the impact of a given actions or behaviours on the "targets" of these behaviours (i.e., psychological or physical oppression). Unlike the two previous, this definition also introduces the notion of an existing power differential between the presumed perpetrator and the target of the bullying behaviours.

Other specific definitions typify, rather than conceptually define, bullying. For example, Smith and Sharp (1994) described bullying as "negative actions [which] can be carried out by physical contact, by words, or in other ways, such as making faces or mean gestures, and intentional exclusion from a group." (Smith et al, 2002). Thus, this notion, whilst offered as a conceptual definition, is in reality a set of examples that can be used to operationalize the concept.

The more general definitions attempt provide generic frameworks within which to interpret bullying events. Olweus (1993) for example stipulated that "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students " (Olweus, 1993, p. 9). He elaborated on this notion by defining a negative action as one in which "someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another..." (Olweus, 1993, p. 9). He further stipulates, though not in the definition itself, a contextual requirement that there be an "asymmetric power relationship" between the individuals involved, such that "The student who is exposed to the negative actions has difficulty defending him/herself and is somewhat helpless against the student or students who harass" (Olweus, 1993, p. 10). Finally, he indicates that bullying is general term that can refer to a range of manifest behaviours, resulting in different forms of bullying (e.g., direct versus indirect). This definition thus encompasses elements of all of the specific definitions that have appeared, albeit it at an abstract level.

Within the more comprehensive or generic definitions, Olweus's is by far the most widely used. Further, most of the conceptual definitions that have appeared since Olweus's (1993) statement have represented elaborations or extensions on this general notion. For example, in one such elaboration, Rigby (n.d.) argued that bullying should include "… a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim." Although this definition is worded somewhat more extensively and specifically than Olweus's (1993) definition, as an elaboration of the original, it is conceptually not distinct. For this reason, articles based on the definition offered by Olweus (1993), will form the focus for the remainder of this review.

Operational Definitions

Despite the fact that most studies have ostensibly made use of Olweus's (1993) conceptual definition, significant variability remains evident in the operational definitions (i.e., the translations of the conceptual definition/s into observable or measurable behaviours, events, or attitudes) used across studies. It is likely that this is this level at which most of the variation occurs. Each researcher or programme developer tends to impose his/her own interpretation in developing measurement instruments or describing how to identify bullying events. While there is some commonality in these operationalisations, particularly in terms of manifestations, other elements vary considerably across studies and programmes.

Particular points of departure across definitions frequently concern whether there exists a power imbalance between the bully and the victim and whether the bullying behaviour has to be persistent or repetitive. Further, although harmful intent of the perpetrator is considered fundamental to most conceptual definitions, rarely are these intentions actually included in the operational definition used (i.e., it is neither measured in studies nor included in descriptions of how bullying may be identified). Another issue is that the conceptual definitions are necessarily generic: As such, these do not stipulate contextual factors that may impact the identification of bullying incidents. Therefore, many of the

situations that could be perceived as bullying are not always labelled as such. At present, there does not appear to be an operational definition that is applicable across all contexts.

Thus, while most studies have used a common conceptual definition (i.e., the one posed by Olweus, 1993), the argument that there is no "universally accepted" (Bond, 2007) view on bullying is valid, particularly at the operational level. Most researchers and/or educators have their own ideas on what bullying is, and how it should be assessed in light of particular research or programme goals. It is likely that this has contributed significantly to the variability in the results obtained across studies. It would further diminish the robustness of the intervention programmes designed, because when these are applied in the field, the schools implementing them may well use a different definition. The next section provides examples of the operational definitions used across studies and programmes to exemplify this point.

Variability in definitions used across research studies

In a study on factors that influence bullying experience, perceptions, and attitudes, Healey et al. (2006) conceptually defined bullying in terms of the most "common elements" mentioned in previous research (malintent and harmful impact, repetition and imbalance of power). In the study, however, the "School Safety Survey" (SSS) was used to assess students' bullying experiences. This survey includes a series of questions which ask students to nominate the particular kinds of "bullying behaviour(s)" they had experienced, and the frequency of these bullying behaviours. The survey, however, makes reference only to a series of behaviours that are presumed to have a harmful effect on the target (e.g., teasing, name-calling, being left out, being threatened, being hit, punched or kicked, being forced to give money or belongings to someone, being touched in unwanted ways, or having personal property damaged or touched on purpose). Respondents (i.e., students are then asked merely to nominate how often they experienced these types of bullying on five-point scale ("never" to "daily"). Thus, the methods used focused exclusively on the frequency of certain presumed manifestations of bullying, neglecting to assess students' perspectives on harmful intent, power imbalance and repetition. Furthermore, in essence, the study has reported how often

these "bullying behaviours" have occurred and not whether students perceive these behaviours as bullying. It is entirely possible that while the developers of the SSS presumed that these inevitably represented examples of bullying, they were not construed in this way by the students.

Edwards (2000) conducted a study investigating upper primary students' understanding and use of schools' anti-bullying strategies. The conceptual definition provided in the study defined bullying as "...a repetitive behaviour which always involves an imbalance of power and is inflicted either verbally, physically, socially or psychologically" (Edwards, 2000, p.1). This study used focus groups to ask formal and informal questions to students from two different schools. The schools were selected because both had implemented anti-bullying strategies, one based on peer mediation, the other based on an "action grievance procedure". The authors indicate that a further set of criteria was applied in selecting the schools, but these are not detailed in the report. Edwards (2000) reported that students from both schools appeared to hold a limited understanding of bullying, and were able only to identify two forms of bullying (physical and verbal). These findings suggest that although the conceptual definition provided by the researchers included elements such as "repetitive behaviour" and "imbalance of power", they did not prompt students to explore these characteristics as possible components of bullying. The student's operational definitions were investigated and identified only in terms of the possible manifestations of bullying.

