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A Cross-Cultural Study Examining Support Worker Perceptions of Youth Bullying Behaviour in Educational Settings: Including School Disciplinary Methods and Intervention Strategies

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A dissertation submitted to the University of Huddersfield in fulfilment of the requirements for the degree of Master of Science by Research.

University of Huddersfield

Dedication

Lorraine.

A feisty, humorous and spectacular grandmother.

Thank you for teaching me some of life's greatest lessons – you continue to be an inspiration.

I miss you, always.

Abstract

The aim of this research was to examine the experiences and perceptions of support workers in the current sample from a cross-cultural perspective, as bullying research on an international level is lacking. Additionally, the realities and consequences of bullying behaviour for both the bully and the victim were explored. The study employed a phenomenological approach, with thematic analysis being the method used to analyse the 12 semi-structured asynchronous email interviews from participants from the United Kingdom (UK), South Africa (SA) and the United States of America (USA).

Key themes which emerged were the perceptions that bullies are dominant characters who are influenced by the media and may experience familial issues. Victims are perceived to be easy targets that experience severe and long lasting health and academic issues. Furthermore, perceptions revealed that educational staff are primarily untrained to deal with bullying incidents. Another key theme was the idea that simplistic strategies (i.e. punishment) are ineffective in comparison to ecological strategies (i.e. the Olweus Bullying Prevention Program). However, when questioned further, results reveal reserved support at best for the Olweus Bullying Prevention Program. These themes are further discussed in relation to subthemes. One of the primary findings in the current study relates to the Olweus Bullying Prevention Program, variations of the success of this program in different cultural settings may be accredited to cultural differences.

A key finding emerged as participants believe bullies suffer with interrupted concentration, however previous research indicates that only victims suffer with interrupted concentration. This is an important finding as it highlights an area that previous literature is lacking. This new finding could also be attributed to the changing nature of educational bullying behaviour.

Results are further explored in relation to previous literature, and interventions are applied and discussed in relation to individualistic and collectivistic cultures. Unearthing the antecedents and consequences of bullying behaviour can inform future intervention strategies which could reduce the overall prevalence of bullying.

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Chapter One - Introduction

1.1. Rationale

After the completion of an undergraduate degree in Psychology, extensive reading into the area of bullying highlighted a lack of cross-cultural comparison studies which examine bullying on an international level (Borntrager et al, 2009). This led me to construct a research proposal and explore the available options of undertaking a postgraduate degree. The proposed research aims to fill a gap in the present research as Borntrager (2009) states that there is a lack of cross-cultural comparison studies which examine bullying behaviour on an international level. Hence, the proposed research aims to fill a gap in the area by further exploring bullying behaviour using an international sample. Additionally, further research into this area could benefit support workers as Byrne (1994) states teachers often feel that their training does not adequately prepare them to deal with the issues of bullying. As this study involves the cross-cultural perspective, it would be beneficial to discuss a definition of culture; Brislin (1983) cites the work of Geertz who states that:

> 'culture denotes an historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes towards life.' (Geertz, 1973 p89).

The Norway Intervention originally conducted by Olweus (1991) worked exceedingly well, by successfully demonstrating significant reductions in bullying (with a 50% reduction noted in Norway.) However subsequent adaptations of this programme (particularly in the USA) have shown significantly less successful results. Thus the current study, by investigating cross-cultural perceptions of bullying, may help to provide some insight into why the positive results of this program failed to transfer to a different cultural context.

This research aimed to identify and explore the attitudes and perceptions that support workers have about the impact bullying has within an educational setting, and their perceptions of interventions. This insight may prove useful in identifying successful intervention strategies that could be combined with the implementation placement of an anti-bullying campaign, in conjunction with a program which supports and promotes the good health and wellbeing of both the bully and the victim. Therefore, the proposed research could further inform understandings of effective anti-bullying practices by examining the perceptions of educational support workers. It is made clear that bullying is a universal issue which seems to cause both the bully and the victim emotional, social and psychological issues (Eslea et al., 2003; Vanderbilt and Augustyn, 2010). Smith (1997) states that school bullying research could certainly incorporate qualitative methods, given the overall volume of research in the area of school bullying, an insignificant amount is known about the intricacies and dynamics of school bullying

relationships. This lack of knowledge can be attributed to large volumes of research which focus on the bully-victim dyad; this could neglect other important factors which could further explain bullying behaviour.

1.2. Outline of Research

The aim of this cross-cultural study is to examine support worker experiences of youth bullying behaviour in educational settings. A total of 12 participants were included in the sample, 4 participants from the United Kingdom (UK), 4 participants from the United States of America (USA) and 4 participants from South Africa (SA). For the purpose of this study, support workers are defined as educational staff members within a school environment. The support workers who participated in this research were primarily head or deputy headteachers, some were special education teachers and others were school counsellors. Pre-existing contacts in SA and USA were used to aid in participant recruitment; in the initial stages of recruitment, participants in the USA and SA were contacted on a casual basis over email and private message on social networking site Facebook to explain the aim of the research study and establish any interest in participation. Any interested participants were then contacted via email at a later date with an information sheet and consent form which then established formal participation. No participants from the UK were previously known, and as such a different approach of recruitment was adopted. Internet searches were conducted and local educational authority websites were searched with the intention of locating the contact details of potential participants. These potential participants were sent an introductory email, and asked for their support in participating in the research.

This study investigates support workers opinions, perspectives, and experiences on youth bullying behaviour, as well as school disciplinary methods and intervention strategies. In order to gain this information, support workers were interviewed using the asynchronous email-interview method. The email-interview took place in various phases; the introductory phase, the email-interview schedule and concluded with a participant debriefing. The data sets were analysed using a qualitative research method; thematic analysis.

1.3. Overview of Theoretical Approach

This research is framed using the phenomenological perspective, which is discussed in greater detail in Chapter 3. A relativist ontological position was adopted, which accepts the idea that our understandings of the world are diverse and unstructured (King and Horrocks, 2010) and as such acknowledges the existence of multiple realities, perspectives and understandings of lived experiences (Van Manen, 1990). The interpretative phenomenological position was adopted as interpretative phenomenologists encourage the use of a literature review, as this can highlight gaps in previous research and subsequently aid in the emergence of new research (Lopez and Willis, 2004). Further reasons for the positions adopted are further discussed in Chapter 3.

Following the recognition of the universal seriousness of bullying, a large body of research has been conducted using mainly quantitative methods such as surveys (Roland, 2000). This further substantiates the need for qualitative research in this area. The asynchronous email interview method was used to explore support workers opinions, perceptions, and experiences on youth bullying behaviour in educational settings as well as school disciplinary methods and intervention strategies. This is further discussed in Chapter 3 (see pages 30 - 44).

1.4. Research Questions

The aims of the study are to examine support worker perceptions and experiences on youth bullying behaviour, and identify the disciplinary methods and intervention strategies that support workers deem to be most and least effective. The overarching aim of this study is to identify any similarities or differences within the cross-cultural sample.

The objectives of this study are to identify any training that support workers receive to combat youth bullying behaviour. Further, it is an objective to identify support worker perceptions of the characteristics of both bullies and victims. The health and wellbeing implications of bullies and victims will also be examined. A primary objective of this study is to investigate whether the Olweus (1991) Bullying Prevention Program could transfer to a school in the support workers' local area, and to investigate what the potential benefits and limitations would be. In line with the aforementioned aims and objectives, several *research questions* were identified in order to adequately examine the primary aims and objectives. These *research questions* were:

- What are the realities and consequences of bullying behaviour for both the bully and victim?
- Are support workers adequately prepared to deal with bullying behaviour?
- What are support worker perceptions of the Olweus Bullying Prevention Program, and how do these perceptions differ cross-culturally?

1.5. Outline of Chapters

The *Introduction* will provide a rationale for the current topic. An overview of the theoretical approach is discussed, alongside three research questions.

This is followed by Chapter 2 (*Literature Review)* where definitions of bullying behaviour are discussed in relation to the cross-cultural perspective. A critical overview of previous research and theory in relation to bullying behaviour in educational settings is also provided. Areas of the literature review will aim to underpin the research questions and rationale of the current study.

Chapter 3 (*Methodology*) contains the chosen theoretical perspective, phenomenology. Ontology and epistemology is discussed, as well as the foundations of the phenomenological perspective. The

asynchronous interview method is critically discussed in relation to the synchronous interview method. This chapter presents the need for a qualitative perspective and discusses the chosen method of data analysis (thematic analysis).

In Chapter 4 (*Analysis)* a critical overview of the main themes of the data set are presented, with reference to the cross-cultural perspective and alongside supporting quotes from the participant sample. A critical discussion of the main findings that emerged from the analysis will be given, with links to previous literature.

The *Discussion and Conclusion* chapter will present the overall findings, as well as provide a critical discussion based on the overall findings from the analysis chapter. This will be underpinned to relevant theory, namely individualistic and collectivistic cultures. Strengths and limitations are presented alongside recommendations for future research.

Chapter Two - Literature Review

This chapter will offer a critical analysis of existing literature in the area of youth bullying behaviour from various perspectives which include the developmental psychology perspective, the health and wellbeing perspective, and the social psychology perspective. The rationale for examining a wide range of existing literature is to gain a comprehensive and multi-faceted viewpoint on the causes and implications of bullying behaviour. Drawing on literature in the area, I will aim to demonstrate the need and rationale for this study.

2.1. Definitions of Bullying

Sharp and Smith (1999) state that bullying is a form of aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate. The emphasis on bullying being a primarily aggressive act is echoed by Olweus (1993) and Cowie and Jennifer (2008) who state that bullying involves three dimensions; it is repeated, intentional, and involves a clear imbalance of power.

Bullying can also take place in physical, verbal and indirect forms; which including hitting, kicking, damaging belongings, insults, name calling, teasing, racism, spreading rumours, and excluding someone from social groups (Sharp and Smith, 1999). From a cultural perspective, the cultural context and understanding of bullying may vary throughout the world. A common cross-cultural definition of bullying can be described as the assertion of power through aggression, which involves a bully targeting a weaker victim in a repetitive and intentional manner through social, emotional or physical methods (Vanderbilt and Augustyn, 2010). From a cross-cultural perspective, researchers have identified two areas of aggressive behaviours; direct and indirect (Smith et al., 2002). Direct aggression comprises physical behaviours (e.g. hitting, kicking, and pushing) and verbal behaviours (e.g. name calling and teasing). Indirect aggression is characterized by the involvement of a third party, and behaviours are more covert in nature (e.g. gossiping, spreading rumours). Physical bullying usually decreases with maturation, much more than verbal bullying does (Benbenishty and Astor, 2005).

A relatively new and non-traditional form of bullying (cyberbullying) has also taken form due to technological advances; Ochoa et al., (2011) states that cyberbullying is a fast growing trend which is believed to be more harmful than traditional school yard bullying behaviours. This is further discussed by Vanderbilt and Augustyn (2010) who state that the added dimension of technology has created different mechanisms for bullying, which often takes place on the internet or social networking sites. The UK's National Children's Home indicated that 14% of adolescents reported bullying via text message, with the perpetrator being an acquaintance. Furthermore, cyberbullying in the USA has

resulted in several suicides and significant media attention. In relation to the importance of cyberbullying, Hinduja and Patchin (2010) discuss the links that cyberbullying has to suicidal ideation and experiences of bullying behaviour. In a random sample of 1,963 pupils from the USA, each pupil completed a survey of their internet experiences. Results indicated that pupils who had experienced cyberbullying were more likely to experience suicidal thoughts than those who had not experienced cyberbullying.

2.2. The Importance of Bullying

2.2.1. Prevalence

Bullying has existed for several centuries, therefore solidifying its trans-historical status. The initial negative connotations associated with bullying originally occurred in 1710. However, only in recent years has the various forms of bullying been researched and investigated at great length. Bullying is a recognized issue in many schools in the USA; as well as being linked to destructive school violence (Vossekuil et al., 2002), Smokowski and Holland Kopasz (2005) state that bullying in the USA represents a significant problem as it affects approximately one in three children during their schooling years, with the culprit often using bullying to establish dominance or status (Roberts, 2000). The increasing prevalence of bullying is noted in a study by Perry et al., (1988) who indicates that 10% of children in the USA experience bullying. However, in a more recent study, nearly 30% of students reported being involved in bullying behaviour either as a perpetrator or a victim (Nansel et al., 2004). The aspect of increasing prevalence is further illuminated by Gaul (2010; cited in Williams and Kennedy, 2012) who suggests as many as 50% of all surveyed high school students reported being involved in bullying behaviour (a statistic which includes both bullies and victims). This clearly indicates that bullying behaviour has significantly risen between 1988 and 2010, which demonstrates the on-going severity of bullying in educational environments. However, a large variance between figures in the USA has been noted, with variance dependent upon the definition used, methodology, and time frame of studies. This large variance has been noted from 5% to 90% of students reporting that they were victims of bullying (Griffin and Gross, 2004).

The most extensive survey conducted in the UK by Whitney and Smith (1993) included 2,623 primary school pupils and 4,135 secondary pupils. All pupils were asked about their experiences of bullying in a school term. Findings indicated that 27% of primary pupils reported being bullied and 10% of secondary pupils reported being bullied. Further to this; an extensive survey conducted in the USA reported 29.9% of students between Grades 6 to 10 were involved in bullying (Nansel et al., 2001). Butler and Lynn Platt (2007) cite Nansel et al., (2001) who stated that in the USA, researchers from the National Institute of Child Health and Human Development surveyed a sample of 15,686 public, parochial, and private school students, ranging from Grade 6 to 10 (approximate ages of 12 to 16 years old) to assess their experience with bullying. It was ascertained that approximately 1.7 million students reported being bullied once or several times per week. This represents 8.4% of the student populace respectively, indicating an advanced problem.

Berger (2006) states that research on bullying has increased dramatically on an international level, however there is little research which investigates how genes, parents, peers, and cultural values interact to affect bullying. Highlighting the increasing prevalence of bullying research, Berger (2006) notes 27 citations between 1900 and 1979, in comparison to 592 articles between 2000 and 2004.

From the cross-cultural perspective this study has adopted, it has been noted that the USA has the highest reported occurrence of bullying in the world (Berthold and Hoover, 2000). In contrast to this, a large scale study involving over 6000 pupils in Sheffield (UK) aimed to assess bullying in schools; results revealed that 27% of primary students have experienced bullying (Whitney and Smith, 1993). Literature on bullying behaviour in South Africa is very limited, however it has been noted that 36% of pupils from a large sample were involved in bullying behaviour (Liang et al., 2007).

2.3. Effects

2.3.1. Victims

Eslea et al., (2003) states that bullying is a universal phenomenon with many negative effects on the victims and very few negative effects for the bullies. Bullying has many adverse effects which are widely documented. Bullying can seriously affect the social, physical and psychological well-being of students as well as their levels of academic achievement. Berger (2006) states that chronic bullying can be fatal, with links to many suicides around the world. Students who are bullied often experience poorer health, somatic complaints and are at greater risk of injury in comparison to those who are not bullied (Gini and Pozzoli, 2009). Students who are bullied also experience poorer self-esteem (Rigby and Slee, 1991) as well as experiencing higher levels of loneliness, depression and anxiety (Slee, 1994; Forero et al., 1999; and Fekkes et al., 2006). Further to these significant implications; victims of bullying often have increased interpersonal difficulties (Kumpulainen et al., 1998) and score higher on suicidal ideation measures (Van der Wal et al., 2003). As a result, victims of bullying are more likely to dislike and avoid school (Rigby, 1997) while also suffering from compromised concentration in school (Boulton et al., 2008). Their subsequent levels of attendance and academic ability tend to be lower in comparison to other students (Beran and Lupart, 2009).

Victims of bullying often suffer from absenteeism, loneliness, feelings of abandonment, anxiety, suicidal ideation, and poorer academic performance (Beale, 2001). The aspect of suicidal ideation seems to be a reoccurring issue and has been expanded on by Klomek et al., (2010) who states that bullying behaviour has been strongly linked with suicide attempts and suicidal ideation primarily among victims of bullying, and in very rare cases also seen in bullies and bystanders. Long term consequences of victims in adulthood include anxiety, depression, poor self-esteem and abusive relationships (Vanderbilt and Augustyn, 2010). This is succinctly put by Ttofi and Farrington (2008) who state that there are both short-term and long-term effects of bullying on children's physical and mental health.

2.3.2. Bullies

Students who bully their peers are also at risk of a range of health, safety and educational problems, which include weapon carrying and runaway episodes (Strabstein and Piazza, 2008) as well as higher incidences of mental health issues than students who do not bully others (Kumpulainen, 2008). Bullies are more likely to engage in self-destructive behaviours such as under-age smoking and drinking, while also having poorer psychosocial adjustment and substandard achievement scores (Nansel et al., 2001; cited in Butler and Lynn Platt, 2007). Harris and Petrie (2003) also state that higher dropout rates are associated with bullies in middle and high school. The aspect of student dropout rates and substandard achievement scores is echoed by Allen (2009) who suggests that involvement in bullying contributes to student failure. Several of the aforementioned points will be further explored by examining support worker perceptions in Chapter 4 (see pages 45 - 71).

Vanderbilt and Augustyn (2010) state that bullying involvement leads to poorer psychosocial, emotional and social adjustment as well as greater health problems. As a consequence of their behaviour, bullies are more likely to experience social problems, as well as having issues with substance abuse and criminal behaviour. Ttofi and Farrington (2011) conducted a study which used repeated face-to-face interviews and criminal record searches on a sample of 411 South London males, results indicate that bullying at age 14 predicts violent convictions between ages 15-20, low job status at age 18, drug use at ages 27-32, and an unsuccessful life at age 48. This directly suggests that bullying may increase the likelihood of negative outcomes in later life. This aspect of criminality is also discussed by Cullingford and Morrison (1995) who stated that if aggressors are not taught socially acceptable skills, their behaviours are likely to lead to a future affiliated with violent crimes and delinquencies. In the Cullingford and Morrison study (1995) 25 young offenders were interviewed, it was evident that bullying was present in the school memories of the interviewed offenders. This suggests that a history of school bullying may lead to aggression and future offending behaviour.

All these aspects clearly demonstrate the far reaching and severely adverse effects of bullying behaviour, the previous research discussed above spans from 1994 to 2009 which demonstrates that bullying is an on-going problem with both short term and long term issues. In line with this, support workers in the present study offered their perceptions on these short and long term issues, which will be further illustrated on page 19. Vanderbilt and Augustyn (2010) state that the long term effects for both bullies and victims are consistently associated with negative outcomes. Hence, it is important to understand the motivations of why a student engages in bullying, as there are so many significant negative effects. Eslea, et al., (2003) discusses this point and states that one of the primary reasons why bullying is an on-going issue is due to the bully experiencing success with employing victimization, which could be through the attainment of status or popularity in their educational

environment. The majority of bullying research focuses on the significant implications bullying behaviour has on victims, as seen by the many health implications listed in section 2.3.1 (see page 16). Focus on the effects that bullying has on a bully is rarely done, which suggests that bullies are often not seen as a priority. In addition to this, the majority of bullying research focuses on the dyadic relationship of bullies and victims, and often fails to acknowledge the importance of other external factors such as family relationships, and the role of school support staff. This study aims to gain support worker perceptions on these external factors, and how they relate to bullying behaviour. In sum, bullying in schools is widespread and the consequences of victimization for children who bully others can be severe and long-lasting (Smith and Thompson, 1991).

2.3.3. Familial Factors

From the developmental psychological perspective, for children who bully others, associations have been made with cold rearing as opposed to warm child rearing (Ahmad and Smith, 1994). Child rearing influences do have a substantial impact in the formative years of a child, if a child has not received warmth and care from the primary caregiver, this may result in a failure to bond. Furthermore, if a primary caregiver exhibits aggressive behaviours through inconsistent disciplinary methods, this may encourage the child to assert him/herself in socially unacceptable ways. It has been noted that high levels of discord or violence in the home and a lack of clear rules about discipline and monitoring of behaviour have been associated with children who bully others (Smith and Sharp, 1994).

These points are consistent with highly aggressive children by research in the USA (Patterson, et al., 1989). Familial factors are of considerable significance in the development of a bullies personality (Besag, 1989) this is echoed by Olweus (1987) who states that familial factors are one of the most significant factors in the struggle to combat bullying behaviour. Furthermore, this can be illustrated by Mitchel and O'Moore (1988) who found that 70% of the bullies in their sample had experienced a problematic family background.