In a European study which compared attitudes towards, and conceptions of, bullying in Swedish and English school students (Boulton, Bucci & Hawker, 1999), a complex conceptual definition was offered. This explained that bullying can be defined in various ways, with the focus on "a subset of aggression that persists over time, involves an imbalance of power, and can take both physical and non-physical forms..." (p. 277). The study further made the distinction presented initially by Olweus between "direct" and "indirect" forms of bullying, and discussed the notion of various forms of aggression as they relate to bullying (e.g. direct physical and verbal aggression, indirect aggression and relational aggression). Students were asked to complete a questionnaire to assess their "conceptions of bullying". In the questionnaire, students rated their agreement with four statements relating to "physical" bullying, "laughing at" bullying, "name calling" bullying, and "exclusion" bullying (Boulton, Bucci & Hawker, 1999, p. 279). Statements

asked respondents to indicate whether each of these behaviours represented a form of bullying (e.g., "Bullying is only when physical force is used"). Clearly, in this study, the operational definition of bullying used excluded most of the elements outlined in the conceptual definition (e.g., persistence over time and imbalance of power) are examined in the methods. It is evident from the inclusion of these elements in the conceptual definition that they are relevant and it is implied that the manifestations alone cannot describe a bullying incident. Therefore, it is unclear as to why these elements are not included in the investigation of the student's "conceptions" of bullying.

Definitions used across intervention /prevention programmes

The recent upsurge of research interest in bullying has prompted various anti-bullying policies and programmes around the globe. In general, these programmes have met with varying levels of success, being effective in some schools and situations, and not in others. For example, in one US-based, student-centered anti-bullying programme, Packman, Lepkowski, Overton and Smaby (2005, pp. 551-554) focuses on the need for schools to address "three A's" in tackling bullying problems:

- Awareness – This phase focuses on awareness and support of teachers and administrators, as well as the recognition that bullying is a problem.
- Avenues – In this phase students plan the details of their program with the support of their teachers and administrators.
- Assimilation – This phase is concerned with developing annual programs and "continuous evaluation".

The main aim of the programme is to increase the awareness of bullying at all levels of the school. The programme is run and designed by the students of the school, who, with the support of teachers and administrators, conduct sessions to increase awareness. Thus, although this is a student-centred programme, it will rely on teachers as a mechanism to ensure the increased awareness and the desired effects and implications are achieved. Again, however, teachers and students are not invited to clarify their own views on what bullying is at any stage. It is therefore likely that both implementation efforts and intervention outcomes will vary considerably across settings.

In another widely adopted intervention programme, Olweus (1993) poses to reduce bullying in schools by operating concurrently at the school, class, and individual levels. This programme describes a range of strategies that can be used at each of the three target levels to target such problems. For example, at the School Level, he suggests a need for better supervision during recess and lunchtimes, and holding a school conference day on bullying/victim problems. At the Class Level, he suggests establishing clear class rules related to bullying and holding regular, related class meetings. At the Individual Level, recommendations included having serious talks with bullies and victims and obtaining help from "neutral" students. He notes further (p. 71) the need for immediate responses in identifying and acting upon bullying:

> *Obviously, it is not enough that teachers and other adults are merely present during recess: They must also be prepared to intervene quickly and decidedly in bullying situations – also in situations where there is only a suspicion that bullying is taking place ... The guiding rule of action should be to intervene too early rather than too late ... Intervention by adults in a determined and consistent way marks an important attitude: "We don't accept bullying".*

Within the programme, however, there is no clear guideline on how to move from the broad conceptual definition provided to identifying bullying behaviours. At each level it is clear that it is primarily the teacher's responsibility to oversee the implementation of the programme. At no stage, however, are teachers and students invited to clarify their own views on what bullying is. It is likely as a result that both identification, and hence intervention, efforts will vary across teachers implementing this programme.

In a programme conducted in Finland, Salmivalli, Kaukiainen, and Voeten (2005) emphasised group mechanisms of bullying at the class level. The intervention was based on the participant role approach to provide teachers with a common framework for curriculum-based, class-level work. The participant role approach to bullying advocates three steps in curriculum-based preventive and intervention work: (i) raising awareness (which includes discussing bullying with the whole class, starting with themes such as what bullying is and how it feels to be bullied, moving on to the group mechanisms involved), (ii) encouraging self-reflection (e.g., encouraging students to ask questions such as, "What is my role when bullying is going on?", and (iii) commitment to anti-bullying behaviours (e.g., helping students find ways in which they could behave as individuals and as a group in order to put an end to bullying). Teachers are encouraged

to conduct related exercises with whole classes. Concrete examples of working out the participant role theme with the class (by discussion, through role play and drama exercises, utilizing literature, developing class rules with regard to bystander behaviours, and so on) are introduced, facilitated by a package with overhead transparencies and suggestions for discussions. In this example, students are encouraged to consider explicitly what bullying is. There is, however, no clear operational definition provided to the teachers who will facilitate such sessions. Again, therefore, it is likely that different teachers will encourage students to see bullying in different ways, leading to inconsistent programme implementation and outcomes.

Studies of Perspectives on Bullying

Researchers have begun to recognise the lack of congruency in the definitions of bullying in the literature, and have subsequently conducted studies to examine the perspectives of bullying held by all participants in bullying events. As most of the bullying research done to date has focused on school settings, most of these perspectives studies has been on with students, teachers, and school administrators.

In a study that focused on factors which influenced students' and teachers' definitions of bullying, Naylor, Cowie, Cossin, Bettencourt and Lemme (2006) explicitly stated that the study used variants of a questionnaire which asks participants to "Say what you think bullying is". The questionnaires were altered to "account [for] their different perspectives of bullying" (Naylor et al., 2006, p. 558). The written responses were then analysed according to categories of bullying behaviour and responses tabulated according to age and gender. The use of different questionnaires for students and teachers, however, did defeat the the purpose of the study to some extent. The key issue is that teachers *do* have different perspectives on bullying and will therefore define bullying differently. Consequently, the validity of the comparison made between the age groups was questionable.

Boulton, Trueman and Flemington's (2002) study asked participants to complete a questionnaire to identify whether they thought eight different peer interactions were types of bullying; for example, 'name calling', hitting and pushing', 'telling nasty stories

about people' and 'forcing people to do what they want' (Boulton, Trueman & Flemington, 2002, p. 357). The researchers deliberately did not include a definition in the questionnaire to ensure that participants were not biased in any way, as one of the aims of the study was to investigate pupils' definitions of bullying. This methodology failed, however, to take into account the importance of context in bullying situations. Take, for example, the 'peer interaction' of ' forcing people to do what they want'. Any student could argue that teachers '[force] people to do what they want' and this could be perceived as the truth, implying that all teachers are bullies. However, we know that this is not the case because of the context of the situation; we are able to rationalise the teacher's behaviour because we know that teachers have good intentions and their actions are a means of helping their students achieve academically. Furthermore, although the various manifestations of bullying are an essential part of the definition, it cannot make up the entire definition. The manifestations alone are too ambiguous to suggest that this is how bullying should be defined.

A further concern with studies that investigate perspectives on bullying is the lack of congruency between conceptual and operational definitions of bullying, as discussed in a previous section. There are few studies, however, in which the researchers have specifically incorporated the conceptual definition as meaningful factors to be controlled in the methodology. One such study employed eighteen constructed vignettes which cover various scenarios presented in the form of a questionnaire. Each scenario were specifically designed to incorporate "…the elements of bullying according to Olweus' definition (i.e., a negative action, an imbalance of power, repetition over time)" (Craig, Henderson & Murphy, 2000, p. 10). The researchers explain in detail, with specific examples, how these factors were integrated into the vignettes. Each scenario was then followed with a series of questions; "(a) How serious is this conflict?; (b) How likely are you to intervene in this situation?; and (c) Would you call this bullying?" (Craig et al., 2000, p. 10) Each factor included in the conceptual definition was controlled; therefore the methods used aimed to eliminate any discrepancies between the operational and conceptual definitions, enhancing the validity of the results. Hence this study aims to utilise similar controls by presenting specific scenarios (followed by questions) in the methodology.

Although there are a number of studies which examine people's perspectives on bullying, there are some causes for concern in the validity of these studies. Many studies do not consider their conceptual definitions of bullying when designing the methods for their studies. Therefore operational definitions are not always consistent with the conceptual definitions. As a result, there is a need for further research on the definitions of bullying that individuals use, and also that factors that can affect these definitions.

Factors that moderate definitions and perspectives on bullying

While there has been some recent research focused on investigating the definitions of bullying adopted by students, and to a lesser extent, parents and teachers (Rigby & Slee, 1991; Edwards, 2000; Craig et al., 2000; Boulton, Trueman & Flemingon, 2002; Healey, 2006), little research has focused on the factors which affect the perspectives on bullying. Identifiable aspects of the bullying event that may moderate these perspectives can be grouped into to three categories: characteristics of the bullying participants; characteristics of the bullying incident and background context; and characteristics of the bullying observers. These characteristics interact to form the entire context of each bullying situation.

Characteristics of the Bullying Participants

The three main participants involved in bullying incidents are generally the bully, the victim and the bystanders. There have been many studies conducted to typify the characteristics of such participants (e.g., age, gender, cultural background and likability/attitude toward bully and victim) and how these interact to affect the prevalence of bullying in schools. For example, one study conducted by Rigby and Slee (1991) reported on differences in the prevalence of bullying according to age, gender and the attitude toward the bully and the victim. Results indicated that boys reported being bullied more often than girls, who tended to be more supportive of victims. With increasing age, there was a slight but significant decline in reported bullying (Rigby & Slee, 1991). In a later study, Rigby (1996, p. 96) noted that girls tended to be more opposed to bullying than boys and "as children become older between eight and fifteen

years-old, they tend to become less and less sympathetic towards victims." (Rigby, 1996, p. 97). A German study (Scheithauer, Hayer, Petermann & Jugert, 2006) similarly reported on gender and age differences, indicating that generally boys were more involved with bullying than girls (i.e., as bullies and/ or as victims) and that students from the middle grades reported highest rates of bullying.

There have been many studies which examine the cross-cultural differences in prevalence and manifestations of bullying. Boulton (1995) investigated the "...extent of bullying within and between British Asian and White girls and boys" and found that there were "no significant difference in the percentage of peers that nominated Asian and White children as either bullies or victims... both Asian children and White children were significantly more likely to be named as bullies of same-race classmates than to be named as bullies of other-race classmates." (Boulton, 1995, p. 227) Sweeting and West (2001) had similar findings in their study aimed to investigate the characteristics of victims. Their results state that the "Experience of teasing/bullying did not differ according to race" (Sweeting and West, 2001, p. 225). Further investigation of other characteristics suggested, however, that the likely victims of bullying were children who were "less physically attractive, overweight, had a disability such as a sight, hearing or speech problem, and performed poorly at school" (Sweeting & West, 2001, p. 225).