2.3.3.1. Parental Relationships and Attachment Theory

Olweus (1980) states that bullies tend to have more lenient mothers and more hostile fathers. Further to this, bullies are more likely to have authoritarian parents (Smith and Myron-Wilson, 1998) which are characterized by low responsiveness and high demandingness (Baumrind, 1971). Bullying behaviour in relation to attachment has been discussed at length, attachment theory (Ainsworth, 1979) states that infants form attachments with their primary caregiver. The quality of these attachments depends on various factors such as sensitivity to the infant, responding to the infant and close contact. Ainsworth (1979) categorised these factors to identify secure, insecure-ambivalent, and insecure-avoidant attachment styles. Williams and Kennedy (2012) examined parent-child attachment and its links to direct and indirect bullying; results indicated that females were more likely to be physically

aggressive if they had higher levels of attachment avoidance to their mothers, and higher levels of attachment anxiety with their fathers. Furthermore, females were highly likely to participate in indirect aggression if they had experienced higher levels of attachment anxiety to their mothers. In comparison, males were more likely to engage in indirect aggression if they had experienced higher levels of attachment anxiety with their fathers.

Additionally, previous research involving bullying in relation to attachment has indicated that parental involvement, parental stress and parental divorce (Malone et al., 2004; Fite et al., 2008; and Conners-Burrow et al., 2009) can indicate aggressive behaviour in children. Previous research has also shown that individuals with an insecure-avoidant attachment are highly likely to demonstrate anti-social and unemotional personality traits (Fite et al., 2008). Other factors relating to attachment and home life such as parental divorce (Malone et al., 2004, cited in: Williams and Kennedy, 2012) parental stress (Fite et al., 2008; cited in: Williams and Kennedy, 2012) and maltreatment (Cullerton-Sen et al., 2008; cited in: Williams and Kennedy, 2012) have all been linked to aggressive behaviour in males.

Michel and O'Moore (1988) lend further substantiation by stating that factors such as divorce, poverty, lack of maternal affection and inconsistent discipline have been associated with bullies. Parental attitudes also have a significant impact on a child, as parents are seen as primary caregivers and educators (Besag, 1989). The family unit prepares a child for entry into a social group by offering appropriate social norms. Parenting can be favourable or unfavourable regardless of socio-economic status (Besag, 1989) and as such material goods do not automatically ensure security, emotional warmth and appropriate disciplinary control.

2.3.3.2. Learned Aggression

Goldstein (1999) states that when aggressive behaviours are disrupted at an early stage, it is less likely to escalate into a serious problems such as bullying and violence. Children who grow up in families where aggressive behaviours are a common occurrence learn these aggressive behaviours via observation and have bullying behaviour modelled for them; this can be underpinned with social learning theory which postulates that individuals learn within a social context, such as observational learning. In particular, children learn behaviours from their immediate environment through observing and imitating others. The primary theorist for social learning theory was Bandura (1977) who emphasised the cognitive and information-processing aspects which subsequently facilitate social behaviour. O'Connell et al (1999) examines peer processes from a social learning perspective of modelling and reinforcement. It has been previously identified (Bandura, 1977) that there are 3 conditions that influence modelling; children are more likely to imitate a model when the model is a powerful figure, the model is rewarded and not punished for behaviour, and the model shares similar characteristics with the child. O'Connell et al (1999) states that bullying often involves these modelling conditions.

In relation to familial factors, in general, bullies' parents are hostile, rejecting and indifferent to their children. The father figure is usually weak or absent and the mother tends have a permissive parenting style (Curtner-Smith, 2000). Furthermore, discipline is usually inconsistent at best (Carney and Merrell, 2001). Parents of bullies tend to use power-assertive methods and punishment is often physical or in the form of an emotional outburst which is followed by a period where the child is ignored (Roberts, 2000). It can therefore be posited, that bullies may imitate the aggressive behaviours they observe in their home environment, as a method of obtaining their goals (Patterson et al., 1991) which links back to the aforementioned underpinnings of social learning theory.

The previously discussed aspects relating to aggression (see comments on direct and indirect aggression, page 14) can be applied to the social competence processing model, Dodge et al., (1986) describes social competence in children as being a five stage processing model, represented in the diagram below;

Figure 2.3.3.2 Diagrammatical Representation of the Five Stage Social Competence Processing Model.

Thus, with regards to bullying behaviour, a deficit in social competence would be present in one or more of these stages. In relation to this social competence aspect, research from the USA indicates that in these situations, children tend to interpret ambiguous situations as hostile. Therefore, readily attributing hostile intentions to others and generating fewer non-hostile responses (Dodge and Frame, 1982). This could be attributed to the high prevalence of bullying in the USA.

2.3.4. Educational Support Staff

Sharp and Smith (1999) state that support workers should be offered training so that they are adequately prepared to deal with bullying incidents. However, Byrne (1994) stated that teachers often

feel that their training does not adequately prepare them to deal with the issues of bullying. They often suggest that bullying should be implemented in their training at college or university. Several years later, this point was reinforced by Nicolaides et al., (2002) who stated that most teachers are limited in the expertise on how to respond to incidences of bullying. This represents that the lack of anti-bully training in educational settings is still an on-going issue.

Many teachers ignore bullying as they believe they lack the adequate skills and training to stop and intervene in bullying incidents (Stephenson and Smith, 1989; cited in Smith and Thompson, 1991). Further to this point, the use of continuing education and training to enhance teacher's knowledge has been shown to be very effective in dealing with bullying incidents. Schools who keep their teachers educated and updated on intervention techniques had fewer incidents of bullying behaviour (Stephenson and Smith, 1989; cited in Smith and Thompson, 1991). As this research sample contains educational support workers, this aspect of support worker training will be explored further.

2.4. Research on the Bully-Victim Dyad

Using data based on teacher reports Stephenson and Smith (1989; cited in Smith and Thompson, 1991) suggest that five main types of children are involved in bullying; these are bullies, anxious bullies, victims, provocative victims, and bully-victims. These characteristics are further discussed in later literature, Olweus (1993) states that bullies tend to be impulsive and hot tempered, as well as experiencing difficulty in processing social information, and interpreting mild-mannered behaviour as being antagonistic (McNamara and McNamara, 1997). Most bullies have a positive attitude towards violent behaviour and use this as a method to solve problems (Carney and Merrell, 2001).

Characteristics of victims are described by Byrne (1994) who states that victims tend to be different in some way from the norm; this could be in their physical appearance, personality or social background. Physical characteristics such as being small in size or being obese can also be a trigger for peer victimization. In terms of personality traits, victims tend to be shy, sensitive, and may have difficulties socializing. The educational support workers who comprised the current sample were asked to record their perceptions and experiences of bully and victim characteristics, in the form of a semi-structured asynchronous email interview. Results were largely congruent with previous literature, and will be further discussed in the analysis chapter.

Peers describe bullies as being disruptive and aggressive, whereas victims are described as being shy (Nabuzoko and Smith, 1993). It is important to acknowledge that these generalizations do not take individual differences into account, as each child is different and may be affected by other factors such as low self-esteem (O'Moore and Kirkham, 2001), generalizations from self-reporting data can be problematic, as participants may be offering a socially desirable responses and not their true opinions on the subject at hand. Further to the point of self-esteem, there appears to be a debate in the literature regarding self-esteem as Glew, et al., (2000) indicates that bullies have average or lower

than average insecurity, whereas O'Moore and Kirkham (2001) state that bullies have significantly lower self-esteem scores in comparison to pupils who had not bullied others. Literature on self-esteem in relation to bullies is limited and controversial, data from 8, 249 school pupils from Ireland indicated that primary and post-primary pupils who were involved in bullying (as bullies, victims, or both) had significantly lower self-esteem than pupils who were not involved in any bullying behaviour, the results from this substantial survey clearly indicate the negative results associated with bullying behaviour which can have long ranging effects in the life span.

In one of the few large scale international surveys, Eslea et al., (2003) tests the theory that the relationship between bullying is clearer among girls than boys, by comparing gender, social interactions and bully / victim status differences in friendships. The sample consisted of employing 48 000 Olweus bullying questionnaires from seven countries; China, England, Ireland, Italy, Japan, Portugal and Spain. Findings indicated consistent main effects for gender and school type. Findings also indicated large effects for bully / victim status. Cultural variations are also noted in regards to the way bullying is related to gender, age and social support (Eslea, 2003). A study which highlights the issue of gender differences and bullying behaviour was recently done by Puhl and Luedicke (2012) where a total of 394 participants (56% being females) indicated that weight-based victimization lead to depression and a negative body image, which lead to the adoption of negative coping strategies such as avoiding school. Gender differences have clearly emerged in more recent bullying research; males are more likely to bully using physical aggression, while females are more likely to use indirect forms of aggression (Vaillancourt and Hymel, 2006) with both males and females equally likely to be victims of bullying (Nation et al., 2008).

2.4.1. Research Involving Bystanders

In more recent literature, the role of bystanders has become an important aspect when examining the bullying behaviour. This added perspective has provided a more detailed view on peers and bystanders who witness bullying incidents. Salmivalli (1999) describes implications of the participant role approach to bullying, by viewing bullying as a group phenomenon where members of a school class take on different roles such as assistants of a bully, reinforcers of a bully, or outsiders. Salmivalli (2001) states that observers or bystanders are not neutral, some actively encourage bullies. Some children act as defenders (who aim to defend a victim), these defenders are well liked among their peers (Salmivalli, 1998). However, defenders become sparse in middle and high school (Pellegrini and Long, 2004).

O'Connell et al (1999) conducted a study to examine the peer processes which occur during bullying on a school playground. 53 video tape segments were examined; each segment contained 2 or more peers which viewed a bullying incident. These peers were coded for joining a bully (active), reinforcing a bully (passive), or intervening on behalf of a victim (active). Peers spent 54% of their time passively reinforcing bullies, 21% of their time actively modelling bullies, and 25% of their time intervening on

behalf of a victim. These results confirmed peers' central roles in the processes that unfold during bullying incidents. O'Connell et al (1999) therefore suggests that peer led anti-bully programs must be reinforced by whole-school interventions which occur simultaneously. Bullying can be perceived as a systemic issue which extends beyond the bully and victim (O'Connell et al, 1999). Bullying incidents can unfold in a set of social contexts and often involve the dyad, the peer group, the setting, and the school environment.

In relation to bystanders, Craig and Pepler (1995) state that peers reinforce a bully's behaviour in 81% of bullying episodes, additionally the same researchers also suggest that peers were more friendly to bullies than to victims. Later work by Craig and Pepler (1997) found that peers were involved (both passively and actively) in 85% of bullying episodes, with only 11% of peers intervening between a bully and victim. Craig and Pepler (1995) state that bystanders have the power to stop or prolong bullying episodes. If more peers gather to watch a bullying incident, it is likely that the incident will last longer, as the bully is reinforced by the bystanders' attention (O'Connell et al, 1999). Pepler et al (2000) conducted naturalistic observations in order to compare bullying and victimization in the playground and classroom. Bullying frequency was higher in the playground (4.5 episodes per hour) than in a classroom setting (2.4 episodes per hour). Non-aggressive children were more likely to initiate bullying in the playground, and aggressive children were more likely to initiate bullying in the classroom.

In more recent research Cappadocia et al (2012) further explore the role of bystander experiences during bullying. Their study investigated rates of witnessing bullying incidents, rates of intervention, individual motivations and characteristics associated with bystander intervention. Results from the sample of 108 participants revealed 67% of the sample witnessed bullying at least once within a 3 week period, with 23% of the sample witnessing bullying several times per week. Children who intervened in these bullying incidents showed a strong motivation for social justice, 68% of the children who intervened agreed that no one deserved to be bullied. Children who did not intervene showed a strong motivation that intervening was not an option as the bullying incident did not directly involve them. Bystander intervention differed between genders; social self-efficacy predicted bystander intervention among females in contrast to empathy and attitudes which predicted bystander intervention among males. The total rate of bystander intervention during bullying was 80%, a much high rate when compared with other research (O'Connell et al, 2009; Salmivalli et al, 1998) who reported peer intervention rates between 17 – 25%. Results from the sample of 108 participants revealed social bullying to be most common. The aspect of social self-efficacy refers to an individual's belief in his/her ability to influence social relationships (Bandura, 1997). In the Cappadocia et al (2012) study, girls who reported high levels of social self-efficacy were 32 times more likely than other girls to report intervening during a bullying incident.

Salmivalli (2009) suggests that lack of peer intervention may result from 'classical bystander effect' which essentially means that bystanders are less likely to intervene if other individuals are also witnessing the bullying incident. Salmivalli (1999) describes peers as being powerful motivators of bullying behaviour, and should be considered when constructing interventions as peers can be used and trained to take action against a bully. Research on interventions has discovered some aspects that seem pivotal, which need to be considered when constructing future interventions. One idea is recognizing that bullying is a social interaction, forming part of peer culture. This leads to a strategy of turning bystanders into defenders, an effort that seems successful if done *before* puberty (Salmivalli et al., 2005).

2.5.Interventions

Many intervention strategies focus on the dyadic relationship between a bully and victim, with other intervention strategies focussing more on a whole-school ecological model whereby all vital levels are used in the prevention of bullying behaviour. With regards to disciplinary methods; sanctions have to emerge from social peer pressure on the bully and to be accepted by the bully as appropriate, and should not involve explicit aggression on the part of adults. A social climate should be established where physical aggression is not used as a means for gaining popularity or notoriety, maintaining group leadership, or influencing others to do what they are told. The sanctions against bullying have to emerge from the views of the children involved themselves, with support from adults. Secondary schools should attempted to work towards a social climate where bullying is recognised as unacceptable throughout the school.

2.5.1. Ecological Interventions

A large scale intervention study in the UK was conducted by Cross et al., (2011); the study consisted of a randomized controlled trial to test the efficacy of the Friendly Schools Program which aimed to reduce bullying behaviour. This socio-ecological intervention strategy targeted many levels including the whole school, classroom, family and individual students to reduce bullying behaviour. The validated principles used accurately demonstrate how a schools social and ecological environment can impact on bullying, and that the implementation of a successful bullying intervention strategy requires a multi-component systems-based approach (Cross et al., 2004). The Friendly Schools Program is a three-tiered whole school intervention which is designed to prevent bullying and improve student's social competence and peer relationships.. Self-report data was collected across 29 schools over a 3 year period from a total of 1, 968 young people. The self-report surveys measured bully frequency, bullying others, bullying observation and verbal confirmation of bullying. Results indicated that students involved in the intervention were significantly less likely to observe bullying at the first, second, and third year points (after implementation of the intervention) and were also significantly less likely to be bullied after the 3 year period. Additionally, results also indicated that pupils are significantly more likely to tell someone if they are being bullied after one year, in comparison with

students not participating in the intervention. No differences were noted for self-reported execution of bullying, which indicates a limitation of this study as the data was self-reporting in nature which could mean that students were prompted to give a socially desirable answer.

Allen (2009) describes the intervention developed and used in a USA high school that aimed to interrupt bullying and aggression before it escalated. Initial attempts from the high school included reducing student involvement with the schools disciplinary system, whilst encouraging non-punitive educative interventions aiming to support behavioural change. A high school in the USA conducted a general needs assessment, presented the subsequent data to the faculty, teachers, guidance counsellors, administrators, a parent and a student who all met 2-3 times per month for more than 1 year whilst developing the intervention system. The intervention system was separate to the schools own code of conduct, and was not used as a supplementary code. As bullying is usually not one single occurrence, the intervention system was used to monitor a situation during and after events have been addressed. This indicates that an attempt to disrupt the dynamics of bullying relationships through the use of on-going support, with the final expectation being fewer code of conduct and bullying intervention system violations would occur.

Ttofi and Farrington (2009) conducted a meta-analysis of the effectiveness of anti-bully programs in schools by searching 18 databases and 35 journals, and provided a quantitative summary of data within a 25 year period. Of the 600 reports found, 59 were further studied as they described evaluations of various anti-bully programs. The meta-analysis conducted by Ttofi and Farrington showed that school-based anti-bully programs effectively reduced bullying and victimization by 20-30% in experimental schools (compared with control schools). It was suggested that the important components of an anti-bully program which resulted in a decrease in bullying were; information for parents, classroom rules and management, and improved playground supervision. Some of these components reported significant values; parent training (p<.0001), disciplinary methods (p<.0001), and working with peers (p<.0001).

In later research Ttofi and Farrington (2010) present a meta-analysis of the effectiveness of anti-bullying programs in schools. The studies included in this meta-analysis were studies which evaluated the effects of an anti-bully program by comparing an intervention group to a control group. These various studies included: randomized experiments, intervention-control comparisons, and age cohort designs. A total of 622 reports were found, and 89 reports were included in the review. The 89 reports involved 44 anti-bully program evaluations, with the meta-analysis indicating that school-based anti-bully programs are largely effective (showing a decrease in bullying by 20-23%). More intensive programs were more effective, as well as programs including parental inclusion, firm discipline, and improved supervision on the playground.

Ttofi and Farrington (2009) state that their systematic review clearly shows school-based anti-bully programs are often effective in decreasing and preventing bullying, with programs based on the Olweus Bullying Prevention Program principles clearly more promising than others.

Literature on large scale interventions in SA appears to be absent, with the only large scale study found for SA being one which examined the prevalence of bullying among a large sample of pupils. Results indicated that over a third of students were involved in bullying behaviour. Of this sample, male pupils were more likely to be at risk of victimization (Liang et al., 2007). A lot can be done to reduce bully / victim issues in the school environment, there is now considerable evidence that intervention strategies can be effective (Olweus, 1978).

2.5.1.1. The Olweus Bullying Prevention Program

Prior to the late 1960's, research into the phenomena of peer victimization (more commonly known as bullying) was uncommon, research began with work by Olweus (1978), a pioneer in anti-bully research. Olweus (1978) found that approximately 15% of all students in Norway and Sweden were affected by bullying. The nationwide intervention in Norway (following the suicide of 2 children within 1 week in 1982) consisted of a resource pack, videotape for class discussion, booklet for teachers, and a folder of advice for parents was provided and used by every middle and secondary school in the country. The Olweus Bullying Prevention Program (Olweus and Limber, 2000) is a comprehensive intervention program which prompts school personnel to create a school environment that encompasses warmth and involvement. It also has firm limits on unacceptable behaviour, and consistently applies non-hostile consequences when any rules are violated. An ecological model for understanding bullying was adapted from World Health Organization in 2002, which involves the whole school approach (individual level, interpersonal level, community level, and wider society level) this ecological model adaptation was applied to Olweus research (Cowie and Jennifer, 2008).

There was a documented follow up assessment of the effects of this intervention; by Roland and Munthe (1989), their reports analysed the results from 37 schools between 1983-1986, and found that overall incidences of bullying had slightly increased over this period, but less so with schools who used the Olweus bullying prevention program, which indicates that the designed program had effectively reduced bullying behaviour. The cause for the increase in bullying behaviour which was noted by Roland and Munthe (1989) was attributed to the different support measures in place for the pupils in the schools surveyed.

Furthermore, Olweus (1989) tested 42 schools over a 3 year period, using a sequential design starting with 11-14 year olds in 1983 and used the same testing procedures in 1983, 1984 and 1985. This assisted in illustrating comparisons of the same age children who have or have not experienced the Olweus Bullying Prevention Program. Results indicated a clear decrease for both males and females in reports of bullying, bullying others, and anti-social behaviour, as well as an increase in reports of school enjoyment. These results indicate that intervention strategies can indeed have a

marked impact in the school environment. Further, this whole-school approach also has long term benefits, as Olweus (1989) showed in a 12 year follow up of 12 year old bullies; bullies are twice as likely to have a criminal conviction by 24 years old than the general population, and multiple offending was 4 more times as frequent in bullies.

Evidence has consistently shown that whole-school interventions are the most effective, and non-stigmatizing route to reduce bullying behaviour (Rigby and Slee, 2008). Bauer et al., (2007) discuss the whole-school approach in the prevention and intervention of bullying was pioneered by the Olweus Bullying Prevention Program; with a 50% reduction of bullying in Norway (Olweus, 1994). However, the success of the intervention in Norway has yet to be reproduced elsewhere (Smith et al., 2004). Additionally, subsequent adaptations of the Olweus Bullying Prevention Program in the USA have reported less successful and mixed results (Bauer et al., 2007). The original study, although successful, had several limitations which included its non-random selection and time delay comparisons whilst comparing different groups over time) rather than the use of a randomized control group design.

Bauer et al., (2007) discuss the Olweus Bullying Prevention Program which was designed to improve peer relationships as well as aid in promoting a safer, more positive school environment by fostering a school-wide awareness of bullying behaviour (Olweus, 1994, cited in: Bauer et al., 2007). In the controlled trial done by Bauer et al., (2007) there were no overall effects of the Olweus Bullying Prevention Program on student-reported victimization. However, when results were stratified by ethnicity, it was noted that Caucasian students were less likely to report victimization. Overall, the lack of effects of the Olweus Bullying Prevention Program in these Seattle middle schools suggest that the Olweus Bullying Prevention Program may not be as effective as originally hoped. Separate evaluations of the Olweus Bullying Prevention Program, or other Olweus bullying prevention inspired programs in Europe (Eslea and Smith, 1998) the USA (Limber et al., 2004; cited in Smith et al., 2004) and Australia (Rigby and Slee, 1991) have also found mixed results at best.

The abovementioned studies indicating mixed results are difficult to compare due to variations in sampling methods, design and analyses. The original Norwegian study reported a 50% reduction in direct and indirect forms of bullying over a 2.5 year period. However, this original study had no comparison schools and used pre-post comparisons on age-equivalent groups, which indicates possible issues with internal validity. Several other possibilities may apply to the mixed results from the original Olweus Bullying Prevention Program study – which was created for a relatively homogenous population (e.g. a collectivistic culture) and may indicate difficulties in translating the program into a multi-ethnic population. This is discussed further in Chapter 5 (see pages 72 - 84). Additionally, Bauer et al., (2007) also indicates other limitations of the Olweus program, which include the inability to control additional variables such as home and familial factors which have been previously linked to student aggression (Bauer et al., 2006; cited in Bauer et al., 2007) as well as a history of sexual or physical abuse (Shields and Cicchetti, 2001; cited in Bauer et al., 2007) or harsh

parenting (Carney and Merrell, 2001) all these factors have been shown to have significant effects on young people.

In the same vein, other whole-school interventions such as the Sheffield project (UK) have shown modestly positive results than in comparison to the original Olweus program (O'Moore and Minton, 2004). Eslea and Smith (1998) discuss the Sheffield (UK) anti-bullying project which showed a reduction in school bullying through the use of a whole school anti-bully policy, coupled with curriculum exercises, environmental improvements, and individual work directly with bullies and victims. However, the authors noted that the significant time spent on planning these interventions resulted in several cases that were not completed when final project evaluations ended. The Eslea and Smith (1998) study focussed primarily on the continued progress after the project ended; eleven headteachers participated in interviews, and all participating schools had showed some progress with the development of an anti-bully policy. During this study, 4 schools administered the Olweus bullying questionnaire to a total of 675 children. 2 of the 4 schools noted a decline in bullying incidents, one school noted a rise in bullying, and one school noted an initial fall and subsequent rise in bullying incidents. The factors that appeared to influence the success of the anti-bullying project were the extent of the consultation exercise and the date of implementation based on the commencement and severity of bullying.

The importance of incorporating all factors in the whole-school intervention strategy is further discussed by Eslea and Smith (2000) who found that parental involvement is key in the success of bullying prevention programs. However, most anti-bullying intervention strategies include support for bullies, victims, classroom curriculum and some whole-school components, but very few (if any) include intervention strategies for parents (Smith et al., 2004).

This research aimed to gain support workers opinions on if the Olweus Bullying Prevention Program would transfer to a school in their local area, and what the perceived benefits and limitations of the program could possibly be. This part of the email interview was specifically constructed, as previous literature in the area has clearly demonstrated that adaptations of the Olweus bullying prevention program have shown mixed results at best.

2.6.Cross-Cultural Research

As discussed, bullying behaviour appears to be a cross-cultural issue, with data from all 3 geographical locations indicating that it is an issue of increasing prevalence. This research focuses on the cross-cultural perspective, with the sample consisting of participants from 3 continents (USA, UK, and SA). The rationale for the current research sample was primarily due to existing literature which stated that there are very few comparison studies which examine bullying on an international level (Borntrager et al., 2009).

Henceforth, this study aimed to fill a gap in existing literature by examining bullying using an international sample. One of the primary aims of this research is to gain support worker perceptions on a vast array of bullying issues through the use of semi-structured asynchronous email interviews, as well as gain their opinions on if the original Olweus Bullying Prevention Program would transfer to a school in their local area and what the perceived benefits and limitations would be. The rationale in gaining this information stems from previous applications (see Bauer et al., 2007) of this program into different populations where results have been mixed at best. This indicates the possibility that cross-cultural factors may play a role in the success of an intervention program, a point which will be further discussed in Chapter 4 (see pages 45 - 71).

2.7. Formulation of Research Questions

In line with the aims and objectives set out in Chapter 1, several research questions were developed.
1. What are the realities and consequences of bullying behaviour for both the bully and victim?
2. Are support workers adequately prepared to deal with bullying behaviour?
3. What are support worker perceptions of the Olweus Bullying Prevention Program, and how do these perceptions differ cross-culturally?

Research question 1 aimed to reveal an in-depth perspective into support worker perceptions of the characteristics and realities associated with bullies and victims, as well as the consequences of bullying on both parties. Previous research has shown that the effects of bullying for both bully and victim are severe and long lasting (as discussed at great length in sections 2.3.1 and 2.3.2), it was envisaged that questioning support workers on this could possibly provide a different perspective.

Research question 2 was formulated to identify if support workers held any perceptions on their ability to deal with bullying incidents. This question aimed to provide further illumination on perceptions of support worker anti-bully training, as Nicolaides et al., (2002) stated that most teachers are limited in the expertise on how to respond to incidences of bullying (as discussed in section 2.3.4).

Research question 3 hoped to reveal support worker perceptions on the original Olweus Bullying Prevention Program, and if these perceptions differed between participants from the USA, UK and SA. This question was developed as a means for further examination into the possible reasons why adaptations of the Olweus program have been mixed at best (further discussed in section 2.5.1.1).

Chapter Three - Methodology

Support workers from three separate geographic locations, the United Kingdom (UK), South Africa (SA) and the United States of America (USA) participated in a semi-structured asynchronous email interview. Their perceptions, attitudes, and experiences were examined in relation to youth bullying behaviour in their educational environments. This chapter will discuss ontology and epistemology, as well as the foundations of the phenomenological perspective. Additionally, the asynchronous interview method is critically discussed in relation to the synchronous interview method. This chapter also presents the need for a qualitative perspective and discusses the chosen method of data analysis (thematic analysis)

3.1. Ontological and Epistemological Foundations

Epistemology is concerned with how meaning is known and understood. Whereas, ontology is the study of 'being', it is concerned with the nature of existence and how realities are constructed. Ontology and epistemology sit beside each other in the sense that they both inform the undertaken theoretical position (Crotty, 1998; and Stanley and Wise, 1990). Ontology and epistemology is discussed by Willig (2008) who states that ontology is primarily concerned with the nature of the world and is used to provide an explanation of reality, this aspect is echoed by Guba and Lincoln (1989) who suggest that ontological assumptions can offer an explanation of reality. Whereas epistemology asks us how our understanding is formed.

Ontology can be either realist or relativist in nature (Willig, 2008) with realist ontology asserting that the world consists of structures and objects that have a cause-effect relationship on each other. Whereas relativist ontology rejects this assumption and places emphasis on the diversity of interpretations whilst asserting that the world does not exist in an orderly law governed environment. The formulated research questions are detailed below:

1. What are the realities and consequences of bullying behaviour for both the bully and victim?
2. Are support workers adequately prepared to deal with bullying behaviour?
3. What are support worker perceptions of the Olweus Bullying Prevention Program, and how do these perceptions differ cross-culturally?

The majority of the formulated research questions involved investigating the lived experiences of school support workers, which ultimately informed the epistemological position of this research. The position put forth by Becker (1992) offers a relevant view on this point; Becker states that knowledge is based upon experience, be it first-hand or vicarious experience. Additionally, Becker (1992) states that experience is the source of all knowing and the basis of behaviour and that this experience forms the foundation of knowledge of ourselves, others, and the world.

I have adopted a relativist ontological position which accepts the idea that our understandings of the world are diverse and unstructured (King and Horrocks, 2010) and as such acknowledges the existence of multiple realities, which therefore acknowledges the existence of multiple understandings of lived experiences. This point is also noted by Van Manen (1990) who stated that the lived experiences of these individuals contribute to the production of knowledge. These points directly relate to this research as although the sample consisted entirely of educational support workers, the experience of each support worker was unique to them which adds to the point made by King and Horrocks (2010) that understandings of the world are diverse, hence the existence of multiple realities and perspectives, this informed my decision to involve a sample of diverse individuals from different geographic locations. This is echoed by Polit and Beck (2008) who state that there are multiple interpretations of one reality which exist in one's mind, and that there is no process whereby the truth or falsity of these constructions could possibly be determined. By acknowledging that multiple interpretations of one reality may exist, by including a diverse sample of support workers who all work in the same educational environment, it is hoped that similarities and differences would be more prominent in the realities of support workers.

3.2. Foundations of Phenomenology

I chose to underpin this research within a phenomenological position, as phenomenology is an approach which primarily focuses on the lived experiences of individuals (Willig, 2008). Phenomenology aims to study occurrences and awareness of the world, as described in the quote below;

> `Phenomenology is a complex system of ideas associated with the works
> of Husserl, Heidegger, Sartre, Merleau-Ponty and Alfred Schutz'
> (Denzin and Lincoln, 1994: 15)

The phenomenological movement was originally started by Husserl (1931; cited in Crotty, 1998) whose primary interest was examining the 'life world' with the belief that people are part of the world, and that the relationship between subject and object shapes the meaning of experience. It has been widely documented that Husserl (1967, 1970) regarded intentionality as a vital feature of consciousness, A further description of intentionality by Langdridge (2007) is that intentionality is the relationship between human beings and the wider world, which involves a consciousness of the world and the inextricable relationship between an individual's consciousness and the world.

Also discussed within the aspect of intentionality is the correlational relationship between noema and noesis (Langdridge, 2007). Noema refers to what is experienced, and noesis refers to the way in which it is experienced. Husserl (1967) suggested that it was possible to transcend presuppositions while experiencing a state of pre-reflexive consciousness, which would accurately allow individuals to describe the phenomena they perceive. Husserl also discussed essences, which represents the capacity to describe the structures of experience (Langdridge, 2007). In relation to the concept of

essences, the methods implemented by Husserl to identify these essences were: epoche, phenomenological reduction and imaginative free variation (Langdridge, 2007). Phenomenological reduction involves the description of phenomena in its entirety, while imaginative variation involves the attempt to access structural components of the phenomena in question (Willig, 2008).

Regarding epoche, Heidegger asserts that it is impossible to fully bracket off an individuals preconceived notions (Heidegger, 1962) the reason behind this assertion being that every life experience is always an experience in relation to another experience. It was recommended that these experiences be contextualized using historical or cultural locations (McCann, 1993) which would assist in gaining a deeper understanding (Heidegger,1962). Furthermore, the recommendation of contextualizing an experience using historical or cultural locations requires the interpretation of experience (rather than just the description of experience).

Following on from the work of Husserl, was Heidegger; a former scholar of Husserl. Heidegger's aim was to make sense of being ''in the world'' (Rapport, 2005). Heidegger often criticized Husserl's concept of idealism which resulted in a distance from transcendental phenomenology and a shift towards existential phenomenology (Langdrige, 2007). A dominant feature in Heidegger's belief was that individuals are inextricably linked to the world, and therefore it is impossible to bracket off the world in an attempt to understand phenomena. This is central to Heidegger's belief that existence cannot be described, and that interpretation is essential (Langdridge, 2007). Heidegger often used the term Daesin, which encouraged the understanding of a phenomenon within context (Rapport, 2005). Langdridge (2007) succinctly describes this as the need to understand and contextualize the lived experience of a person, the attempt to do this from the perspective of the participant is of utmost importance. This is also described by Van Manen (1990) who states that interpretation occurs via understanding individuals' experiences within the world.

3.3. Phenomenology

Phenomenology is primarily focussed on the world as it is experienced by people within specific contexts, as opposed to abstract statements about the nature of the world. Phenomenology is concerned with the various phenomena that appear in an individual's conscious, as individuals engage with their surrounding world (Willig, 2008).

From the phenomenological perspective, the world consists of objects and subjects, and it makes little sense to consider these separate from our experience of them. The appearance of phenomena varies significantly depending on the individual's location, context and their mind-set (such as their emotions and judgements) which is referred to as intentionality. Moustakas (1994) comments further on this, by stating that the self and the world are inseparable components of meaning.

3.3.1. Interpretative and Descriptive Phenomenology

Descriptive phenomenology remains firmly in the traditions of a transcendental approach, as it asserts that an individuals' perception may be infused with their own ideas and judgements. The descriptive phenomenological approach requires the researcher to firmly adopt a phenomenological attitude whereby their presuppositions are bracketed (Willig, 2008).

Interpretative phenomenology, like descriptive phenomenology aims to gain a deeper and more comprehensive understanding of the nature and quality of phenomena (Willig, 2008). However, interpretative phenomenology does not segregate the process of description and interpretation. It draws on hermeneutic insights and knowledge, and aims to argue that all description constitutes a form of interpretation.

Descriptive phenomenologists have criticized the interpretative phenomenological position by stating that the development of many different interpretations will surely result in ambiguous findings, therefore the interpretative phenomenological approach is not scientific in nature. Descriptive phenomenologists aim to find common or shared experiences, therefore making the concept of generalizations a firm possibility (Lopez and Willis, 2004). In direct contrast, interpretative phenomenologists state that an individuals' experience is unique and cannot be generalized to other individuals or be used to reveal shared experiences in a data set. However, interpretivists argue that a person's experiences are unique and therefore, generalization of individual experiences is not a possibility (Paley, 1997).

This study acknowledges the importance of both the interpretative and descriptive phenomenological perspective. However, I made a choice to use interpretative phenomenology in this study, the primary reason for this choice was that I had conducted a relatively extensive literature review and had several specific questions around which I based the email interview schedule. Descriptive phenomenologists are not guided by previous literature, and aim to provide a description of the lived experience of individuals which is not influenced by preconceived understandings (Speziale and Carpenter, 2007).

3.4. Thematic Analysis

Having chosen to adopt the methodological approach of thematic analysis, an extensive amount of reading into the area was done, with the decision to implement the technique used by Braun and Clark (2006.) This decision was made partly because as a researcher, I was a qualitative methods novice and Braun and Clark outline an explicit way of carrying out thematic analysis (see Table 3.4 overleaf) which I intended to follow during the data analysis process.

Table 3.4: Braun and Clarke (2006) Six Phase Description of the Thematic Analysis
         process.

1. Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas
2. Generate initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic map of the analysis.
5. Defining and naming themes	On-going analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Thematic analysis is a qualitative method used for identifying, analysing, and reporting patterns or themes within a data set (Braun and Clarke, 2006). Hence, this method is appropriate to use in this study as I aimed to identify patterns and themes within the data sets. Additionally, it organises and describes the data set in rich, contextual detail. Braun and Clarke (2006) describe thematic analysis as an accessible method in qualitative data analysis. Furthermore, Braun and Clarke (2006) state that thematic analysis is a widely used method in qualitative analysis, but a clear agreement on an explicit set of rules which define how thematic analysis is conducted is lacking.

Thematic analysis is essentially independent of theory and epistemology, but can be applied across a variety of theoretical and epistemological approaches. It is often framed as an experiential method (Roulston, 2001; cited in Braun and Clarke, 2006). However, Braun and Clarke (2006) argue that it is also compatible with essentialist and constructionist theories within psychology. Therefore, this method demonstrates a fair amount of flexibility in that it can be applied across various epistemological approaches which lead me to believe that it is an appropriate for this research study. Thematic analysis can be essentialist or realist; by reporting subjective experiences, meanings, and the reality of participants. Therefore, this method of analysis can work well in both reflecting the reality, and revealing the surface of a participant's reality, which was the primary aim of the research by examining support worker perceptions and revealing their realities in dealing with bullying behaviour. This point further emphasises that thematic analysis was indeed an appropriate method to use in the study, as I aimed to reflect and reveal the reality of participants and their opinions, perceptions, thoughts, attitudes and experiences on youth bullying in an educational environment.

3.4.1. Inductive vs. Deductive Thematic Analysis

The themes identified during the process of thematic analysis could be performed using an inductive (bottom-up) or deductive (top-down) method. The inductive method is discussed by Frith and Gleeson (2004) as sharing similarity with grounded theory in the sense that the process of coding does not fit into a pre-existing framework, and that the codes identified are directly related to the data set which indicates a data driven method. In contrast, the deductive method discussed by Boyatzis (1998; cited in Braun and Clarke, 2006) tends to be driven by the researchers pre-existing interest in an area or theory. There is no correct or incorrect way when proceeding with thematic analysis; although it is noted by Braun and Clarke (2006) that an inductive approach would be enhanced by not engaging with previous literature in the early stages of analysis. Whereas, the deductive approach suggests that analysis could benefit from this. Further to this recommendation by Braun and Clarke (2006) there appears to be discord noted in the opinions of other researchers who argue that reading previous literature can narrow or bias your view by focusing on certain aspects of the data at the potential expense of other crucial aspects. Tuckett (2005) states that engaging with previous literature can enhance analysis, by raising awareness of subtle and important data features. This study acknowledges the importance of both the inductive and deductive methods of performing thematic analysis; however, due to the extensive literature review conducted prior to data analysis the current research adopted a deductive approach.

Boyatzis (1998; cited in Braun and Clarke, 2006) states that the level (e.g. semantic or latent) at which themes are identified bears importance. Semantic level themes are identified within the surface of the data set, and the researcher does not look for anything beyond what the participants have said. Whereas, latent level themes go beyond this; that is they aim to identify underlying assumptions or ideologies. Ideally, the thematic analysis process should involve a progression from description (identifying patterns in semantic content) to interpretation (attempting to locate broader meanings and implications) and often in relation to previous research (Patton, 1990), which is evident in the Analysis chapter (see pages 45 - 71).

An extensive literature review was done prior to the commencement of the course, this background reading aimed to further my understandings of youth bullying in school environments. Furthermore, this literature review assisted in highlighting the key features that needed further exploration, and as such had a significant influence in the construction of the email interview schedule. This literature review did not negatively affect my views as every concerted effort was made to separate any preconceived notions from interfering with the view of the final data sets. Hence, I fully support the statement made by Tuckett (2005) as I too believe that engaging with previous literature can enhance analysis, by raising awareness of important data features such as specific theories associated with the subject at hand.

3.5. Ethical Approval

Ethical protocol guidelines outlined by the Code of Ethics and Conduct (BPS, 2009) and Guidelines for Ethical Practice in Psychological Research Online (BPS, 2007) were followed meticulously. Additionally, a detailed and comprehensive ethics form was submitted to the University of Huddersfield's School of Human and Health Sciences Research Ethics Panel (SREP) for approval.

With reference to the successful ethics application (see Appendix 1 – page 98) this form contained vital aspects such as a risk assessment, recruitment protocol, procedure, confidentiality, anonymity, informed consent and debriefing. Ethical approval was successfully gained, following a few minor amendments. The amendments called for the inclusion of an employer / institutional consent form, this aspect was included and a second ethics application received full ethical approval.

3.5.1. Information Sheet

Participants were given a comprehensive overview of the procedure for data collection; this overview highlighted the aims of the research as well as the expectations involving their participation. Participants were informed that their participation would take the form of several email exchanges, with approximately 4 sets of 6 questions. These questions were to be completed in their own time, at their own pace and participants were notified that I was primarily interested in their thoughts, experiences, opinions, attitudes and perceptions. Participants were also encouraged to give as much rich detail as possible.

Participants were encouraged to discuss their participation with their employer or institution (if applicable) and gain permission to participate in the study. They were also given a copy of the employer / institution information sheet to encourage this. However, participants were reminded that disclosure to their employer or institution was voluntary as the study aimed to gain support worker experiences only, and as such participants were advised that the names of their corresponding educational institutions would remain completely anonymous at all times. Additionally, I checked back with the participant after each set of questions to see if they were still happy to continue their participation. This aimed to provide on-going consent and re-affirm their willingness to continue participation.

3.5.2. Informed Consent

Informed consent was gained by all participants, this occurred through the use of a detailed information sheet which included all aspects of the research process as well as the rights of each participant. All participants completed, signed and returned a consent form (see page 107). Participants were reminded that they did not have to answer any question which they did not wish to, and that they had the option of withdrawing their participation at any stage either on or prior to the

given deadline. This deadline for participation withdrawal was given, shortly before the commencement of the thesis write-up.

3.5.3 Consent Form

The use of a consent form is a practical method used to gain participant consent during research studies. As all contact had taken place on an electronic basis with all participants, in keeping with fluidity; the consent form was also emailed and returned via the use of electronic methods. Participants were asked to read, sign and return their completed consent form before the occurrence of any formal participation.