One study conducted by Veenstra, Lindenberg, Oldehinkel, Winter, Verhulst and Ormel (2005) examined many factors related to the characteristics of those involved in bullying scenarios: For example, gender, SES (Socio-Economic Status) and dislikeability. The study reported that those who were bullies and/or victims came from a lower SES than those who were not involved. The study also suggested that those students who are "uninvolved" were more likeable than either the bullies or the victims.

Characteristics of the Bullying Observers

Very few studies have examined the personal factors (e.g. experience, cultural background, education, sex and age) that may contribute to an observer's perspectives on a bullying incident. School scenarios rely on teachers and other administrators to implement anti-bullying intervention programmes, furthermore teachers are expected to make judgments of bullying situations based on their observations or the observations of others. Therefore, it is necessary to understand how the differing characteristics of the 'observers' affect the perspectives on bullying. Craig, Henderson and Murphy (2000) studied the "contextual and individual factors on attitudes toward bullying among prospective teachers." (Craig, Henderson and Murphy, 2000, p. 5) The results found no sex differences in the prospective teacher's attitude towards bullying. However, the results suggested that empathy did affect the perspective on bullying and "Characteristics of the interaction (such as witnessing or not witnessing and the type of aggression) were related to prospective's teachers' attitudes about the labelling of the interactions as bullying, the perceived seriousness and the perceived likelihood they would intervene." (Craig, Henderson and Murphy, 2000, p. 15) Therefore it is important to note that the characteristics and experiences of the "observer" in a bullying incident may affect their perceptions. Further 'characteristics' (e.g. personal experiences of bullying, cultural background, cultural world view and moral framework) will be investigated in the present study.

The factors that moderate perspectives on bullying can be identified as they appear throughout the research and relevant literature; for the purpose of analysis they have been categorized in terms of the characteristics of the participants, characteristics of the bullying incident and background context and the characteristics of the observers. Although these factors appear in the literature and have been studied individually, there are no studies that investigate the interactions between these factors and how they affect the perspectives on bullying.

Characteristics of the Bullying Incident and Background Context

Much of the focus of research on characteristsics of the bullying incident has been directed towards the manifestations of bullying and how this relates to prevalence in bullying. However, many of these studies do not take into account the importance of context in bullying situations, and rely only on judgments about whether the various manifestations are considered to constitute bullying.

There has been very little research conducted on the how perceive intentionality can affect interpretations of bullying. One study aimed to investigate the different perspectives of definitions of bullying between Italian teachers and their students (Menesini, Fonzi & Smith, 2002). This study intended to manipulate factors such as "provocation, repetition of the negative act, and intention to hurt" (Menesini, Fonzi & Smith, 2002, p. 396) by using cartoon figures and altering the captions written beneath the figures. However, a closer inspection of the methods used in the study makes clear that they were not systematically varied in the study. Thus the data reported are not sufficient to provide a substantial finding as to how a bully's perceived intention can affect the perspective on the bullying incident.

Another factor implicit to the definition of bullying is the perceived impact on the victim. There have been many studies that focus on the negative impact that bullying can have on victims. Despite this, no research has been located which examines how the perceived impact of bullying behaviours on victims affect people's interpretations of bullying incidents.

Despite the fact that most researchers agree that bullying behaviour occurs in a social context (Griffin & Gross, 2004), almost no research has attempted to investigate whether there are circumstances in which some behaviours are not perceived as bullying due to the social context. Therefore, it is a primary aim of the current study to analyse how the factors of "impact" and "intent" affect the perspective on bullying.

RATIONALE AND RESEARCH QUESTIONS

With such discrepancies in the research and the literature, those who implement anti-bullying programmes and policies in schools are likely to struggle with maintaining consistency in their definitions of bullying and therefore their judgments of bullying situations. Furthermore, there are few studies which have explicitly identified and compared the factors which moderate perspectives on bullying.

The main aim of this research is, therefore, to investigate how those who implement anti-bullying strategies (e.g., teachers and pre-service teachers) define bullying, both conceptually and operationally. Two factors that may moderate perspectives on bullying (e.g., presumed intent and perceived impact of the bullying) will be varied systematically in the design. Unlike previous studies in the area, other background factors (e.g., gender, age, and cultural background of the participants) will also be controlled to ensure the validity of the research findings.

The following specific research questions will be addressed in the study:

1) What are the conceptual definitions of bullying adopted by pre-service and experienced teachers, and how do these differ across the two groups?

2) Overall, do pre-service and experienced teachers tend to make similar judgements in identifying bullying events?

3) Do factors inherent to the event in question (i.e., perceived impact and intent) affect whether the event is perceived as bullying?

4) What are some of the other factors (e.g., contextual/background factors such as repetition and a power imbalance) that can affect perspectives on bullying?

METHOD

Sample

Participants will comprise one group ($n \geq 30$) of mixed-gender pre-service teachers, and one group ($n \geq 30$) of mixed-gender experienced teachers (i.e. those with at least five years of classroom teaching experience). These teachers will be drawn from a range of discipline areas.

Design

This research will be based on a mixed-method approach. This is necessary because both closed-ended and open-ended responses will be needed to address the research questions. The design is also optimal because it is anticipated that participants may change or further clarify their views as a result of participating in the study. This approach will permit an evaluation of the views that participants bring to the session, as well as any revisions or qualifications they make to their views on considering the issues presented in the study more closely.

Participants will attend a single session which is likely to extend over a period of approximately one hour. Six sessions (three for pre-service teachers, three for experienced teachers) will be conducted to provide scheduling options for participants and to ensure that the group numbers are manageable.