In accordance with the Code of Ethics and Conduct (BPS, 2009) and the Guidelines for Ethical Practice in Psychological Research Online (BPS, 2007) participants were notified of their rights to withdraw and remain anonymous at all times. Participants were also informed that their data would be cleansed of all identifying information and that their data would be stored on a password protected computer and locked in a safe place when not in use. Additionally, to ensure internet security all email exchanges would only take place on a secure server (indicated by the presence of 'HTTPS'). Any data would only be discussed between the researcher and 3 members of the supervisory team, and to ensure anonymity all participants were allocated a unique code (e.g. USA01) for the duration of their participation. Participants were notified that their data would be presented in a thesis for evaluation as part of a program of study (MRes - Master of Science by Research) as well as possibly presented in a presentation or academic journal.

3.5.4 Confidentiality

I endeavoured to ensure that participants' rights to confidentiality were maintained throughout the duration of this study. This began at the beginning of the data collection process, where data was kept and stored in compliance with the requirements set forth by the University of Huddersfield. Participants were consistently assured that their data would be treated as anonymous and confidential at all times. In addition to these points, participants were assured that their data would only ever be discussed with the researcher and the supervision team – and that no personal or identifying data would be disclosed to any third party members.

3.5.5. Anonymity

In line with upholding the ethics of the study, participants were assured that their data would remain anonymous – and they would be assigned a unique code at the earliest possible point, thereby eliminating any identifying data. Additionally, data was cleansed of all identifying information such as names of schools, locations, and individuals. This assisted in protecting the identities of all participants, and associated institutions.

3.5.6. Debriefing and Safety Protocols

In the final stage of the email interviews, participants were emailed a debrief sheet, alongside sincere thanks for their cooperation. Participants were notified of their unique code, as well as the deadline date for participation withdrawal, and were advised to quote their unique code should they wish to withdraw their data from the study. Participants were also advised to contact the researcher should they have any questions relating to the study. Participants were made aware of support measures in their respective countries, and these support measures were clearly detailed in the Debrief sheet. In addition to participant safety, I was made aware of the equal importance of researcher safety. To ensure my own wellbeing, I made myself aware of various support services available at the University of Huddersfield should the need have arisen.

3.6. Recruiting Participants

It was my intention to collect data from 3 locations, namely South Africa (SA), United States of America (USA), and the United Kingdom (UK). It was initially envisaged that 5 participants would be recruited from each location. The researcher relied on networking skills and used pre-existing contacts in SA and USA to aid in participant recruitment. In the initial stages of recruitment, participants in the USA and SA were contacted on a casual basis over email and private message on social networking site Facebook, to explain the aim of the research study and establish any interest in participation. Any interested participants were then contacted via email at a later date with the relevant information sheet and consent form which then established formal participation.

No participants from the UK were previously known, and as such a different approach of recruitment was adopted. Internet searches were conducted and local educational authority websites were searched with the intention of locating the contact details of potential participants. These potential participants were sent an introductory email, and asked for their support in participating in the research. This was time consuming, and took approximately 4 weeks to recruit 4 UK participants. If this method of recruiting participants from the United Kingdom did not work, it was envisaged that schools in the local West Yorkshire area would be contacted by the use of a direct telephone call, and if necessary visiting schools in the surrounding area in person. These alternate plans did not transpire, and all correspondence took place over email which aligned with the adopted method of asynchronous email interviews, as all participants were recruited using emails.

3.7. Pilot Phase

Due to the course time constraints, it was not an initial priority to pilot the study, which demonstrated my naivety in conducting qualitative research. However, a member of the supervisory team highlighted this importance, and as such the email interview was piloted with a member of the

supervisory team who had a vast amount of existing knowledge in the email interviews method. This pilot phase took approximately 3 weeks and proved to be insightful as many significant aspects were noted and amended in preparation for the final email interviews. The pilot phase is important as it tests aspects of the research design and allows necessary adjustments before final commitment to the interview schedule (Polit et al, 2001). The issues highlighted in the pilot stage were; a formatting error with the tick-box consent form, and the addition of an explanation of the email interview process. These issues were amended during the pilot phase. This pilot stage proved to be highly informative, and provided a foundation for interacting with the participants.

3.8. The Email Interview Schedule

Originally, the email interview schedule consisted of one large document with approximately thirty questions. In accordance with the strengths and limitations (see 'Netiquette' page 43) of asynchronous email interviews, this original schedule was deemed inappropriate. After discussions with a member of the supervisory team, this was edited and restructured to consist of 4 sets of approximately 6 open ended semi-structured questions.

The main topics covered by the 4 sets of Interview Questions aimed to align with the aforementioned aims and objectives of the study (see page 10). The first set of questions focussed on the participant, and their understanding of bullying behaviour. The second set of questions involved ascertaining the participant's experiences on what causes bullying, and the support programs available for bullies and victims. The third set of questions focussed on a gaining the participants perceptions of a wide range of intervention strategies and disciplinary methods. The last set of questions primarily focussed on the Olweus Bullying Prevention Program; if this program would transfer to their own school, and the potential benefits and limitations of this program.

Due to the length of the email interview schedule, it would be impractical to present each question in this chapter. Hence, some of the interview questions are presented below:

- In your opinion what are the root causes of bullying?
- Do you think bullies / victims avoid school, suffer with interrupted concentration and ill health? If so, why do you think this happens?
- What training / support do staff receive, to enable them to deal with bullying?
- What different protocols, support programs, and interventions were/are in place in your current educational environment that deals with bullying
- In your opinion, would the above intervention (The Olweus Bullying Prevention Program) transfer to a school in your local area?
- If bullying in a school is controlled, what would the short-term / long-term effects be?

The entire email interview schedule can be referred to in Appendix 2 (page 112).

The use of semi-structured questions aimed to encourage participants to give detailed answers. Additionally, the use of semi-structured open ended questions aimed to account for some flexibility, which I hoped would accommodate for individual differences as participants could choose the amount of information they wanted to share. This was clearly evident as some participants answered using one sentence, and others provided a paragraph of supporting evidence.

In the context of the aims of the study, the semi-structured open ended questions aimed to place emphasis on examining support workers experiences of youth bullying behaviour, as well as school disciplinary methods and intervention strategies. The data which was collected was primarily descriptive in nature, as participants were describing their direct experiences on youth bullying in their school environment. As a researcher, I aimed to enter the process with limited preconceptions, but this was difficult as I undertook a significant amount of background reading when constructing the email interview schedule. Conducting an extensive literature review can highlight gaps in previous research, which assists researchers in publishing new studies. This process occurred in this research, as there appeared to be a gap in previous literature which is highlighted by Borntrager et al., (2009) who stated that there are very few cross-cultural comparison studies which examine bullying on an international level.

The email interview schedule was devised by examining previous literature; aspects I wanted to explore further were moulded into questions and included into the schedule. As there were 4 sets of approximately 6 questions in the entire email interview schedule, it would be impractical to discuss how every question was devised. The issues explored in the email interview schedule include; commonly seen bullying behaviours, support workers perceptions on the characteristics of bullies and victims, as well as effective and ineffective intervention and discipline strategies. Other issues explored in the email interview schedule include the impact social networking has on bullying, and the health and wellbeing of bullies and victims. A conscious effort was made to supress any preconceived ideas, to encourage the possibility of discovering new outcomes.

3.8.1. Researchers and the Internet

Research that involves email communication can be referred to as computer-mediated communication which comprises a conversational interaction mediated by a computer (Cleary and Walter, 2011). This type of communication can be synchronous (real-time, current interaction) or asynchronous (not subject to time constraints.) The advantages of using email to interview participants may include greater time for the participant to reflect on questions and respond at their leisure in familiar surroundings (Kralik et al., 2005; cited in Cleary and Walter, 2011). Additionally, email correspondence may enhance participant autonomy (East et al., 2008; cited in Cleary and Walter, 2011) and has the added advantage of being cost effective. Possible disadvantages of using email to interview participants may include technical glitches with the computer (McCoyd and Kerson, 2006) and possible issues surrounding quality of data which may be affected by participants

comprehension levels (Cleary et al., 2011). Email interviews are a fairly new method in the area of qualitative data collection. However, this method has demonstrated effectiveness (Bampton and Cowton, 2002; McCoyd and Kerson, 2006). It has also been demonstrated that this method has the potential to collect and provide sensitive data in rich detail (McCoyd and Kerson, 2006).

Special care should always be taken to ensure ethical protocol adherence, such as the preservation of anonymity. In the McCoyd and Kerson (2006) study, emails were cleansed of all identifying information, and were then filed in a computer folder with an assigned code, and a hard-copy printed as a backup. I also aimed to hold the rights of participants' in the highest regard, as discussed by Constantino et al., (2007; cited in Cleary and Walter, 2011) all email interactions should encompass privacy, confidentiality, and respect for the rights of each participant.

The asynchronous email interview method was adopted, as it suited the proposed data collection method which included a series of email exchanges which was not in real-time and therefore not subject to time constraints. Due to the fact that the sample included participants from SA, USA and the UK, I believed that an asynchronous email interview was the only appropriate method as it would prove very difficult to arrange a real-time synchronous exchange due to time zone differences. The flexibility of the asynchronous method also accounted for the possibility of participants having busy schedules and needing extra time to complete their responses (Mann and Stewart, 2000).

3.8.2. Data collection, Timescales, and Transcription

Data collection was done using asynchronous email interviews. All correspondence was taken place over several emails exchange, which had the benefit of being financially viable and accommodating participants' lifestyles.

Participants were sent an indication of the email interview process in their first introductory email. This stated that participants would receive a series of 4 email exchanges, each comprising one set of approximately 6 questions. Participants were asked to return each set of questions within 3-4 working days, which would mean that the email exchange should take approximately 4 weeks to complete. However, if participants managed to complete and return each set of questions in 1-2 working days then the email exchange would then take approximately 2 weeks to complete. Additionally, due to the flexibility of this method participants were advised that if they needed a few extra days to complete their questions or if they had any questions they could contact me at any time.

Once participants returned each set of answers, the answers were copied onto a Microsoft Word Document. This email interview method avoided the usual (and often troublesome) aspects of data transcription such as dealing with noisy videotape recordings, and saved significant time spent on transcription. The contents were scanned for any identifying information, identifying information was removed and all data was anonymised. The document was saved in a password protected server under an allocated code. This code remained with the participant until the final stage of the process,

where a debrief sheet was given to the participant along with their code which they were asked to keep should they need to request data withdrawal. As a significant amount of time was conserved on transcription, all data was analysed by hand. I made this choice as I wanted to spend a significant amount of time reading and re-reading the data set on numerous occasions so that I could achieve a deep understanding and familiarization with the data sets. Analysis took part in several stages, all done by hand without the use of any computer software equipment. An example of an annotated interview transcription is presented in Appendix 4 (see page 116) as well as an overview of the entire data set which can be referred to in Appendix 5 (see page 121).

3.8.3. Advantages and Disadvantages of Email Interviews

Advantages of using the email interview method include the elimination of the need to travel to various locations to meet with participants, as well as providing the opportunity to access a specific population. This method is also financially cheaper than other methods, as it eliminates the need for travel or recording equipment (Hamilton and Bowers, 2006). Transcription is less time consuming, as the data is already transcribed onto an email. Additionally, this method provides flexibility and control to participants throughout the process, as well as giving participants more time to reflect on their answers and respond in their own time. The online method is less intrusive when dealing with sensitive topics, participants may feel more comfortable to discuss emotive topics with the lack of face to face contact (Hamilton and Bowers, 2006).

Disadvantages of the email interview method include the possibility of losing participants who do not have access to the internet or email facilities. Identity fraud is also a possibility, and participants could be discouraged from participating if their participation is required over a long period of time. Additionally, Hamilton and Bowers (2006) also indicate that this method relies on participants who volunteer to take part, which could prove to be problematic and may increase drop-out rates. There is also a lack of non-verbal communication as there is an over-reliance on written explanations. A more detailed and robust summary of these advantages and disadvantages, outlined by Hamilton and Bowers (2006) is presented in Table 3.8.3 overleaf. Furthermore, based on this study, it is clearly evident that the advantages of this method outweigh the disadvantages.

Table 3.8.3: Summary Table indicating the Advantages and Disadvantages
of the Email Interview Method.

Advantages	Disadvantages
1. Eliminates the need to travel	1. Identity fraud is possible.
2. Provides access to specific participant groups.	2. Researcher relies on self-selecting participants.
3. Financially feasible than conventional methods.	3. Sample is restricted to those with access to the internet.
4. International recruitment is possible.	4. Can be a time consuming method.
5. Eliminates the need for separate data transcription.	5. Undertaking more than one interview at a time can be problematic for the researcher
6. Increases external validity as an audit trail is evident.	6. Participant drop-out is common
7. Participants are flexible as they answer questions in their own time.	7. Lack of non-verbal communication
8. Participation can be undertaken on an international level.	
9. Participants feel less pressure as face-to-face contact is eliminated	
10. Participation via online methods is less intrusive	
11. Rapport is likely to develop due to the length of participation	
12. Absence of face-to-face interaction reduces influences and/or perceptions of one another (e.g. appearance, culture etc.)	

3.8.4. Netiquette and Rapport

After deciding on the use of email interviews, further reading into the area of online research indicated several aspects for consideration. One of these aspects includes netiquette, which is a term used when referring to online communication guidelines (Mann and Stewart, 2000). One significant point of netiquette includes the recommendation that email communication should be viewed on a single screen thus, eliminating the unnecessary need to scroll up and down the page. This was initially not a primary concern, however during the construction of an interview schedule this aspect was raised and as such, the interview schedule was re-structured to comprise 4 smaller sets of approximately 6 questions each. The main aim of asking 4 sets of questions was to comply with appropriate netiquette whilst giving participants a manageable series of exchanges. By separating the email exchanges into manageable portions, it was hoped that this would develop rapport and interaction with each participant as well as having the opportunity to ask supplementary questions which may have arisen from their responses.

I aimed to develop a rapport with the participants, as they had taken their personal time to participate in the study. I also aimed to communicate with a level of professionalism and appreciation. Some participants from SA and the USA were already known on a more personal level, so communication

with these participants was less formal. Communication with participants from the UK started off in a very formal manner (as I did not know any of them previously) this communication naturally developed from formal to less formal throughout their participation, which I took as an indication that participants felt comfortable. The aspect of developing rapport with participants over a period of time, whilst the formality of language changes is also discussed by Mann and Stewart (2000) and Golding (2011).

3.9. Sensitivity and Reflexivity

Having chosen to research the area of youth bullying behaviour in an educational environment, I became very aware of my role as a researcher. I aimed to consider reflexivity at every stage of the research process, although I did not take into consideration the impact participant responses would have on my emotional wellbeing. As a young child, I experienced severe bullying in school. Several years later, I had no expectation that participant experiences would affect me. I endeavoured to deal with this by employing a technique suggested by Golding (2011) which involved reading participants' responses, logging off the computer for a short while so that I could reply in an impartial and unemotional manner. This strategy seemed to work well, as I had time to consider any possibly supplementary questions whilst composing myself to deal with the next email exchange in a professional way. I also took the role of being a reflexive researcher very seriously, as I did not want my preconceptions or previous experiences to taint the current communications with participants.

Chapter Four – Analysis

This chapter provides an overview of the perceptions highlighted by the support workers in the study. Key themes and subthemes that emerged from the data set are presented under the headings and subheadings throughout this chapter. These emergent themes and subthemes are presented alongside a range of supporting quotes; the majority of support worker quotes are short and concise in nature, whilst other quotes are more lengthy and detailed. In parts of the analysis chapter some of the same quotes will be presented as evidence under different subheadings, this is due to the nature of the data collected as some support workers provided very detailed quotes which demonstrate the interlinking themes in the current data set. Themes and subthemes are presented with reference to the cross-cultural perspective and a critical discussion of the main findings that emerged from the analysis will be linked to previous literature.

4.1 What are the Perceptions of Bullying?

The emergent themes illustrate the diverse perceptions of bullying behaviour which was a key feature in this research project. These emergent themes highlight the perceived characteristics associated with bullies and victims, as well as the perceived short-term and long-term issues associated with bullying behaviour. Further, emergent themes from support worker perceptions illustrate the possible reasons why bullying is still a predominant issue in educational settings.

All twelve support workers commented primarily on the bully and the victim, this suggests that there appears to be a focus on the dyadic relationship in bullying behaviour. The analysis will include a focus on micro-level and macro-level interactions. Micro-level interactions focus on individuals and their interactions with others, and macro-level interactions focus more on social structure and social processes in the wider environment. The perceptions of bullying behaviour are initially discussed on a micro-level, which aims to place equal importance on the intricacies relating to both the bully and the victim.

4.2. Perceptions of a Bully

One of the overarching themes in this study was the negative perceptions associated with bullies. Several subthemes were identified in the perceptions of a bully which include; bullies being dominating individuals, bullies having a need for control (psychological component), TV / Media violence (cultural component) and familial backgrounds. The relationship between this central theme and each subtheme is presented in Figure 4.2 (overleaf).
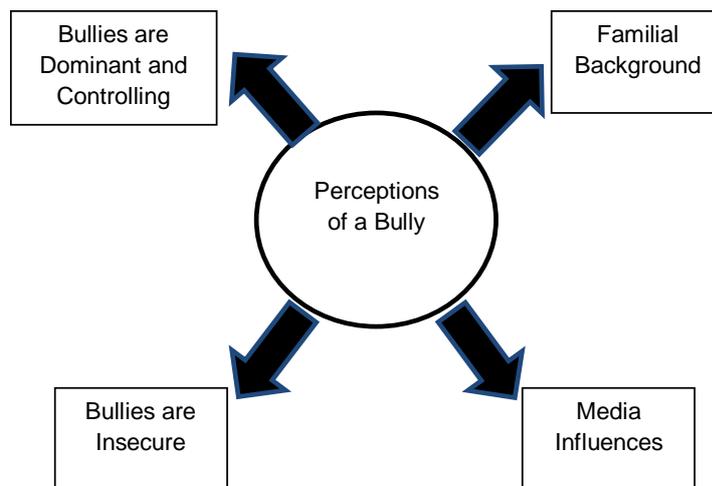
Figure 4.2 Central Theme and Subthemes Associated with the Perceptions of a Bully.

Each of the subthemes is discussed in greater detail to illustrate support worker perceptions of a bully. These subthemes will be presented with a range of supporting quotes, and linked to existing literature.

4.2.1 Bullies are Dominant and Controlling

When participants were asked about their thoughts of bullies, a total of 10 support workers perceived bullies to be dominating characters who thrive on controlling their peers. This aspect of domination represents a behavioural component within bullying behaviour. This is demonstrated in the quotes below, with participants from SA and UK sharing the perception that:

'bullies are domineering, controlling, vicious and nasty in their actions' (SA4)

Another SA participant describes how bullies use bullying behaviour as a means to assert dominance:

'bullying is a way for them to assert their dominance' (SA3)

Similarly, a participant from the UK describes this dominating characteristic by stating that bullies:

'thrive on dominating their peers or being vindictive to try and gain power' (UK4)

It was observed (with 10 support workers in total) that support workers perceive bullies to be dominating as they aim to have power over their peers and situations; this indicates that the idea of bullies being dominating individuals may be a universal perception. These findings are similar to those found by Roberts (2000) who states that a bully often uses bullying to establish dominance and status.

Linked into the subtheme of dominating behaviours, a participant from the USA stated that bullies:

'feel pressure to assert themselves in a negative or violent way' (USA4)

The aspect of asserting dominance through the use of negative means (i.e. bullying behaviour) represents a sub theme in this study. What these quotes illustrate is that support workers unanimously agreed that bullies employ dominative techniques to gain power over their peers, which indicates cross-cultural similarities. This suggests that these support worker perceptions imply that an individualistic approach to therapy would work best, and as such support workers often assume that individualistic approaches would be best. Therefore, it is assumed that the bully is the primary cause of the problem and removing a bullies issue would subsequently eliminate bullying. However, this assumption is both simplistic and problematic as Olweus (1994) clearly defines the many complex issues which need to be addressed and amalgamated to form a comprehensive ecological approach in controlling all aspects bullying behaviour. Olweus suggests that using an ecological intervention which involves the whole school, individual level, and community is more likely to have success; this demonstrates inconsistencies with support worker perceptions in this sample.

Interlinked with the abovementioned theme which suggests that bullies are dominant characters, is the idea that bullies have a need to control their peers. When participants were asked about their thoughts of bullies, a total of 8 support workers perceived bullies to thrive on controlling their peers. This suggests that a bully's need for control is a psychological component in bullying behaviour. A participant from the UK comments that bullies thrive on:

'exerting control' (UK2)

This is also commented upon by a SA participant who suggests that bullies:

'bully others to have a sense of power and control over people and situations' (SA2)

Similarly, another SA participant states that:

'bullies are domineering, controlling, vicious and nasty in their actions' (SA4)

These quotes represent similarities between SA and UK participants, however no participants from the USA describe how bullies are controlling or have a need to control others. This indicates cross-cultural differences within this sample. The quotes above describe how bullies aim to dominate and control their peers via bulling, relates to the original definition given by Olweus (1995) who describes an imbalance of power in bullying. Olweus (1995) further defines this by stating that there is a social, emotional, or physical power differential between a bully and victim.

4.2.2. Bullies are Insecure

Linked in with the psychological component of what support workers perceive to constitute a bully, is the perception that bullies are deeply insecure individuals. It became evident that support workers thought that bullies have low self-esteem, low self-confidence, and suffer with peer rejection and trust issues. This is evidenced by a SA participant:

> 'pupils who bully are very insecure and suffer with crippling low self-esteem and self-confidence' (SA3)

The quote above illustrates that support workers perceive bullies to have a general issue with insecurity. Further analysis goes on to highlight two examples of how this insecurity may manifest itself; primarily with low self-esteem and low self-confidence. This complexity ran through many of the other interviews with a USA participant stating:

> 'bullies have been mistreated, neglected *or have very low self-esteem'* (USA2)
> *(my emphasis)*

Similarly, another USA participant states that bullies:

> 'definitely issues with self esteem' (USA4)

This is echoed by a participant from the UK who describes bullies to have a range of:

> 'complex issues, often self-esteem and confidence' (UK2)

With another UK participant commenting that:

> 'bullies are nasty people with no self-confidence' (UK4)

It was evident that, occasionally support workers believe that bullies have a lack of self-esteem and self-confidence; this could be attributed to social rejection. If a bully feels rejected by his or her peers, it may encourage them to use negative behaviours in a desperate attempt for peer acceptance and attention. This is touched upon by a UK participant who suggests that bullies:

> 'have low self-esteem and are jealous of another's attributes' (UK3)

This sentiment is also described by another UK support worker who describes how a bully feels:

> 'desperation for love and attention' (UK4)

These quotes demonstrate the cross-cultural similarities noted in this sample, as support workers believe one of the primary reasons for bullying stems from a bully having low self-esteem and low self-confidence. Literature on self-esteem and bullies is controversial, as Olweus (1993) claims that bullies do not suffer from low self-esteem. Whereas, O'Moore and Kirkham (2001) stated that pupils who frequently bully others have lower global self-esteem. The idea that bullies may feel desperate

for love and attention from their peers and family leads onto the following subtheme which focuses on the familial background of a bully.

4.2.3. Familial Background

Participants perceived familial factors to be a re-occurring subtheme, with many participants commenting on the possible familial struggles a bully may experience. Participants perceived bullies to experience significant familial conflict situations such as strained parental relationships and a lack of solid familial support systems. The significance of familial factors in regards to bullying behaviour is illustrated in a study by Mitchel and O'Moore (1988) with results indicating that 70% of bullies had experienced a problematic family background. Additional information on familial factors highlights research involving bullying in relation to attachment; this has indicated that parental involvement, parental stress and parental divorce (Fite et al., 2008; Conners-Burrow et al., 2009 and Malone et al., 2009) can indicate aggressive behaviour in children.

A participant from the USA touched on a range of family issues that a bully may experience:

> 'there are systemic family issues that can cause students to act out in this way' (USA4)

These issues are further elaborated upon by a SA participant who states that bullies have:

> 'personal struggles, like a bad home life' (SA4)

Similarly, another SA participant echoes this viewpoint by stating that bullies have a:

> 'hard life or childhood' (SA3)

The quotes above show a relatively common perception that bullies experience difficulties in their lives which ultimate lead to bullying behaviour. The idea that bullies have 'bad experiences' is further elaborated by a UK participant below:

> '*bad relationships with family, lack of respect, lack of belonging*, seeing consistent violence and aggression at home (UK4)   *(my emphasis)*

Previous literature from a longitudinal study (Ball et al., 2008) states that children who later became bullies received less cognitive stimulation and emotional support from their parents. These parents also allowed the children to be exposed to more television, in comparison to other parents. This is related to the aforementioned quote which demonstrates the possible link between bad family relationships and bullying behaviour.

In a similar vein, the same UK participant states that attachment issues could be a factor in bullying behaviour:

> 'if a person does not feel attached to a parent, they could feel a sense of isolation and separation – so bullying would provide attention' (UK4)

The sentiment of familial issues is also shared by a UK participant who also comments on a bully experiencing family issues. She stated that bullying may possibly be:

'due to not having a sufficient support network in place in the form of a secure, loving family background. They may have been ridiculed by family members or made to feel worthless which results in them having the desire to make others feel as miserable as they do and this leads to bullying' (UK3)

The quote given by participant UK3 implies that bullies suffer with insufficient familial support networks, this lack of support and attention at the familial level encourages bullies to adopt negative and dominating behaviours in order to gain some form of normalcy in their life.

Many participants (8 out of 12) strongly believed that a primary precursor to bullying behaviour in schools stems from an unstable home environment, with perceptions indicating that bullies often experience abuse, lack of parental attachment, rejection, and bad familial relationships. Besag (1989) stated that familial factors are of considerable significance in the development of a bully's personality, researchers can learn from this point when creating and implementing anti-bully strategies. This topic is echoed by Olweus (1987) who discusses familial factors to be one of the most significant factors in the struggle against bullying.

A participant from SA suggested the possibility that bullies may experience abuse:

'family problems, sexual or emotional abuse' (SA4)

This aspect of a bully experiencing abuse is also illustrated by a participant from the USA:

'They can be students who struggle at school or who are abused mentally or   physically at home' (USA2)

Similarly, another USA participant touches upon bullies experiencing mistreatment and neglect:

'*bullies have been mistreated, neglected* or have very low self-esteem' (USA2)
(my emphasis)

When support workers were asked to provide other possible reason as to why pupils choose to bully their peers, 8 of the 12 support workers interviewed indicated that they perceived bullies to suffer from a wide range of personal struggles which may include academic struggles:

'students who struggle at school' (USA2)

Whilst participant SA3 ventures further into these personal struggles, by suggesting that bullies experience:

rejection, loneliness and isolation from peers' (SA3)

Agreement was observed in support worker perceptions as it was evident that bullies all have personal struggles. Hence, participant perceptions imply that the personal struggles bullies encounter may be a universal phenomenon. Further, all of the support workers perceived bullies to have numerous issues which all result in bullying behaviour. These issues being; the experience of peer isolation, peer rejection, a history of abuse, and learned aggression. This indicates cross-cultural similarities in the sample, as support workers perceive bullying behaviour to occur from a culmination of several factors, not just one single issue. This aspect further substantiates the idea that individualistic treatments alone would not be sufficient in the battle against bullying, and that a multi-component ecological approach would be best suited in treating the numerous factors involved in bullying. By using a multi-component approach which incorporates many different levels (e.g. individual level, school, home, and the community) simultaneously, combatting bullying behaviour is likely to result in success.

The point of bullies experiencing personal struggles was a key feature in support worker responses. It is suggested that support workers perceive bullies to experience a loss of power and control in their personal lives and as such become accustomed to using negative behaviours around their peers to regain some form of power and control which appears to be lacking in their personal lives, which is linked back to previous participant quotes which suggest that bullies use negative behaviours (i.e. dominance) to control their peers and situations. This further enhances the importance of familial factors in the understanding and treatment of bullying behaviour, the aspect of familial factors is also seen in previous research by Olweus (1987).

4.2.4. Media Influences

Participant's perceived media influences to be a re-occurring subtheme, with many participants commenting on the possible struggles a bully may experience in relation to the impact of media influences. The aspect of bullies learning aggressive behaviour via observation was raised in this study, with a total of 5 support workers suggesting that learned aggression may be a factor in bullying. This subtheme includes observing aggression from a bully's home environment or from TV / media which represents a cultural influence in the data set. A UK participant gives the perspective of aggression being a learned behaviour by simply stating that aggression is:

‘a learned behaviour’ (UK2)

The topic of observing aggression is further expanded on by a participant from SA offering the idea that a bully accepts aggression as a normal behaviour:

‘observing aggression from a young age, accepting aggression as normal’ (SA4)

Linked into the idea of aggression being a learned behaviour, is the aspect of observing TV and/or media violence which is evident in a comment by a SA participant:

'violence is learned, *perhaps* from TV or video games, or what they have seen around them growing up' (SA3)

This is echoed by a UK participant who shares a similar opinion:

'…seeing consistent violence and aggression at home *or even on the telly'* (UK4)
(my emphasis)

It is important to note the uncertainty in the response from participant SA3, as they state that '*perhaps*' violence occurs from several possible factors which indicates a degree of speculative knowledge. However, the quote from participant SA4 seems very certain in the factors which cause violent behaviour in bullies. The aforementioned subtheme of learned aggression is discussed by Patterson et al., (1991) who suggests that bullies may imitate the aggressive behaviours they observe in their home environment, as a method of obtaining their goals. This aspect of learned aggression is relevant to this research, as it offers a perspective about the possible origins of where aggressive behaviour is learnt. This also interlinks with support worker perceptions of familial factors which is discussed on page 49.

4.3. Perceptions of a Victim

One of the overarching themes in this study were the types of pupils who are victims of bullying, several subthemes were identified in the perceptions of a victim which include; victims being shy / introverted characters, and victims being easy targets for bullying. Support worker perceptions of a victim clearly focus on a victims' character, and the health, wellbeing and academic implications associated with being a victim of bullying. This is in stark comparison to support worker perceptions of a bully which illustrated behavioural, psychological, cultural and familial components. The relationship between the perceptions of a victim and each associated subtheme is presented in the Figure 4.3.
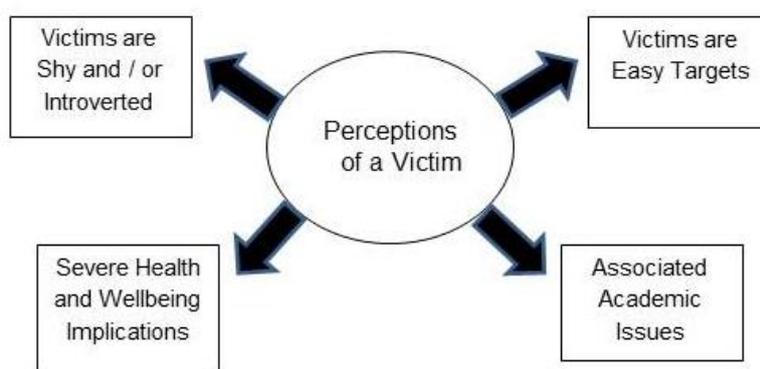
Figure 4.3. Diagram Illustrating the Perceived Central Theme and Subthemes Associated with a Victim.

4.3.1 Victims are Shy / Introverted

A cross-cultural similarity was observed in the shared assumption that victims are primarily introverted individuals, with a participant from SA suggesting that victims:

'are shy and timid' (SA3)

This perception is also shared by a UK participant who states that victims are:

'shy students are usually quiet, reserved, and introverted' (UK4)

This is further discussed by another UK participant who suggests that victims are:

'quiet children who do not speak up' (UK1)

And a USA participant describes victims as:

'weak or quiet individuals can also be targets of bullying' (USA2)

These supporting quotes indicate cross-cultural similarities in the perceptions of support workers in this sample. This could indicate a possibility that the perceptions of victims may be universal. These quotes support the findings described by Nabuzoko and Smith (1993) who state that victims are typically shy individuals. Furthermore, Byrne (1994) states that victims tend to be shy, sensitive, and may have difficulty socializing.

4.3.2 Victims are Easy Targets

On the surface, this subtheme appears to be relatively simplistic as many support workers identified victims as being 'easy targets'. This is evidenced by a USA support worker who remarks that:

'bullies tend to pick out easy targets' (USA2)

Similarly, a SA participant states that:

'*victims are laid back,* they don't defend themselves that's why they *are easy targets'* (SA4) *(my emphasis)*

With another USA participant agreeing that victims are:

'weak or quiet individuals can be *targets of bullying'* (USA2) *(my emphasis)*

However, further analysis revealed less agreement and more complexity over the issue of why victims are such easy targets. On analysis, three broad reasons became apparent; with the three reasons being that victims look 'different', have a shy personality and don't defend themselves, and come from a low income background.

The most broadly agreed reason as to why victims are easy targets is the perception that they are 'different'. When asked about the possible causes of why victims were targeted by bullies, a total of 7 support workers highlighted the possibility that victims may look different. These findings suggest that pupils are targeted based on an irregularity in appearance. A participant from the USA simply states that bullies:

'have prejudices against others who are "different" (US1)

This is also highlighted by a UK support worker who states that victims are targeted if they are:
'a child being different, who doesn't fit in' (UK1)

Similarly, a participant from SA describes how victims may appear different:

'They might be small in size, look different to other children' (SA4)

this is also illustrated by a UK participant who states that victims:

'may be subject to bullying if they look different' (UK3)

Another broadly agreed reason as to why victims are easy targets is the perception that they have a 'different' physical appearance, with a SA participant describing this by stating that bullies tend to:

'spreading horrible rumours and taunting or teasing about weight appearance any visible imperfections (big ears / big nose) (SA3)

Support workers also perceive victims to be targeted if they appear different due to a disability, with a support worker from the USA stating that bullies:

'choose people who are *different*, like pupils with learning difficulties, dyslexia, who have a different than 'norm' appearance (too thin / too fat)' (USA4)

Similarly, another participant from the USA also comments on victims being targeted if they appear 'different' or have special needs:

'students making fun of other students looks/clothes and students making fun of special ed students (US2)

In relation to this aspect of pupils with disabilities experiencing bullying, a participant from the UK comments on this by stating that:

'pupils can become discriminated against because of their religious beliefs, where they were born or the fact that they have a disability (physical or mental). (UK3)

This opinion is also shared by another UK participant who states that:

> 'If a child does badly in class or is different (aspergers, adhd, autism, ocd, etc) they attract bullies who will expose their weaknesses and pick on them (UK4)

Data from all three locations discuss the idea that pupils with a disability may be at an increased risk of bullying, representing a cross-cultural similarity. These findings are consistent with previous literature by Eslea and Mukhtar (2000) who state that victims may seem different than the rest of a group, and stand out because of an appearance characteristic. Victims may be physically small, overweight, have a disability, or belong to a different race or cultural group. These physical characteristic deviations are also discussed by Olweus (1978).

Bullying pupils with a disability is a serious concern in educational settings; Mencap (2007) discuss findings from their survey which suggest that 8 out of 10 pupils with a learning disability are bullied. This is evident in a response from a USA participant:

> 'victims are sometimes 'different' as in gender preference, have a mental challenge and tend to feel powerless' (USA1)

These quotes clearly illustrate that support workers perceive pupils who are *'different'* to be victims of bullying. Examples include pupils who have physical or mental disabilities; pupils with these disabilities are at twice the risk of being victims of bullying behaviour (Singer, 2005). Bullying can be especially difficult for pupils with disabilities to control, as Nabuzoka (2003) states that these pupils may not possess the appropriate social and interpersonal skills to avoid or manage bullying

Another broadly agreed reason as to why victims are easy targets is the perception that they are have timid personalities, and do not defend themselves against bullying behaviour.
Furthermore, support worker perceptions illuminated another broadly agreed reason as to why victims are easy targets with the idea that if a victim has a timid personality, they are more likely to be seen as an easy target who will not defend themselves. This sentiment is discussed by a SA participant who states that:

> *'victims are laid back,* they don't defend themselves that's why they
> *are easy targets'* (SA4) *(my emphasis)*

A UK participant seemingly blends these interlinking aspects by giving an overview of what types of pupils are bullied, and why they are bullied:

> 'shy students are usually quiet, reserved, introverted – *they don't defend themselves,* accept horrible behaviour, and don't generally speak up about anything. I think they are easy targets, you know?' (UK4) *(my emphasis)*

Another SA participant shares this perception and states that:

> 'I think small *pupils who come across as being insignificant or not willing to defend themselves*. Physically small and maybe even emotionally small if that makes sense. (SA3) *(my emphasis)*

This is also highlighted by a participant from the USA who shares her frustration at other pupils not defending victims of bullying, by describing a bullying situation in her educational environment:

> 'Another thing I've seen is sticking labels on peoples backs (like: GAY, or WHORE) so theyre walking around with a label stuck to their shirt all day and other pupils just laugh, *no one stands up and defends people* (US4) *(my emphasis)*

The final broadly agreed reason as to why victims are perceived to be easy targets is the idea that they may come from a low income background. A participant from the UK notes that victims are also targeted based on their social background and the socio-economic status of their family:

> 'due to their social background, or if they come from a low-income family' (UK1)

This perception is also shared by an SA participant who comments on the likelihood of a victim experiencing bullying due to their family's social class:

> 'teasing (about appearance, educational level, family) and spreading unkind stories'   (SA4)

Similarly, a participant from the UK comments on their personal experience by stating that:

> 'in my experience they may be subject to bullying due to looking or coming across as vulnerable or 'different'. This could be due to their social background and the fact that they come from a low-income family and are unable to dress as fashionably as their peers' (UK3)

The aspect of social background is not described by many participants from the USA, which may indicate cross-cultural differences in the sample. Even though the impact of social background is not articulated very well by other participants, it still represents an important facet in the data set. Socio-economic status may have an effect on a victim experiencing isolation from peers, which may make a victim an easy target for bullying behaviour. If a pupil comes from a low-income family, they may not have the material items that other pupils have (i.e. clothing or electronic items). This could inevitably single them out from their peers, as they would be considered 'different' which could make them a target for bullies, the idea that socio-economic status may cause a pupil to experience bullying is highlighted by Rose and Monda-Amaya (2011).

This opinion is vaguely echoed by a participant from the USA who discusses her experiences of seeing pupils from lower income families who are ''different'' being targeted and bullied at school:

'I have seen girls who look different than conventional (crooked teeth, overweight, dressed poorly) be bullied by other more popular girls. *Sometimes they are just poor and cant afford nice clothes*, they cant help that and yet they are bullied by the more popular people' (USA4)

The abovementioned factors which all suggest that victims are easy targets who appear 'different' in a variety of ways would imply that a victim is socially isolated; social isolation would encourage bullies to target these pupils thereby exacerbating bullying behaviour.

A UK participant hints at social isolation by stating that:

'a child being different, *who doesn't fit in'* (UK1) *(my emphasis)*

In summary, many support workers (5 out of 12) commented on victims being targeted because they appear *'different'*. Support worker perceptions imply that being '*different'* is largely associated with negative connotations; these connotations are primarily described in the quotes as a pupil having special needs, or an irregular appearance. 8 out of 12 support workers perceive the characteristics associated with victims are that they are introverted characters, who appear to be easy targets that do not defend themselves. Perceptions suggest that victims may be targeted for various reasons such as having an irregular appearance, having a disability, or coming from a low income family. These factors represent cross-cultural similarities in this sample, and illustrate that victims are targeted primarily due to factors out of their control. These results can be linked to previous literature which states that some of the items rated highest as motivators of bullying behaviour are victims who don't fit in, are physically weak, were overweight, or appeared different based on their clothing (Hoover et al., 1992).

4.3.3 Health and Wellbeing Implications

When considering the health and wellbeing implications associated with bullying behaviour, support workers held the perception that victims would suffer with considerable and serious ill health concerns. This finding emerged from and is illustrated in the following comments, one by a USA participant who states that:

'fear can cause all kinds of problems with physical & mental health for those bullied' (USA3)

Similarly, a UK participant states that victims:

'must feel overwhelming anxiety and stress which could lead to ill health' (UK4)

This is also echoed by 2 SA participants who state that:

'victims must suffer with ill health, depression, anxiety and
suicidal thoughts' (SA4)

'suffer with anxiety, that constant fear of 'when will it happen' (SA2)

These factors are discussed in existing literature (see page 16), it is evident that there is a causal relationship with experiencing poorer self-esteem (Rigby and Slee, 1991) as well as experiencing higher levels of loneliness, depression and anxiety (Forero et al., 1999; Fekkes et al., 2006; Slee, 1994). Further to these significant implications; victims of bullying often have increased interpersonal difficulties (Kumpulainen et al., 1998) and score higher on suicidal ideation measures (Van der Wal et al., 2003), which links to current support worker perceptions.

These implications are further described by a UK participant who describes how:

> 'victims will be consumed with worry and stress and will forever be
> anticipating what is likely to happen next. They begin to feel
> that life will not get better and this depression could lead to
> suicidal thoughts' (UK3)

All 12 support workers perceived victims to have a wide array of ill health issues such as: depression, suicidal ideation, anxiety, stress and mental health issues. These findings insinuate that victims are at significant risk of experiencing short-term and long-term effects occurring from being bullied, with the short-term effects having significant impact on their social and academic achievements and long-term effects likely to have an impact on their health and wellbeing in later life.