The quantitative component of the research will constitute a within-subjects experimental design. Within-subjects experimental designs are experiments in which a single group of subjects is exposed to all levels of the independent variable. They compare treatment effects by looking at changes in performance within each participant across treatments. These designs hold advantages because they avoid problems associated with subject variability and differences between different groups. The disadvantages include increased demands on participants and carry-over effects. In total, there will be four major cells of, or conditions in, the design of this study (see next section). Sixteen video clips will be used to represent these four major conditions, and

all participants will see all 16 clips. The order of presentation across sessions will be randomized to reduce any possible bias due to carry-over.

The qualitative component of the research will be based on open-ended written responses made by participants in the same session and on focus group interviews. Focus group interviews play a complementary role to other quantitative and qualitative research strategies. Like other interview techniques, focus groups provide opportunities for rich insights into the views of well-informed people. In addition, the group dynamics of focus groups provide an opportunity for participants to respond to the views of others, building consensus or identifying differences in point of view. Frequently, the range of views identified in focus groups is used to structure issues to be explored in quantitative questionnaire surveys.

Stimulus Set, Instruments, and Procedure

Given that the stimuli, instruments, and procedures used in each of the sessions are closely entwined, these will be discussed together in this section. The proposed steps taken in each of the study sessions are presented here in chronological order.

At the beginning of the session, all participants will receive a "participant booklet" which will include all forms to be completed in the session. A unique identifying code will appear on each page of this booklet, because participants will be asked to remove and submit different forms throughout the session (the rationale for this procedure is detailed later). The codes will therefore be necessary to ensure that the responses for each individual can then be matched later in the analysis.

Step I: Demographic survey (closed-ended questionnaire)

Participants will be asked to complete the brief demographic section in their booklet, which will ask questions about (i) age, (ii) gender; (iii) years of teaching experience (for experienced teachers); (iv) discipline area; and (v) cultural background.

Step II: Teachers' initial definitions of bullying (open-ended written question)

Participants will then be asked to present, in open-ended format, their own personal definition of bullying. Participants will be given no prompts in completing this task, to ensure that these reflect the views that participants bring to the sessions. These questionnaires will be collected, along with the demographic survey, prior to moving to the next step in the sessions. This will be done to ensure that the subsequent steps do not contaminate the initial responses made by participants.

Step III: Classifications of scenarios (closed-ended questionnaire)

Participants will then be shown two clips, one which provides a clear-cut case of bullying (i.e., one adolescent shouting abuse, put-downs, and insults at another student), the other one a clear case of non-bullying (i.e., a good-natured verbal interaction between two adolescents). The participants will be asked to rate each of these on the same scale/s that will be used for all subsequent clips. This will be used to provide participants with "anchors" for the rating scale/s. The participants will not be informed that these clips differ in any way to subsequent clips.

Following the two "anchor" clips, participants will watch 16 short (less than 1 minute) video clips. All of the clips will show a verbal interaction between two or more adolescents. The clips will be selected to represent all possible two-way interactions between the factors of intent (negative intent/no intent) and impact (negative impact/no impact) that are common to conceptual definitions of bullying as outlined above. To the extent possible, all other factors that may moderate views of bullying will be controlled and/or counterbalanced in the design:

1) In each stimulus video selected to represent bullying as it is traditionally defined, the form of bullying will always be verbal. Thus, form of bullying will be held constant in the study.
2) There will be one girl and one boy perpetrator and target in each of the intent/impact scenarios to control for possible gender effects.
3) Each of the actors will portray characters aged between 14-17 years, to minimise any effects of participants' age on interpretations of bullying.

4) All actors will be Caucasian Americans to control for factors associated with race or culture in the interpretations of bullying.

Participants will then see the target videos in random order. Prior to conducting the study, each of the stimulus videos selected will be reviews by an expert panel. The panel will comprise members of Academic staff in the GSE who have both teaching and research experience. The purpose of this process is to confirm that the stimulus videos selected to represent different forms of intention and impact are interpreted as such generally. The panel will therefore be asked to rate each clip in terms of whether the interaction in the clip represents a case of: No Impact/Neutral Intent; Negative Impact/Neutral Intent; Negative Impact/Negative Intent; and No Impact/Negative Intent. Examples of the types of events that will be shown in the videos within each of the four cells of the design are shown in Table 1.

Table 1

Four within-subject conditions in the study

		No Impact	**Negative Impact**
Negative Intent		**Ineffectual Bullying Attempts** *4 Clips: Boy→Boy; Boy→Girl; Girl→Girl; Girl→Boy* Example (Boy-Boy interaction): Two boys shout verbal insults at a boy walking home from school. The target boy makes a dismissive hand gesture, shakes his head, and walks away.	**Bullying Events** *4 Clips: Boy→Boy; Boy→Girl; Girl→Girl; Girl→Boy* Example (Girl-Girl interaction): A group of three girls showering after a physical education class tease and taunt another girl because of her choice of clothes. She panics, then cries and huddles in the corner.
No Intent		**Friendly Banter** *4 Clips: Boy→Boy; Boy→Girl; Girl→Girl; Girl→Boy* Example (Girl-Boy interaction): A girl makes a humorous comment on a T-shirt that a boy in her class is wearing. The boy laughs at the comment together with the girl and the rest of the class.	**Unintended Harm** *4 Clips: Boy→Boy; Boy→Girl; Girl→Girl; Girl→Boy* Example (Boy-Girl interaction): A boy makes a complimentary comment on a girl's dress as she leaves the classroom. The girl blushes, yells "shut up", and runs away.

After seeing each video, the participant will be asked to respond to a series of questions relating to that video clip.

1) Control questions:

A) Have you seen this video previously?

Participants will respond to this question using a Yes/No format. This question will be asked to rule out contamination due to previous exposure.

B) How likeable are the characters/actors in the video?

Participants will rate this question on a scale of 1 (Not at all likeable) to 5 (Extremely Likeable). This question will be asked to control for likeability of main characters.

2) Perception questions

A) Is this an example of bullying?

Participants will rate this question using a Yes/No format. This question will be asked to determine whether the participant considered the event in the video to represent a bullying incident.

B) If this is an example of bullying, how severe would you rate it to be?

Participants will respond to this question using a scale from 1 (Negligible) to 4 (Very Severe). Participants who do not consider the event to represent bullying will not respond to the question.

C) If this is a bullying event, what sort of punishment (if any) should be meted out, and to whom (just the "bully", just the "victim", or both)?

Participants will respond to this question in open-ended format. This question will be asked to determine how teachers ascribe "blame" for bullying events.

These ratings will be collected prior to moving onto the next step in the session, again to ensure that the responses from this step are not affected by those in the next.

Step IV: Views of intent/impact (closed-ended questionnaire)

Participants will then see the same clips again (not including the "anchors"). For each video, participants will then be asked the following additional questions:

A) What do you feel was the impact of this incident on actor x (the "victim")?

Participants will tick one of three options for this question: (i) no impact; (ii) negative impact; (iii) positive impact.

B) What do you feel was the intention in this incident of actor y (the "bully")?

Participants will tick one of three options for this question: (i) neutral intent; (ii) negative intent; (iii) positive intent.

These ratings will be collected prior to moving onto the next step in the session, again to ensure that the responses from this step are not affected by those in the next.

Step V: Other key factors in bullyng judgements (focus group discussions)

Participants will finally be asked the following questions, in semi-structured (focus group) format. Starting questions for the focus group sessions will include:

A) *Is it necessary for a student to have negative intent in order to be called a "bully"? Why?*

B) *Is it necessary for the "victim" to experience some kind of negative effect to call an event bullying? Why?*

C) *Is it necessary for a behaviour to occur regularly in order to call it bullying? Why?*

D) *Is it necessary for there to be a power imbalance in favour of the aggressor to call an event bullying? Why?*

E) *Do you believe that your judgements of bullying would be influenced by the gender or race of the students involved? Why?*

F) *Do you believe that the likeability of the students involved would affect your judgements about whether bullying is occurring? Why?*

G) *Are there any situations in which you believe that bullying is justified? For example, if historically the student who becomes a "victim" actually first initiated conflict with the student who then becomes a "bully", is the bullying reaction justified? Why?*

H) *What are some of the other factors that might impact your judgements of bullying? Why?*

Data Analysis

Research Questions 1 and 4 will be addressed through the written and verbal qualitative data collected (the written responses to the conceptual definitions question, and the focus group discussion records, respectively). These questions will be addressed by comparing the qualitative themes that emerge, comparing the operational and conceptual definitions used within groups, and then comparing these definitions across pre-service and experienced teachers. The framework posed by Miles and Huberman (1994) will be used initially as a guide in this process. This model presents analysis as a continuous, iterative process involving four phases that constantly impact upon each other and are carried out simultaneously.
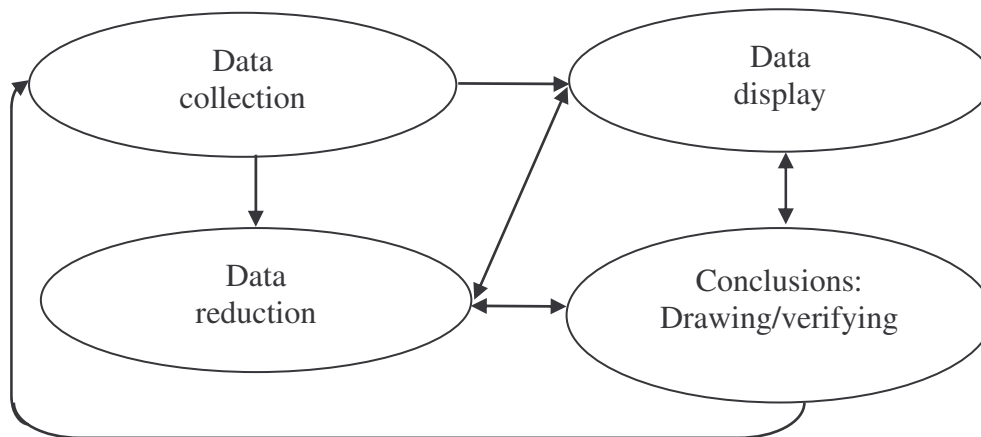
Figure 1: *Components of Data Analysis: Interactive Model*
From: Miles and Huberman (1994, p. 12)

In this analysis, the focus group data will be transcribed firstly into a Word document with margins down either side for future analysis. Inductive coding techniques will be employed, aimed at discovering the codes from within the data itself. The reasoning behind not creating a database of codes prior to analysis is to eliminate as much researcher bias as possible.

In the interpretation of the data, codes will then be written in the left hand margin and memos in the right, in different colours, so as to aid the visual representation of the data. Further into the analysis, these codes will be displayed without the transcripts in order to

group together like-phenomenon and begin to advance the analysis conceptually to the level where themes can be crystallised. Visual displays such as matrices, concept maps and spreadsheets will assist in formulating the concepts as connections are made. As the displays of the data are constantly being refined, it will be possible to begin to draw conclusions. These conclusions will be verified by looking back at earlier stages of the data analysis, including the raw data, and confirming the significance of the suppositions. During each of these stages, especially as data is being coded, the researcher will check for consistency by taking random pages of the transcripts or policies and re-coding them.