4.3.4 Associated Academic Issues

All support workers shared the perception that victims would experience serious issues arising from being a victim of bullying, with these issues having both short-term and long-term effects throughout the victim's life span. These shared perceptions indicate cross-cultural similarities in this sample. As a direct result of these ill health issues, support workers indicate that victims would have increased truancy and drop-out rates whilst at school, with a participant from SA describing how victims would avoid school:

> 'victims must try to avoid school, or certain classes if they know the
> bully will be there' (SA4)

This is further elaborated upon by another SA participant who suggests the implications that victims would experience if they avoid school:

> 'victims actively try and avoid school which would result in
> poor grades and concentration when they do attend, and
> increase the risk of dropping out' (SA3)

Support workers suggest that while the victim is aiming to avoid the bully and subsequent bullying incidents, their academic performance would suffer and their overall academic potential would not be reached.

This is echoed by a participant from the UK who agrees that concentration is affected:

> 'I know from experience that concentration is affected, especially if the bully is in the same class as the victim' (UK3)

A direct result of this is highlighted by a USA participant, who discusses how intimidated victims feel by bullies, in turn making them feel compelled to avoid class:

> 'victims feel threatened and intimidated, which impacts self-esteem, which cause them to miss meals, avoid classes or situations where they know they will be made uncomfortable or physically threatened' (USA1)

The gravity of these significant health and wellbeing implications should be considered, as current interventions (see page 24) appear to disregard the severity of the health and wellbeing implications associated with bullying. If the victims of bullying are experiencing depression, anxiety and suicidal ideation (factors which decrease overall academic performance) this should be at the forefront of treatment options – which it is not. These health and wellbeing factors continue to be an ongoing issue as drop-out rates and suicides among young scholars are still a common occurrence, with suicide being the third leading cause of death among young people (National Institute of Mental Health, 2007). This, I would suggest creates the assumption that victims and their families may feel the current treatment options do not address all the significant short-term and long-term issues associated with bullying behaviour.

4.4 Perceptions of Interventions

One of the overarching themes in this study was the various types of intervention strategies available to treat educational bullying. These various interventions primarily include; disciplinary methods, traditional and ecological intervention strategies. Support workers were asked to describe and discuss their opinions on the most effective and least effective interventions. Additionally, support workers were given an overview of the Olweus Bullying Prevention Program, and asked to detail the possible benefits and limitations of the program. These themes and subthemes are presented in figure 4.4 (overleaf).
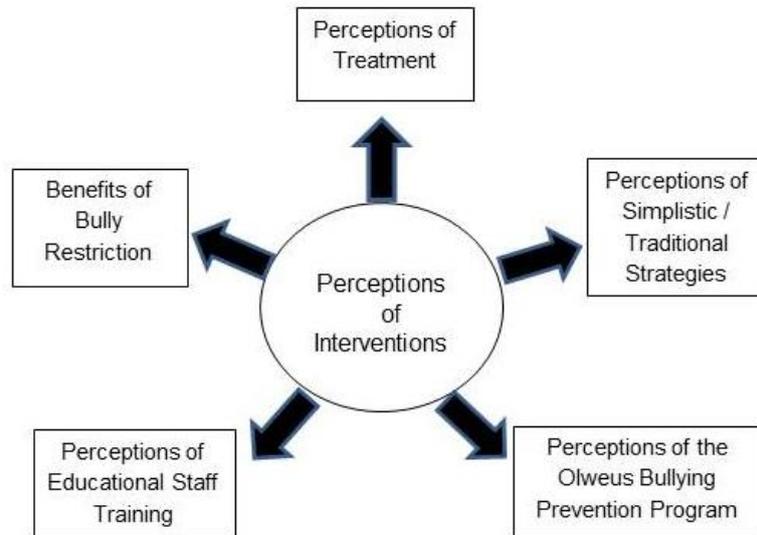
Figure 4.4 Central Theme and Subthemes Associated with Support Worker Perceptions of Treatment and Intervention Strategies.

The following section provides an analysis of support worker perceptions of intervention strategies available in educational environments, with the inclusion of disciplinary methods and the primary motivations of treating or eradicating bullying behaviour.

4.4.1. Benefits of Bullying Restriction

The motivations to treat bullying are irrefutable, as all support workers in this sample indicate that if bullying was controlled or even eradicated completely the overall short-term and long-term effects would be overwhelmingly positive. These significant motivations give further reinforcement to the importance of developing and implementing more comprehensive intervention strategies, with aspects such as rectifying the ill health implications for victims at the forefront of treatment options.

All support workers in the sample indicated that the immediate short-term effects of bully control would be overwhelmingly positive, with supporting quotes from UK participants discussing the various improvements as being:

'students would be comfortable, unstressed, not anxious, and overall I assume more happy' (UK4)

Additionally, UK participants perceived a more positive educational environment and better peer relations:

'children learn better in a positive and happy environment' (UK1)

'school learning and socializing would be so much more positive' (UK4)

The abovementioned quotes agree that there would be considerable benefits from restricting bullying. These improvements range from personal benefits (e.g. reduced stress), to academic benefits (e.g. better learning and attainment) to the benefit of the whole school environment (e.g. socializing and peer relations would be more positive). The quotes from UK participants above highlight the complexity of these factors, which are also present in other cultures. These benefits are also described by SA participants who state that bully restriction would result in:

>'the possibility of cultivating a self-confident, self-assured pupil, secure in
>themselves' (SA4)

as well as:

>'better health, better concentration, better pupil interaction' (SA2)

Similarly, a participant from the USA discussed other positive factors which would include a safer school environment

>'there would be a sense of security, safety, enjoyment, non-violence' (USA4)

With another USA participant describing that pupils would feel:

>'higher sense of belonging, when students feel like they belong in a school they
>are more successful' (USA2)

It was interesting to note that many of the supporting quotes above are not specific as to who gains from the reduction or restriction of bullying, as many support workers refer to these individuals as 'pupils', 'children' or 'students'. Occasionally, a support worker was clear that the benefits of bully restriction would be for all pupils; including both the bully and victim:

>'lives of potential *victims and bullies* much more rewarding and fulfilling'(UK3)

Participant UK3 discusses the improvement in the life of a bully, this could be a positive change as participants agree (see page 57) that the vast array of ill health concerns associated with victims far outweigh the ill health concerns associated with bullies; support workers held the perception that bullies would suffer with a limited amount of ill health concerns, and that a primary concern would be suffering with interrupted concentration:

>'I think bullies suffer with poor concentration cos they may be continually planning their next
>'incident' embarrassing others is a priority to them' (SA3)

Support worker perceptions illustrate that a very limited amount of negative associations are linked with bullies, the primary issue being that bullies would have interrupted concentration during school hours as they would be aiming to plan the next bullying incident. There was a clear cross-cultural similarity apparent in the data set, in that bullies do not have many (if any) ill-health implications. This

perspective highlighted a cross-cultural difference; this research has highlighted a further issue which research in the area is lacking. Participants in the study believe that bullies suffer with interrupted concentration, however previous research indicates that only victims suffer with interrupted concentration (Boulton et al., 2008). This is an important finding in this study, as it highlights a gap that previous literature is lacking. This new finding could also be attributed to the changing nature of educational bullying behaviour.

The benefits of bullying restriction is also discussed by Olweus (1997) who states that once an intervention (the Olweus Bullying Prevention Program) has been successful implemented in an educational setting, there is a marked improvement in the social climate within the school. In turn, an improvement in peer relations and student satisfaction would also be witnessed.

In addition to these far-reaching benefits, a support worker from the UK highlights the idea that victims would experience the benefits of bully restriction well into adulthood:

> 'more confident, secure, positive, and happy adults who are not afraid to take on challenges in life' (UK3)

These quotes indicate that all support workers perceive the positive short-term and long-term benefits which would occur if bullying was controlled, or eradicated entirely. Support worker perceptions clearly illustrate that both bullies and victims would experience a secure and happy educational environment which would ultimately lead to better attainment and attendance, and overall better health and wellbeing for all students. Support workers believe that these overwhelmingly positive benefits, which would continue in later life, demonstrate the powerful and untapped potential which could possibly be achieved if bullying was controlled.

It was important to include these motivations for treating bullying in the analysis, as all support workers in the sample strongly believe the positive short-term and long-term effects of bully restriction. However, it is evident in examining current treatment interventions (see page 24) that the majority of available treatment options fail to address the significant health implications associated with bullying. Subsequently, these significant health implications continue to have a severe impact on the pupil in both the short-term and long-term. This represents incongruence between the beliefs of support workers, and the options available in treating bullying behaviour.

4.4.2. Perceptions of Treatment

This subtheme is complex in nature, as it was apparent that the resources to tackle bullying behaviour vary cross culturally, and across schools. In the USA and SA, support worker perceptions suggest bullies are not offered support as they are not seen as a priority. This is highlighted in the following comments:

> bullies are not offered support' (SA4)

'primary focus is mainly on the victim…we don't have special assistance to deal with bullies. Maybe there is a missing link (USA4)

Within these two cultures, the motivations to control bullies differed considerably, with a USA participant describing the availability of anonymous reporting:

'bullying may be reported anonymously, teachers and counsellors take action to stop bullies' (USA1)

Whereas, a SA participant suggested that victims are not offered any support:

'no support, there are general rules saying that bullying is not allowed - if a pupil has a history of complaining or making up stories, it will be ignored' (SA3)

This is echoed by another SA participant who reveals that bullying incidents are not investigated with any urgency, implying the lack of importance in dealing with bullying behaviour:

'I did not observe any support programs. Matters are investigated, I wouldn't say its investigated to the highest sense of urgency' (SA4)

On the whole, a large majority of support workers in the UK seem to have a very different experience. Although one UK participant did report a similar situation to that described above:

'bullies are not seen as a priority' (UK4)

The remaining three did not share this perception, with these UK participants describing that bullies are indeed offered limited support which occurs mainly in the form of daily meetings and counselling. This is evidenced by a UK participant below:

'bullies have daily meetings with an anti-bullying coordinator' (UK1)

Other UK participants highlight the fact that both bullies and victims are encouraged to seek assistance from staff members:

'bullies have had counselling through the learning mentors' (UK3)

'victims encouraged to talk to a member of staff for guidance and support' (UK4)

With participant UK1 also stating that referrals to external agencies are sometimes made:

'referrals are made if necessary and external agencies involved (UK1)

And a participant from SA offers a unique perspective into this, by stating that the focus on victims and not bullies is short-sighted:

'focus is more on the victim which I think is very short-sighted' (SA4)

Participants from the USA and SA indicate that bullies are rarely offered any support, as victims are the main priority. Whereas, the majority of participants from the UK stated that bullies are offered support in the form of meetings with a member of staff, counselling, and referrals to external agencies if necessary. This indicates clear cross-cultural differences in the sample, as it appears that the UK offers bullies support in comparison to the USA and SA candidates who only offer victims support (when necessary).

One support worker reflects on this, and highlights that there is a possible flaw in the system, as they suggested that both the bully and the victim need support;

> 'I personally think it is so important to sit with both a bully and a victim, try and identify their flaws and need for support, and actually implement a plan over several weeks, like work to improve a victims low self confidence and encourage them to defend themselves. Work on a bullies aggression, encourage them to be sympathetic' (UK4)

Participant UK4 adopts a more interactional approach to the bully-victim dyad by proposing that the bully and the victim should both receive assistance in combating their respective difficulties. This suggests that an interactional approach to intervention highlights the importance of working with both the bully and the victim, as opposed to an individualistic approach whereby the bully (and his/her perceived psychological issues) is of primary importance.

As detailed above, support worker perceptions suggest that members of staff are expected to play a fundamental role in treating bullying behaviour. Further, the evidence provided suggests that staff are encouraged to offer guidance to students as well as offer counselling to students. However, there seems to be a disconnect in the expectations of staff duties and how equipped staff members are in performing these expected duties; in that even though they are expected to combat bullying behaviour, staff members feel they are ill equipped and untrained to do so.

4.4.2.1 Perceptions of Staff Training

From the findings that arose, it is evident that support workers from the USA and SA feel they are untrained and ill equipped in dealing with bullying behaviour. Additionally, they feel that anti-bullying training is lacking among staff members in these educational settings, and as a direct result are unprepared to contend with bullying incidents. This is evidenced in the quotes below, where 2 of the 4 SA participants stated that:

> 'not a great deal of training is available' (SA2)

> 'not much training is offered to us staff' (SA3)

A third SA participant describes a lack of available anti-bully training:

‘I was not given any training or support on how to deal with bullying. I think
many institutions think that this should be 'common sense'' (SA4)

Whilst two USA participants suggested that there is no specific anti-bully training, but staff are encouraged to attend an after school study group:

‘I am not aware of specific training’ (USA3)

‘after school study group for teachers who are interested in brainstorming’
(USA2)

These supporting quotes are consistent with the aforementioned subtheme (Perceptions of Treatment, page 62) in that there is no focus on treating bullies in SA and the USA. A consistency is also noted with the above subtheme in that participants from SA have no real motivation to deal with bullies, and as a result, no staff training is offered.

Only one UK participant emphasized the lack of anti-bully training, also commenting on a disconnect between the expectations of support worker responsibilities and lack of training:

‘we don't receive any decent training, which I think is very bad. How can we be prepared if
we don't have the necessary tools or training […]’ (UK4)

This UK participant goes on to describe her opinion that there is a disconnection between the expectations of educational establishments, and the training offered to support staff:

‘there seems to be a disconnect, bullying is not tolerated, but teachers rarely get
training’ (UK4)

In contrast, three of the four support workers from the UK indicated that they had received limited non-compulsory restorative practice training with some supporting quotes evidenced below:

‘restorative practices’ (UK2)

‘all teachers, support staff and lunchtime supervisors have had training on restorative
practices’ (UK1)

The abovementioned quotes suggest that support workers from the USA and SA feel primarily untrained on anti-bully strategies, and even though the UK does have limited anti-bully training, this is non-compulsory and as such support workers are not compelled to attend these sessions. The issue of staff training is discussed in anti-bullying literature by Byrne (1994) who states that teachers often feel that their training does not adequately prepare them to deal with the issues of bullying in schools. If bullying behaviour occurs in educational environments, but there is a lack of training amongst support workers, it begs the question as to how the issue of bullying behaviour is expected to be controlled or reduced. This demonstrates incongruence between the existing data, support worker perceptions, and the prevalence of bullying behaviour. This may indicate a possible reason why the prevalence of bullying is still considerably high in educational settings, as support workers are

primarily untrained and not adequately prepared to deal with bullying behaviour. This issue is discussed further in Chapter 5 (see pages 72 - 84).

4.4.3. Perceptions of the Olweus Bullying Prevention Program

Support worker perceptions clearly illustrated widespread dissatisfaction with enforcing traditional punishment methods to bullies. This was discussed by participants in all three geographic locations, as being an ineffective disciplinary strategy, with a UK participant perceiving punishment would add to a bully's problematic behaviour:

> 'punishment can sometimes serve to make a bully more aggressive. It does not address the cause for the unacceptable behaviour or change attitudes' (UK1)

In a similar vein, a participant from SA suggests that punishment is too simplistic and does not address the complex issues associated with bullying:

> 'punishment – too narrow and do not address the complex and deeper issues which gives rise to bullying' (SA1)

The views shared by these participants provides an insight into the possible reasons as to why bullying behaviour continues to be a problem in educational environments; as some participants perceive punishment to be a simplistic and ineffective intervention strategy.

From a different perspective, a participant from SA openly admits that punishment is a key focus in their school, even though it is ineffective:

> 'punishment seems to be a key focus in the schools I have worked at – but I don't think its effective on its own. It's very one dimensional' (SA3)

In relation to the aspect of punitive strategies, a participant from the USA suggests that suspension indirectly rewards poor behaviour:

> 'suspension is the least effective strategy. Removing a student from school for a few days gives him a reward for behaving poorly' (USA2)

These supporting quotes highlight the perception that individualistic-focussed punishment is ineffective, this perception implies that support workers would be likely to accept the more socially oriented approach of the Olweus Bullying Prevention Program.

A significant aspect of this research was drawn from the Olweus Bullying Prevention Program (1989) a successful Norwegian multi-component intervention which noted a 50% reduction in bullying behaviour – with Olweus being a pioneer in anti-bullying behaviour. As discussed (see page 26) following the success of this intervention in Norway, this multi-component ecological model was trialled in several other countries namely the UK and the USA. Results from these two adaptations

indicated mixed results at best. The success of the Intervention in Norway has yet to be reproduced elsewhere (Smith et al., 2004). Additionally, subsequent adaptations of the Olweus bullying prevention program in the USA have reported less successful and mixed results (Bauer et al., 2007). The original study, although successful, appears to have had several limitations which included its non-random selection and time delay comparisons whilst comparing different groups over time) rather than the use of a randomized control group design. Overall, the lack of effects of the Olweus bullying prevention program in these Seattle middle schools suggest that the Olweus bullying prevention program may not be as effective as originally hoped. Separate evaluations of the Olweus program, or Olweus bullying prevention inspired programs in Europe (Eslea and Smith 1998) the USA (Limber et al., 2004; cited in Smith et al., 2004) and Australia (Rigby and Slee, 1991) have also found mixed results at best. The Olweus program will be discussed further in the following chapter alongside a critical discussion on individualist and collectivist cultures (see page 78) in an attempt to unravel the reasons why adaptations of the Olweus program have had mixed results

The study aimed to gain support worker perceptions about whether the Olweus Bullying Prevention Program would transfer to their school, and what they perceived the benefits and limitations would be. Results from the study indicated that all of the participants believed that the Olweus Bullying Prevention Program would successfully transfer to their school. A SA participant simply stated that the program is comprehensive:

> 'it's comprehensive, detailed, all encompassing' (SA3)

Whilst 2 other SA participants further describe the comprehensive intervention by stating that it:

> 'involves all vital levels- pupils, classroom, staff, teachers, policy, repercussions for bullying, parental and community involvement' (SA4)

> 'involves every aspect of life, school, classroom, individual, community which makes it very comprehensive and a solid plan' (SA2)

Similarly, a participant from the USA commented on the plans comprehensive nature:

> 'I think the plan is a nice and comprehensive plan' (USA4)

> 'looks like a very solid plan, it involves all important aspects' (USA4)

With other USA participants commenting on the inclusion of the wider community aspect:

> 'the whole community becomes involved' (USA1)

> 'that it is school/community wide' (USA2)

Comparably, a UK participant also describes the comprehensive nature of the program, and it's variety of support options:

> 'it's consistent, complete and involves a variety of support measures' (UK4)

These supporting quotes clearly illustrate the positive perceptions associated with the Olweus program; with support workers agreeing that this program would indeed transfer to a school in their geographic region. However, when questioned further about the perceived limitations of the Olweus Bullying Prevention Program, reserved support was very clearly evident in participant responses. One of the primary limitations noted by support workers was the cost implications of implementing a large scale program:

> 'cost to train school staff' (UK2)

Similarly, SA participants also voiced concerns on the costly nature of the program:

> 'might be costly to ensure proper training' (SA2)

> 'take significant time, resources and money' (SA3)

Further limitations described by support workers included the resource intensive nature of the program, participant SA4 appears most concerned about these issues as she states it would be:

> 'resource draining' (SA4)

> 'time intensive' (SA4)

> 'labour intensive' (SA4)

In a similar vein, a USA participant also mentioned that:

> 'it would be labour intensive to implement such a large scale plan' (USA4)

Another substantial perceived limitation would be engaging external factors (e.g. parents) outside the school context, this issue of parental engagement is described as:

> 'engaging parents is always an issue' (UK2)

> 'it's not always what parents want to hear' (UK1)

With a SA participant describing the possible conflict that would ensue:

> 'possible conflict on correct protocols between school and parents' (SA4)

The aspect of conflict with the wider community is described by participant UK4; there could be disagreement between the involved parties, which could ultimately result in failure of the intervention:

> 'risk that parents / community may not agree on terms and conditions of approach – in particular the punishment aspect' (UK4)

Whilst another UK participant also described these issues:

> 'difficult to engage and maintain a whole community' (UK1)

Doubt was clearly evident in the participant responses, with a great deal of reserved support noted in participant responses. Participants discussed a concern that it would be difficult to engage and maintain both parents and a community in the anti-bullying program, as discord could arise from disagreement in the terms and conditions of the program. Eslea and Smith (2000) found that parental involvement is highly correlated with a successful bullying prevention program – which could be linked to the success of the original Olweus Bullying Prevention Program.