The quantitative data collected will be used to address Research Question 2. Chi-square analyses using cross-tabs will first be performed to determine whether pre-service and experienced teachers classified the different events shown with similar frequency. The ratings of severity will then be added together across all cells of the design. A between-groups analysis of variance (ANOVA) will then be used to compare the ratings given pre-service and experienced teachers. Conformity to all relevant assumptions for ANOVA (e.g., homogeneity of variance, normality, linearity) will be assessed before the analysis is conducted. If necessary, transformations will be performed to improve conformity to these assumptions prior to conducting the analysis.

The quantitative data collected will also be used to address Research Question 3. In this case, the severity scores to each video will be added across the four videos within each of the design cells. A repeated measures ANOVA will then be used to compare the ratings given across the four different video types. Again, conformity to all relevant underlying assumptions will be assessed thoroughly. Where necessary, transformations will then be performed to improve conformity to these assumptions prior to conducting the analysis.

SIGNIFICANCE

Bullying is a serious problem in schools, workplaces and social environments worldwide. The diverse ways in which bullying is defined in the scholarly literature confirm the potential for confusion and mixed interpretations of this term. Although teachers may be in-serviced on strategies for dealing with bullying, rarely do such programmes include

a component to confirm that all teachers share an understanding of what bullying is. This study stands to make a significant contribution to the literature in the field by identifying some of the factors that may affect teachers' perspectives on bullying events. Identifying these factors may, in turn, provide a basis for in-servicing teachers on how to identify bullying in schools, thus enhancing consistency in the implementation of anti-bullying policies and strategies.

REFERENCES

Anderson, C. & Bushman, B. (2002). Human aggression [Electronic Version]. *Annual Reviews Psychology*. 53, 27–51. Retrieved March 13, 2007, from arjournals.annualreviews.org.

Bale, J. (2007, April 20). 'Ben was sobbing after bullying by bus driver. Then he hanged himself'. *The Times [Online].* Retrieved April 20, 2007 from http://www.timesonline.co.uk/tol/news/uk/crime/article1680365.ece

Batsche, G. M. & Knoff, H. (1994). Bullies and their victims: Understanding a pervasive problem in the schools. *School Psychology Review*. 23(2), 165-175. Retrieved April 24, 2007, from Academic Search Premier.

Bond, L., Carlin, J., Thomas, L., Rubin, K. & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*. 323(7311), 480-484. Retrieved March 14, 2007, from BMJ Journals Online.

Bond, L., Wolfe, S., Tolut, M., Butler, H. & Patton, G. (2007). A comparison of the Gatehouse Bullying Scale and the Peer Questionnaire for students in secondary school [Electronic Version]. *Journal of School Health*. 77(2), 75-79. Retrieved March 21, 2007 from Education Full Text.

Boulton, M. J. (1995). Patterns of bully/victim problems in mixed race groups of children [Electronic Version]. *Social Development*. 4(3), 277-293. Retrieved May 7, 2007, from PsycINFO.

Boulton, M. J., Bucci, E. & Hawker, D. (1999). Swedish and English secondary school pupils' attitudes towards, and conceptions of, bullying: Concurrent links with bully/victim involvement [Electronic Version]. *Scandinavian Journal of Psychology*. 40 (4), 277-284. Retrieved May 3, 2007, from PsycINFO.

Boulton, M. J., Trueman, M. & Flemingon, I. (2002). Associations between secondary school pupil's definitions of bullying, attitudes towards bullying, and tendencies to engage in bullying: Age and sex differences [Electronic Version]. *Educational Studies*. 28(4), 353-370. Retrieved January 28, 2007, from ERIC.

Boyle, D.J. (2005). Youth bullying: Incidence, impact, and interventions [Electronic Version]. *Journal of the New Jersey Psychological Association*. 55(3), 1-11. Retrieved April 20, 2007, from http://www.umdnj.edu/vinjweb/publications/articles/bullying.pdf.

Camodeca, M., Goossens, F., Terwogt, M. M. & Schuengel, C. (2002). Bullying and victimization among school-age children: Stability and links to proactive and reactive aggression [Electronic Version]. *Social Development*. 11(3), 332-345. Retrieved March 14, 2007, from ERIC.

Craig, W. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children [Electronic Version]. *Personal Individual Differences*. 24(1), 123-130. Retrieved May 3, 2007, from PsycINFO.

Craig, W., Henderson, K. & Murphy, J.G. (2000). Prospective teachers' attitudes toward bullying and victimization [Electronic Version]. *School Psychology International*. 21(1), 5-21. Retrieved March 26, 2007, from Sage Publications.

Crick, N. (1996).The role of overt aggression, relational aggression, and prosocial behavior in the prediction of children's future social adjustment [Electronic Version]. *Child Development*. 67, (5), pp. 2317-2327.Retrieved March 26, 2007 from JSTOR.

Edwards, R. (2000). *An investigation of upper primary students' understanding and use of anti-bullying strategies*. Paper presented at the 2000 AARE Conference. Sydney, 2000. Retrieved March 21, 2007 from http://www.aare.edu.au/00pap/joh00330.htm.

Elliot, J. (2006, November 19). 'Bullying police' to tame schools. *The (Sunday) Times [Online]*. Retrieved April 20, 2007 from http://www.timesonline.co.uk/tol/news/uk/articles41955.ece

Gini, G. (2006). Bullying as a social process: The role of group membership in students' perception of inter-group aggression at school [Electronic Version]. *Journal of School Psychology*. 44(1), 51–65. Retrieved March 27, 2007, from ERIC.