Even though Eslea and Smith (2000) discuss the importance of having parental involvement in an anti-bullying program, the current perceptions described in this study indicate that parental and community support could prove to be highly problematic:

> 'possible conflict on correct protocols between school and parents' (SA4)

Additionally, even though participants endorse the use of the ecological multi-component model in combatting bullying behaviour, it is clearly evident that there is a risk that the perceived limitations would impede on the overall execution of the anti-bullying program which would ultimately result in failure.

It is clear that in principle, support workers perceived the Olweus Bullying Prevention Program to have significant positive effects and as such support workers accepted that the benefits of this program far outweigh the limitations. However, objections were evident in the practical nuances of the program. Even though all of the support workers clearly stated that a multi-component ecological model (such as the Olweus program) would be the most effective intervention in combatting bullying behaviour, support workers discussed other more common / traditional intervention and disciplinary strategies such as resource packs and punishment. Cross-cultural similarities are evident in that supportive discipline measures are deemed the most effective, in relation to punitive methods such as suspension or detention. The supporting quotes below illustrate that booklets are ineffective;

> 'booklets and/or resource pack wouldn't work very well, no one reads things willingly these days' (SA4)

This perspective is echoed by a UK participant who states that booklets are discarded:

> 'booklets for parents and teachers are *least likely to work*, even if the teachers read the information I don't believe that all the parents would do this and *discard them'* (UK3)

It was evident that support workers perceive booklets and resource packs to be ineffective, as they would be discarded. This indicates a sign of non-engagement, as the teachers and parents who are encouraged to read these resources do not do so. This implies that non-engagement with the available resources packs / booklets, would subsequently lead to the exacerbation of bullying behaviours as these people would not be fully equipped and updated on current anti-bully strategies.

Cross-cultural similarities are also observed, in the agreement that other interventions such as punishment and booklets are too simplistic and therefore ineffective. A participant from the UK reflects on various intervention strategies, and suggests that it may not be about the type of intervention used, but more about the way in which the intervention is implemented, stating that:

> 'any one of the interventions alone would fail. The approach has to be extensive consistent and committed' (UK2)

Finally, in regards to the Olweus Bullying Prevention Program, participant perceptions unanimously agree that in theory this program would transfer to a school in their geographic location. However, doubts were evident regarding the longevity of the program, with participants implying that even if the program was successfully implemented in their environment, the perceived limitations and possible conflict situations with external factors would pose serious risks which would ultimately result in failure:

> 'could start off really strong, and whittle down after a few months' (SA4)

4.5 Summary of Key Findings

It is clear that support workers focus primarily on the bully-victim dyadic relationship as being the two main components of bullying behaviour. This is evident in the re-occurring themes discussing characteristics and motivations of the bully and the victim – with limited inclusion of external factors such as the family, and other support systems. Support workers are also very articulate about this element of bullying and have well worked out perceptions of both the bully and victim. This reflects a cultural emphasis on the small scale aspects of bullying, and at this point the role for more macro-factors is limited to family background and TV / media violence. Furthermore, it is also observed in support worker perceptions that bullying appears to be an individualistic problem. Hence, the quotes suggest that support workers perceive individualistic treatments to be most efficacious (even though individualistic treatments fail to address and incorporate key external factors such as family, community, and health implications).

This analysis chapter has discussed each theme and the interlinking subthemes in turn, whilst drawing emphasis on any cross-cultural similarities and differences. This relates back to the first research question which aimed to examine support worker perceptions from a cross-cultural perspective. Additionally, a more detailed table of quotes, coding, and notes encompassing the entire data set can be referred to in Appendix 6 which indicates the process of data analysis.

In summation, differences in the nature of struggles between the bully and the victim were observed, in regards to the bully experiencing family issues and possibly abuse. Whereas, victims are also likely to experience family difficulties in a different form; namely low socio-economic status. Similarities in the perceptions of bullies and victims are also seen, but cross-cultural differences are also evident in each of these perceptions. All in all, broad patterns of agreement are noted in the majority of the

current data set, these patterns of agreement will be further elaborated upon in the following chapter. Additionally, an in-depth narrative on the Olweus program will be presented in the following chapter alongside a critical discussion on individualist and collectivist cultures (see page 78) in an attempt to unravel the reasons why adaptations of the Olweus program have had mixed results.

Chapter Five – Discussion and Conclusion

This chapter will revert back to the research questions identified in Chapter 1 (see page 12) and discuss how these research questions were examined in the study. Each research question will be discussed in turn, alongside previous literature wherever possible. Additionally, as the Olweus Bullying Prevention Program was a key focus in this research, these findings will be discussed in conjunction with cross-cultural theory which will aim to provide a more robust evaluation of support worker perceptions. The data set was analysed with a cross-cultural perspective in mind, as all data was grouped to identify any similarities or differences in support worker perceptions. This provided an insightful perspective into how support workers from the three locations (UK, USA, and SA) perceived a vast range of aspects such as: available anti-bully training, discipline and intervention strategies, and the realities and consequences of bullying behaviour in their educational settings. Strengths and limitations are discussed alongside recommendations for future research.

5.1. Research Question 1:
What are the Realities and Consequences of Bullying Behaviour for both the Bully and Victim?

The realities and consequences of bullying behaviour for both the bully and the victim was examined as support workers were asked to record their perceptions and experiences of both bullies and victims.

Figure 5.1.1 (overleaf) represents a summary of the central theme and subthemes which emerged from the data set in relation to perceptions of a bully. Bold arrows represent the primary perceptions of bullying, and standard arrows represent the perceived secondary factors of bullying, the rationale for using bold and standard arrows to represent primary and secondary perceptions arose from the number of participants who commented on each aspect. Bold arrows were used to indicate that many participants shared these perceptions, whereas standard arrows were used to highlight a lesser amount of participants who commented on these factors. Cross cultural similarities were noted in the majority of these previously discussed points, which assumes that the interrelating points below could arguably represent the process of bullying behaviour.
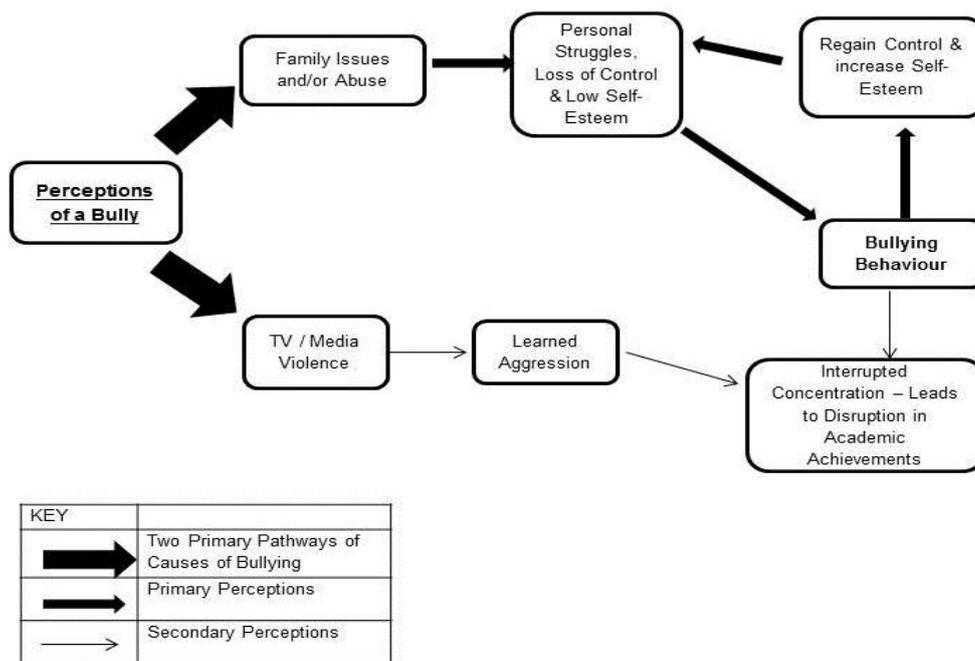
Figure 5.1.1 Visual Depiction of the Central Theme and Interlinking Subthemes representing Support Worker Perceptions of a Bully.

The diagram above represents the themes and subthemes which emerged from support worker perceptions. These perceptions suggest that familial issues are likely to lead to a negative self-perception and a loss of control. Bullies may regain this loss of control by employing dominating behaviours which control their peers and the situations they encounter. By using this dominating behaviour (i.e. bullying) bullies may regain a sense of control, however the repercussions of this can be serious as bullies focus significant amounts of their thoughts on planning their next incident which results in interrupted concentration and a decrease in overall academic performance.

Support worker perceptions also reveal that TV / Media violence may be a significant factor in the lives of young bullies, as results from the study revealed that support workers believe media violence is readily available in the public domain and can possibly negatively influence individuals. The American Academy of Paediatrics (Pediatrics, 2009) stated that exposure to media violence can cause a significant risk to the health and wellbeing of children, with media violence contributing to aggressive behaviour and desensitization to violence. Furthermore, several media violence researchers suggest that repeatedly exposing children to factors such as media violence and poor parenting is likely to produce aggressive adults (Patterson et al., 1992; and Huesmann and Miller, 1994). With regards to familial factors in relation to learned aggression and future violence in bullies, support worker perceptions also revealed the significance of familial factors in the development of a bully. In a similar vein, Patterson et al., (1989) discusses the role of family by stating that aggression-related beliefs significantly predict future levels of aggressive behaviour, with the source of these beliefs in children often stemming from the family. Therefore, in relation to this study, learned aggression via the observation of violence plays a role in bullying behaviour as bullies may learn aggression via observation (from family or media influences) and use these negative methods as a

means to dominate others; an idea which is cross-culturally expressed by support workers in the study.

An important facet in this data set revealed that support workers perceive victims to experience far worse consequences of bullying in comparison to bullies, this demonstrates the overall severity of bullying behaviour for victims. This is supported by Eslea et al., (2003) who states that bullying is a universal phenomenon with many negative effects for victims, and very few negative effects for the bullies.

In relation to the severe and long lasting issues that are associated with victims of bullying behaviour, Figure 5.1.2 represents a summary of the central theme and interlinking points discussed by support workers which illustrate the perceptions of the causes and effects associated with victims of bullying.
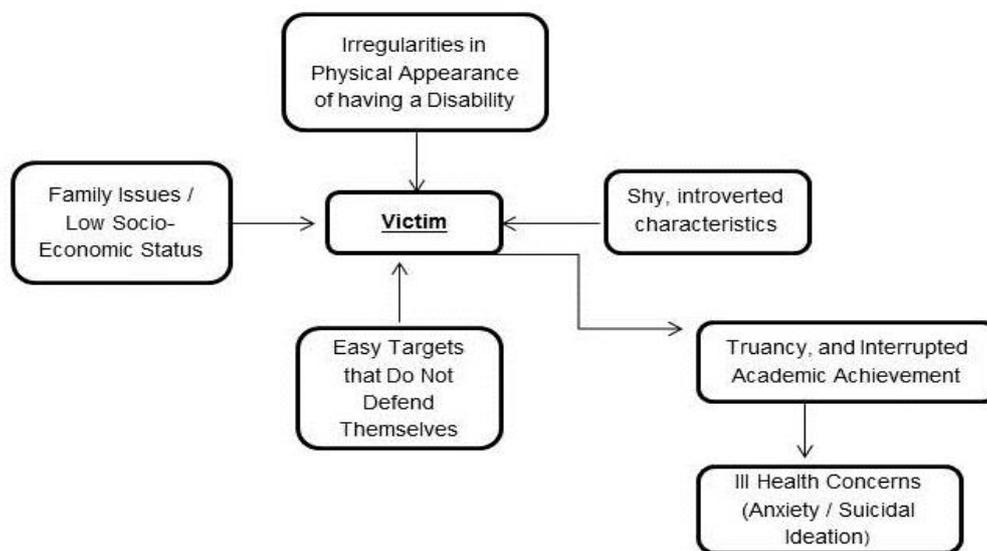
Figure 5.1.2 Diagrammatic Representation Illustrating the Central theme and Subthemes Representing Support Worker Perceptions of a Victim.

Results from the study illustrated that victims are primarily associated with introverted characteristics, these introverted characteristics place victims at an increased risk of bullying as bullies perceive them to be easy targets that do not defend themselves. Support worker perceptions also indicate that victims are targeted for being 'different', with the term 'different' primarily associated with negative undertones (i.e. being over or underweight, physically different, or having a disability). Several support workers discuss the idea associated with looking 'different' may be out of a victims control; if a victim comes from a low socio-economic background and is unable to own certain material possessions, this could make them a target for bullying. These results are in line with previous literature which states that victims who don't fit in with their peers, or appear different based on their clothing or external appearance are at an increased risk of experiencing bullying behaviour (Hoover et al., 1992). Further, Rose and Monda-Amaya (2011) state that presumably, socio-economic status may cause a pupil to experience bullying.

Bullying can have a significant impact on the life of a victim, in both the short-term and long-term. Victims could actively avoid school (to avoid a bully) which is likely to result in truancy and decreased academic performance. The topic of victims avoiding school is also discussed by Rigby (1997) who stated that victims of bullying behaviour are more likely to dislike and avoid school due to their negative experiences associated with bullying, interlinked with school avoidance is the idea that attendance levels would decrease which is likely to result in victims having a lower academic ability in comparison to pupils who regularly attend school (Beran and Lupart, 2009). The many health and wellbeing implications discussed by support workers have been noted in previous studies which suggest the prevalence of these negative implications has not decreased. Additionally, it can be posited that current intervention strategies have not adequately addressed the issues which victims experience which needs to be addressed and rectified in future educational policy.

In sum, the interlinking themes and subthemes which emerged from the study include; bullies being dominating and controlling individuals, bullies learning aggression via observation (e.g. media influences), victims being introverted and different characters who do not defend themselves, bullies experiencing interrupted concentration and ultimately a decrease in overall academic performance, victims experiencing severe health and wellbeing implications both in the short-term and long-term, and a lack of support worker training on anti-bully strategies creates the atmosphere where bullying behaviour can thrive. Many of the aforementioned factors contribute to the exacerbation of bullying behaviour.

5.1.1. Significant Finding

Participants in the study believe that bullies suffer with interrupted concentration, however previous research by Boulton et al., (2008) indicates that only victims suffer with interrupted concentration; this is an important finding in the current study, as it highlights a new facet which is not evident in previous literature. It can therefore be argued that this new finding could be attributed to the changing nature of bullying behaviour. This new finding adds to previous research which states that victims suffer with interrupted concentration, by suggesting that some negative outcomes (i.e. interrupted concentration can affect both bullies and their victims.

5.2. Research Question 2
Are Support Workers adequately prepared to deal with Bullying Behaviour?

Support workers in the sample were interviewed about the training available to assist them in dealing with bullying behaviour. Additionally, they were asked to name specific training (if any) they had received, and their overall thoughts on support worker anti-bully training. Results indicated that support workers felt primarily untrained and ill-equipped in dealing with bullying behaviour, the few support workers who did receive minor training stated that this was non-compulsory. This gives insight into why bullying behaviour continues to be a long-standing issue in educational settings, as

training is primarily lacking and when training is available it is non-compulsory; this could arguably exacerbate bullying behaviour in schools.

Results in this study suggest that support workers from the USA and SA do not feel adequately prepared or trained to deal with bullying behaviour. Whereas, 3 out of 4 UK participants stated that they do receive minimal training, primarily on restorative strategies, but that this training was not compulsory. This suggests incongruence between pre-existing data, support worker perceptions, and the overall prevalence of bullying behaviour. Pre-existing data (Byrne, 1994) states that teachers are not adequately prepared to deal with bullying incidents, support worker perceptions indicate that UK participants do indeed receive minimal non-compulsory training. When compared with overwhelming evidence that describes how bullying behaviour is still rife in educational settings (see page 15) this suggests incongruence between previous literature, current UK participant perceptions, and the overall prevalence of bullying which is still an ongoing issue in schools. This should be taken into account when planning teacher courses, as it is fairly obvious that there seems to be a disconnect in what anti-bully duties teachers are expected to perform, and the training they have been given. Support workers are expected to intervene during bullying incidents, but perceptions clearly illustrate that they feel unprepared to deal with bullying situations as they are not offered anti-bully training. When related to aspects which emerged from the data, it could be suggested that educational establishments enforce the requirement that all support workers undertake anti-bully training on a compulsory basis. Further, all accredited courses should include information and practical tuition on various anti-bully strategies; including restorative practices and classroom techniques.

The idea that there is a disconnection between available training and support worker duties may be a reason why bullying in schools is still rife, the onus is clearly on educational staff in introducing and implementing an anti-bully program, and yet they are primarily untrained on dealing with issues of bullying. These inconsistencies would surely result in failure of the implemented anti-bully program; a fact which is touched upon in the original Olweus Bullying Prevention Program, as Olweus discusses the importance of including all facets (school personnel, parents, and the wider community) when implementing an anti-bully program (Olweus, 1994).

5.3. Research Question 3
What are Support Worker Perceptions of the Olweus Bullying Prevention Program, and how do these Perceptions differ cross-culturally?

One of the primary findings of this study is in regards to the Olweus Bullying Prevention Program which had considerable success in Norway, resulting in a 50% reduction of bullying behaviour (Olweus, 1994). However, adaptations of this whole-school ecological program have showed mixed results at best (Bauer et al., 2007). This may be accredited to cultural differences, a point which will be further explored in an attempt to unravel the reasons why this program does not successfully transfer on an international level.. Results suggest that even though all participants indicated that the program would successfully transfer into a school in their local area, when further questioned it was evident that in theory the program would be a success but in practice the perceived limitations pose

many issues. As this was the main finding in this study, it will be further discussed below in relation to cross-cultural theory; namely individualistic and collectivistic cultures. The rationale for discussing these findings in relation to individualistic and collectivistic cultures lies in previous literature which states that reproductions of this intervention have shown mixed results at best (Smith et al., 2004). As the current sample involved participants from 3 different locations, applying cross-cultural theory to participant responses may offer a more robust reason as to why the original Olweus program has had difficulty translating on an international level.

The original Olweus Bullying Prevention Program successfully demonstrated significant reductions in bullying; with a 50% reduction in Norway (Olweus, 1994). However, the success of the intervention in Norway has yet to be reproduced elsewhere (Smith et al., 2004). Additionally, subsequent adaptations of the Olweus Bullying Prevention Program in the USA have reported less successful and mixed results (Bauer et al., 2007). The original study, although successful, had several limitations which included its non-random selection and time delay comparisons whilst comparing different groups over time rather than the use of a randomized control group design. The use of a randomized control group design could have possibly affected the overall results, as this design would have improved overall internal validity of the study. Further, another advantage of randomizing is the elimination of selection bias and confounding. When specifically used for interventions, the primary advantage is that the given intervention has a demonstrated effectiveness (Kendall, 2003) and is safe to use in a public environment.

Adult behaviour is of utmost importance in the success of an intervention program, with the adults at school and at home being aware of bullying issues in the school at hand. Adults (both at school and at home) are required to engage themselves in an attempt to change the bullying situation. Without adults acknowledging the existence of bullying problems, and following a clear commitment to actively participate in the anti-bullying efforts, the program would have limited (if any) success. This could be a possible factor as to why participants in the study have high levels of reserved support with regards to the transfer and implementation of this program into their school, as some participants stated that it would prove very problematic to involve parents and primary-caregivers in anti-bullying programs, as parents often disagree on the terms of the program which provides conflict in implementation. Support workers clearly describe how involving primary caregivers poses a troublesome issue, with several support workers stating that 'engaging parents is always an issue' (UK2), as well as a 'possible conflict on correct protocols between school and parents' (SA4), and 'risk that parents / community may not agree on terms and conditions of the approach – in particular the punishment aspect' (UK4).The importance of incorporating all factors in the whole-school intervention strategy is further discussed by Eslea and Smith (2000) who found that parental involvement is a vital key in the success of bullying prevention programs. However, most anti-bullying intervention strategies include support for bullies, victims, classroom curricula and some whole-school components, but very few (if any) include intervention strategies for parents (Smith et al., 2004).

The study indicates that support workers perceive the primary issue to be with the bully themselves and that removing a bullies issue would therefore eliminate bullying behaviour. However, this assumption is both simplistic and problematic as Olweus clearly defines the many complex issues which need to be addressed and amalgamated to form a comprehensive ecological approach in combatting bullying behaviour. In practice, this idea is largely unsupported by the sample, as it is also noted in support worker perceptions that bullying appears to be an individualistic problem. Henceforth, support workers perceive individualistic treatments to be most efficacious (even though individualistic treatments fail to address and incorporate key external factors such as family, community, and health implications).