Griffin, R. & Gross, A. (2004). Childhood bullying: Current empirical findings and future
directions for research [Electronic Version]. *Aggression and Violent Behavior*. 9 (2004), 379-400. Retrieved March 14, 2007, from PsycINFO.

Hawker, D. & Boulton, M. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies [Electronic Version]. *Journal of Child Psychology and Psychiatry*. 41(4), 441-455. Retrieved March 27, 2007, from ProQuest 5000 International.

Healey, J., Dowson, M. & Nelson., G.F. (2006). *Adolescents' experiences, perceptions and attitudes towards bullying.* Paper presented at the 2005 AARE International Education Research Conference. Parramatta, Melbourne, Australia, November 27 – December 1. Retrieved March 14, 2007, from A+Education.

Miles, M.B., & Huberman, A.M., (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* (Second ed.). Thousand Oaks, CA: Sage Publications, Inc.

Ministerial Council on Drug Strategy. (1997). *The national drug strategy: Mapping the future*. Canberra: Australian Government Publishing Service.

Nansel, R. N., Overpeck, M., Pilla, R.S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among U.S. youth [Electronic Version]. *Journal of the*

American Medical Association. *285*(16), 2094-2100. Retrieved March 21, 2007, from ProQuest 5000 International.

Naylor, P., Cowie, H., Cossin, F., Bettencourt, R. & Lemme, F. (2006). Teachers' and pupils' definitions of bullying [Electronic Version]. *British Journal of Educational Psychology*. 76(3), 553-576. Retrieved January 12, 2007, from ProQuest 5000 International.

Olweus, D. (1993). *Bullying At School: What We Know and What We Can Do*. Oxford, England: Blackwell.

Olweus, D. (2003). A Profile of Bullying [Electronic Version]. *Educational Leadership*. 60(6), 12-17. Retrieved March 21, 2007, from ERIC.

Omari, M. (2003). Towards dignity and respect: an exploration of antecedents and consequences of bullying behaviour in the workplace [Electronic Version]. Unpublished PhD Thesis. Edith Cowan University, Western Australia. Retrieved March 2, 2007, from http://portal.ecu.edu.au/adt-public/adt-ECU2007.0005/01front-Omari,M.pdf

Packman, J., Lepkowski, W., Overton, C. & Smaby, M. (2005). We're not gonna take it: a student driven anti-bullying approach [Electronic Version]. *Education.* 125(4), 546-556. Retrieved April 20, 2007, from ERIC.

Rigby, K. (n.d.). Defining bullying: a new look at an old concept. Retrieved March 14, 2007, from http://www.education.unisa.edu.au/bullying/

Rigby, K. & Slee, P. (1991). Bullying among Australian school children: Reported behaviour and attitudes toward victims [Electronic Version]. The Journal of Social Psychology. 131(5), 615-627. Retrieved April 24, 2007, from ProQuest 5000 International.

Rigby, K. (1996). *Bullying In Schools & What to Do About It*. Melbourne, Australia: The Australian Council for Educational Research.

Rigby, K. (2003). *Bullying among young children: A guide for teachers and carers* [Electronic Version]. Canberra: Australian Government Attorney-General's Department. Retrieved March 12, 2007, from http://www.crimeprevention.gov.au/agd/WWW/rwpattach.nsf/VAP/(1E76C1 D5D1A37992F0B0C1C4DB87942E)~Bullying+Teachers.pdf/$file/Bullying+Te achers.pdf.

Salmivalli, C., Kaukiainen, A. and Voeten, M. (2005). Anti-bullying intervention: Implementation and outcome [Electronic Version]. *British Journal of Educational Psychology*. 75(pt3), 465–487. Retrieved April 20, 2007, from www.bpsjournals.co.uk.

Scheithauer, H., Hayer, T., Petermann, F. & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates [Electronic Version]. *Aggressive Behavior*. 32(3), 261–275. Retrieved May 3, 2007, from Wiley InterScience.

Slee, P. (1995). Peer victimization and its relationship to depression among Australian primary school students [Electronic Version]. *Personal Individual Difference.* 18(1), 57-62. Retrieved May 3, 2007, from PyscINFO.

Smith, P.K., Cowie, H., Olafsson, R. F. & Liefooghe, A. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*. 73(4), 1119-1133. Retrieved March 21, 2007, from ERIC.

Student Learning and Support Services Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs. (2003). *Key information from the literature about bullying*. Canberra: Australian Government Publishing Service. Retrieved April 20, 2007, from http://www.dest.gov.au/NR/rdonlyres/2FC379D8-2839-4247-A01F-192CD5AE3037/1640/ResearchSummary.pdf

Sweeting, H. & West, P. (2001). Being different: Correlates of the experience of teasing and bullying at age 11 [Electronic Version]. *Research Papers in Education.* 16(3), 225- 246. Retrieved May 7, 2002, from ERIC.

Veenstra, R., Lindenberg, S., Oldehinkel, A., Winter, A., Verhulst, F. & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved preadolescents [Electronic Version]. *Developmental Psychology.* 41(4), 672–682. Retrieved May 7, 2002, from Science Direct.

Walker, H., Ramsey, E. & Gresham, F. (2004). *Antisocial Behavior in School: Evidence Based Practices* (2nd Ed.). California, U.S.A.: Wadsworth.

Yoneyama, S. & Naito A. (2003). Problems with the paradigm: the school as a factor in understanding bullying (with special reference to Japan) [Electronic Version]. *British Journal of Sociology of Education.* 24(3), 315 -330 Retrieved March 5, 2007, from PsycINFO.