Based on the support worker responses (see Analysis on pages 45 - 71), provided in this study, there is clear evidence that support workers perceive bullying to be an individualistic issue. Bullies are seen as the instigators who prefer to dominate weaker individuals in order to control their peers and/or situations, additionally support worker perceptions firmly reveal that the problem lies with the bully himself with possible reasons being; familial issues, abuse, psychological deficits, etc. This could be a possible reason as to why the Olweus program has not had its original levels of success in other countries; if support workers in the sample have perceived bullying to be an individualistic issue. It is clear that efforts would not be given to a comprehensive ecological approach, which would therefore result in failure. In summation, there are inconsistencies with the original Olweus program and support worker perceptions regarding the Olweus program. These inconsistencies may be attributed to the pre-existing culture in the environment where the intervention is being implemented and applied; these different cultures will be further discussed below in relation to bullying behaviour.

5.3.1. Individualist and Collectivist Cultures

Individualism-collectivism is a commonly used dimension in cross-cultural research, and will be used to as a means to further explore the aforementioned research questions; with a primary focus on research question 3 which constituted a large part of the analysis section (see pages 45 - 71). Individualists are described as valuing the goals, needs, and rights of the individual over the goals, responsibilities, and obligations of a group. Whereas, the opposite can be said for collectivists who value the goals, responsibilities, and obligations of the group over that of an individual (Cai and Fink, 2002). Furthermore, additional research in cross-cultural psychology has conceptualized collectivism as a cultural syndrome that is multi-faceted in nature, and represents a pattern of shared attitudes and beliefs around a certain topic. Individualism values aspects such as individual freedom, competitiveness, and self-expression, whilst fostering a belief that people's individual achievements should be highly valued. In stark contrast, collectivism values cooperation and subordination of the individual to the goals of the team whilst fostering the belief that achievements should be measured by their team contributions (Triandis, 1990).

The dual concern model (adapted from Pruitt and Rubin, 1986) was used for the Cai and Fink (2002) study. This model (see figure 5.3.1 overleaf) predicts conflict behaviour (e.g. bullying) based on a

person's high or low concern for one's own outcomes, and a high or low concern for another person's outcomes. Pruitt and Rubin (1986) clearly state that an individual's decision to use a certain conflict style is a strategic choice which stems from the likelihood that employing a certain conflict style would result in a successful outcome in a given situation. This can be applied to individualism and collectivism; individualists are likely to have a high concern for their own successful outcome, whereas collectivists are more likely to have a high concern for another individuals' successful outcome. Based on the model, the most applicable style is the dominating conflict style, characterized by a very high concern for one's own interests and a low concern for the other person's interests. The dominating style employs the use of forceful tactics (e.g. threats) with a focus on defeating the opponent. This dominating conflict style can be applied to bullying behaviour, as bullies have a primary aim of dominating victims by using forceful tactics. Interestingly, it was noted that the meaning of four of the five conflict styles were interpreted differently by both individualists and collectivists (as these two types of people have intrinsically different goals) with the exception of the dominating style which was interpreted similarly (Gray, 1989; cited in Cai and Fink, 2002), thus suggesting that dominance (a characteristic which is linked to bullying behaviour) is a universally recognised behaviour.
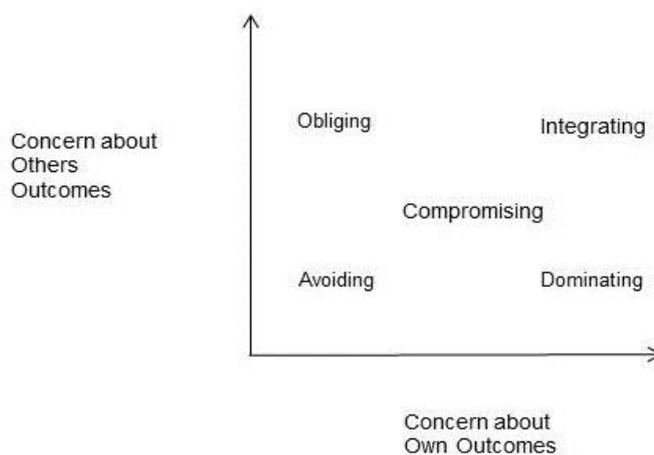
FIGURE 5.3.1 The Dual Concern Model involved in Predicting Conflict Behaviour
(adapted from Pruitt and Carnevale, 1993).

Studies (like Cai and Fink, 2002) suggest that cultures differ in their preferred forms of handling conflict, this gives further importance to study bullying behaviour from a cross-cultural perspective. The dual concern model exploring the five conflict styles has been theoretically valuable, as it has provided a foundation for formulating predictions about the use of the various conflict styles and how they vary between individualist and collectivist cultures. In regards to relationships with others, Triandis (1995) states that individualist cultures rely on low context communication methods where meaning is explicit in the content of the relayed verbal message) and as such, verbal expression of conflict is considered to be normative. This can be applied to bullying behaviour, as individualists are likely to initiate confrontation which they consider to be normative; in relation to this study, results indicated that support workers often see confrontational behaviours, these confrontational behaviours

are most commonly seen when bullies actively target weaker individuals who are easy targets that do not defend themselves.

In Hofstede's (1980) original study involving cultures, the USA was identified as being an extremely individualistic culture, located at the far end of the individualism-collectivism dimension. In a study comparing individualistic cultures (e.g. the USA) and collectivistic cultures (e.g. Norway / China) results indicated that collectivist individuals were found to be much less confrontational than people from an individualist culture (Lee and Rogan, 1991). This may provide valuable insight as to why the USA has such elevated school bullying, as individualists are considered to be more confrontational; in relation to the current findings, participants from the USA stated that bullying behaviour is a common occurrence in their educational settings. The original Norwegian sample in the primarily collectivist Norwegian society could have had their own culturally specific set of acceptable behaviours which resulted in a 50% reduction of bullying behaviour. When applied to other geographic locations (e.g. the USA) a primarily individualistic culture with different ideologies – results were mixed at best. The nationwide intervention in Norway consisted of a comprehensive resource pack, videotape for class discussion, booklet for teachers, and a folder of advice for parents. It could be suggested that certain aspects of this program may not transfer well into an individualistic culture. The booklet for teachers and advice folder for parents is likely to remain unused and be discarded; an idea which is noted in current support worker perceptions (see page 69).

Remarkably, cross-cultural differences are noted in the sample as objections to Olweus' program are evident. Results highlighted that participants from the UK are the only ones who seem to focus on the importance of involving the wider community (in line with Olweus' assumptions). However, participants from the USA and SA are primarily concerned with practical issues such as available resources, training, and time constraints. This exemplifies that participants from the UK share some similarities with Olweus' original assumptions, in comparison to participants from the USA and SA. In summation, individualistic and collectivistic cultures have a marked impact on intervention strategies, as these individualist and collectivist cultures have different intrinsic values and goals.

5.4. Strengths and Limitations

The study involved the investigation and examination of support worker perceptions, this element coupled with the relatively small sample of a total of 12 participants (4 participants from each location) suggests that it may not be possible to extrapolate results and as such, results may not be generalizable to the wider population. Additionally, being that the mode of study was 12 months in duration and due to these significant time constraints, it was not possible to interview, collect, and qualitatively analyse a wider range of participants in a rigorous and systematic manner. Therefore, in future studies, it would prove beneficial to employ a larger sample over a longer duration, this would improve generalizability through the use of a larger sample.

Qualitative research is fairly dependent on the individual judgement of the researcher, and his/her interpretation of the qualitative data at hand, which may pose issues with validity. However, I did make a conscious effort to practice epoche (Langdridge, 2007) during the research process by bracketing off my own preconceptions and aiming to let the data and participant responses speak for themselves. When an email response was received, I endeavoured to read through participant responses once and log off the computer. This was done to allow participant responses to stand alone, untainted by my own views, which at times were opposite to participant responses. This method was fairly successful during the research process, as it allowed the researcher time to bracket off and remove their own perspective on the topic at hand.

Drop-outs were a factor in this study; it was originally envisaged that a total of 15 participants would take part in the asynchronous email-interviews, however only 12 participants took part in the entire process. Fortunately, only 3 drop-outs were involved in the study, but drop-outs are indeed problematic as a significant amount of time is spent in email communication with these potential participants. Although the asynchronous email-interview method used in this study was fairly time consuming, it provided a detailed and contextual cross-cultural perspective into the perceptions of youth bullying behaviour which would have not been gained if Quantitative methods were used. Expenses were eliminated as all data collection took place over the internet, thus removing the need to travel to each location to interview the participants. However, it could be argued that the quality of participant responses may have been better if participants were interviewed in person, as supplementary questions and developing a rapport would have been easier to establish in person. These issues are also echoed by Hamilton and Bowers (2006). A lack of non-verbal communication may be problematic when using the email interview method (Hamilton and Bowers, 2006) but these can be overcome.

Additionally, the current qualitative analysis is based solely on support workers' viewpoints, which may not provide a comprehensive perspective on bullying in educational settings. Even though support works witness the intricacies of bullying behaviour and peer relations on a first hand basis, these individuals' perceptions may differ based on their employment role and level of experience. Further, it would be advantageous to extend this qualitative study to include a more diverse range of participant groups (e.g. participants from different locations, and participants who have different levels of employment experience) which may provide more robust conclusions. It can be suggested that support workers in different employment roles may have different perceptions of bullying behaviours, headteachers or school principals may deal with bullying incidents in a limited capacity, however school counsellors and inclusion staff may have more detailed perceptions of bullying incidences as they are involved within the bully-victim dyad relationship when investigating incidents.

Qualitative research is a contextual and holistic method with a vast array of benefits, primarily to provide a data set rich in detail and personal experiences (Willig, 2008). I firmly believe that the use of qualitative methods in the study provided a unique perspective into support worker perceptions of

youth bullying behaviour, something which quantitative methods would have failed to provide. Although, quantitative methods are able to offer a concise summary using a significantly larger sample size which may be extrapolated to the general population.

This study provided a multi-faceted understanding of the perceptions of school bullying. This study also solidified the idea that bullying is still a significant issue in educational settings, as all support workers in the sample agreed that bullying behaviour is indeed an issue in current times which adds to our overall understanding of bullying behaviour.

5.5. Recommendations for Future Research

Based on the previously discussed limitations, it would prove beneficial to utilize a larger sample size as well as recruiting participants from a wider range of countries. By including a range of countries which are collectivistic and individualistic, more robust conclusions regarding anti-bully intervention strategies could be found. Moreover, it may be more beneficial to contact employers / institutions directly when recruiting participants, as it was noted that a limited amount of support workers who did not wish to participate attributed this to non-disclosure to their institutions which resulted in several participant drop-outs.

It would also be recommended to do a large scale longitudinal study; where support workers would be interviewed at the beginning of the study. This would be followed by introducing and implementing various interventions based on the severity of school bullying and the type of culture (e.g. individualistic or collectivistic) in the targeted environment. The longitudinal study would end off with a second interview to gauge whether the targeted interventions had an effect on bullying behaviour. When implementing an ecological intervention where many levels of a child's environment is incorporated, it would also prove beneficial to interview the various individuals involved in each level; this would include interviewing parents / primary caregivers, and key figures in the wider community which would provide an all-inclusive perspective of the ecological intervention and which aspects of the intervention are successful or unsuccessful. Aspects of this proposed longitudinal study can be linked back to the original Olweus program, which demonstrated the importance of including parents and the wider community in an ecological intervention program as Olweus (1987) states that familial factors are one of the most significant factors in the struggle against bullying.

Furthermore, it would be beneficial to examine the role of stigmatisation in bullying as pupils who experience stigma in being labelled a 'victim' may have issues reporting their difficulties to a senior member of staff, accepting assistance or interventions. It would also be appropriate to investigate whether school bullies continue their bullying behaviour outside of their educational settings; i.e. if there is a correlation between school bullying and other types of bullying which occur in adulthood such as workplace bullying, prison bullying, and sexual harassment.

Based on the current findings, it is suggested that each school have a personalized anti-bully policy which is followed in a systematic and meticulous manner. Additionally, based on these findings, it would be highly recommended that all support workers in educational settings are offered anti-bully training as a compulsory task. This anti-bully training can either take place as part of their tertiary education, or before taking up a teaching post in a school. Furthermore, support worker anti-bully training should be repeated annually, thus providing a reminder of the prevalence of bullying and the severity of consequences associated with bullying behaviour.

Implications of this study have highlighted the lack of support for both bullies and victims; anti-bully interventions should all include a wide range of support mechanisms for both a bully and victim, this would assist a bully in curbing their negative behaviours and assist a victim in breaking the cycle of their short-term issues developing into long-term struggles. For example: bullies should have their behaviour monitored closely on a daily basis, culminating in a weekly update meeting with senior members of staff and the parents of the bully. Additionally, bullies should take extra lessons with a school counsellor on empathy, sympathy, tolerance, patience, and anger control in dealing with their peers.

Victims should be offered support in the forms of short daily meetings with a teacher mentor, as well as tools to boost their self-confidence and self-esteem. Victims should also be monitored closely by a member of staff to ensure that their short-term issues (i.e. truancy, interrupted concentration) do not develop into long-term problems (absenteeism, and decrease in academic performance. In terms of wider awareness, it could prove beneficial to commission celebrities to create public service announcements regarding bullying, this provides a wider public platform which demonstrates that bullying is not tolerated. Overall, all future research should consider the complexity of bullying behaviour, as bullying behaviour could be further examined by taking into account the modalities, severities, and different perceptions associated with bullying.

5.6. Concluding Points

It is clear that the original Olweus Bullying Prevention Program in Norway had a significant effect in reducing school bullying. However, as discussed, individualistic and collectivistic cultures may have a marked impact on intervention strategies, as these individualistic and collectivistic cultures have different intrinsic values and goals. Instead of an over-reliance to adapt a collectivist intervention (e.g. Olweus' Intervention in Norway) into an individualist culture (e.g. the USA) where it would be likely to result in mixed results or failure, more effort could be focussed on developing intervention strategies to targeted cultural locations. For example the USA has one of the highest rates of school bullying in the world, and is known to be an individualistic culture. Therefore, an intervention strategy should be specifically formulated to target bullying behaviour in individualistic cultures. A team of researchers could employ a randomized control trial in an individualistic culture where a wide range of various interventions (which include individual level, family level, school level, and wider community level) to

establish which interventions are most effective at each level in an individualistic population. Subsequently, all the most effective interventions should be utilized together in one comprehensive program and trialled in a new educational environment to establish if it has an effect on bullying incidences. Further, this intervention strategy could include utilizing the previously established knowledge that individualists are more confrontational (as discussed on page 80) by putting strict rules in place that all bullies undergo a compulsory aggression management course which would form part of the individualistic intervention strategy.

Overall, results in this study indicate that the cultural assumptions associated with bullying are largely consistent. These consistencies are noted in the shared assumptions that bullying occurs primarily in the dyadic relationship between a bully and a victim, and that support workers perceived the main problem to be with the bully him/herself (e.g. stemming from familial issues, abuse, or psychological deficits). Additionally, cross-cultural similarities were noted in the shared assumptions that victims appear 'different', are easy targets that do not defend themselves, and suffer with a vast array of short-term and long-term health and wellbeing issues associated with bullying. Referring back to the relativist ontological position that was adopted (see page 31) this study has explored the experiences of each participant, Van Manen (1990) states that the lived experiences contribute to the production of knowledge, this directly relate to this research as although the sample consisted entirely of educational support workers, the experience of each support worker was unique to them which adds to the point made by King and Horrocks (2010) that understandings of the world are diverse, hence the existence of multiple realities and perspectives.

Furthermore, one of the key findings in this study is the idea that bullies suffer with interrupted concentration. Participants in the study believe that bullies suffer with interrupted concentration, however previous research indicates that only victims suffer with interrupted concentration (Boulton et al., 2008). This is an important finding in the current study, as it highlights a facet where previous literature is lacking. This new finding could also be attributed to the changing nature of educational bullying behaviour.

Cross-cultural research is a significant and fundamental aspect and should be studied in a systematic and consistent manner. The importance of studying various cultural groups is clearly evident, as this invariably leads to theoretically important findings; ideally, the antecedents and consequences of behaviour (Triandis, 1980; cited in Brislin, 1983). Therefore, unearthing the antecedents and consequences of behaviour (such as bullying behaviour) can inform future intervention strategies which may lead to a decrease in the overall prevalence of bullying.

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Appendices

Appendix One - Successful Ethical Approval Application

THE UNIVERSITY OF HUDDERSFIELD
School of Human and Health Sciences – School Research Ethics Panel

OUTLINE OF PROPOSAL
Please complete and return via email to:
Kirsty Thomson SREP Administrator: hhs_srep@hud.ac.uk

Name of applicant: Miss Chane Roodt
Title of study: A cross-cultural study examining support worker experiences of youth bullying behaviour in an
educational setting, including school disciplinary methods and intervention strategies.

Department: Human and Health Sciences   Date sent:

Issue	See Page 3 (Research Proposal, and Protocol)
Researcher(s) details	Miss Chane Roodt
Supervisor details	Dr. Chris Bale (attached Supervisor Form) Dr Derrol Palmer Dr Berenice Golding
Aim / objectives	The aim and purpose of the proposed research would be to examine support workers experiences, attitudes and perceptions of bullying in an educational setting. Based on support workers responses, the overall health and wellbeing of cross-cultural groups would be discussed, alongside important aspects of discipline practices and intervention strategies. The proposed research aims to fill a gap in the present research; as Borntrager et al (2009) states, there are very few cross-cultural comparison studies which examine bullying on an international level. Additionally, further research into this area could benefit support workers as Byrne (1994) states teachers often feel that their training does not adequately prepare them to deal with the issues of bullying. Therefore, it would prove useful to not only examine the most effective anti-bullying practices, but to also identify successful intervention strategies that might combine the placement of an anti-bullying campaign in conjunction with a programme which supports and promotes the good health and wellbeing of both the bully and the bully-victim. The Norway Intervention worked exceedingly well, by successfully demonstrating significant reductions in bullying (with a 50% reduction noted in Norway.) However subsequent adaptations of this programme (particularly in the USA) have shown significantly less successful results. This cross-cultural perspective is linked in with the current research, which hopes to identify possible reasons for the large amount of cross-cultural variance.
Brief overview of research methodology	Qualitative Analysis – using semi-structured asynchronous email Interviews (Please refer to Research Proposal for further protocol details - Page 3-5)
Study Start & End Date	Start Date: 01-10-2012 End Date: 31-01-2014 (Including 4 months Submission Pending)
Permissions for study	Appropriate permissions will be received through SREP. Additionally, participants will be encouraged to notify their employer for permission to participate and be given a separate Schools Information Sheet which should also be given to their Employer / Institution (Page 11)
Access to participants	Access to participants will be primarily through Emails.

	Several South African and American participants will be contacted on a casual basis over Private Message on Facebook, they will be given a brief overview of the research and asked for their email address for further contact.
	British participants would need to be contacted by doing an Internet Search on the Local Educational Authority websites, and locating email addresses from a public server. Alternatively, if this method does not work the Researcher will locate schools in the area to telephone directly for participation.
	There may also be occasional contact through telephone calls (if the participant wants to discuss anything related to the study in detail.) The participant may supply the researcher with a convenient time and date, and the researcher will then call to discuss any matter further.
	Participants will be encouraged to speak to their employers (if applicable) to gain permission to participate in the study, and also give them a copy of the Schools Information Sheet.
	However, as this study is aiming to gain support worker experiences only - the names of their corresponding educational institutions will remain completely anonymous.
Confidentiality	Participants will be informed of their rights in a detailed Information Sheet and Consent Form.
	Data will be stored on a Password Protected Computer, and locked in a safe place when not in use.
	Emails will take place on a secure server only (Https) and may also be encrypted.
	Participant data will only be discussed between researcher and supervisors, and all participants will be allocated a code / pseudonym at the earliest available opportunity.
Anonymity	All participants will be anonymised by the use of a code / pseudonym. Only the researcher and supervisors will know the name, country and email address of the participants and this information will be kept securely at all times, and stored separately from other data.
	Participants will only be referred to by their allocated code / pseudonym during the writing-up process.
	Additionally – all institutions, and all individuals discussed will also be anonymised.
	Example : A participant from the USA may be allocated the code / pseudonym 'USA-01'
Psychological support for participants	Support will be made available for all participants, and details of available support will be clearly stated on the Debrief Form (below – Page 10)
	Participants will also be welcome to contact the researcher at any time, to discuss research aims, method, or ask any questions pertaining to the current research (if needed)
Researcher safety / support (attach complete University Risk Analysis and Management form)	Risk Assessment Form (Page 6)
Identify any potential conflicts of interest	There are no potential conflicts of interest.
	The researcher has not been funded by an external agency and the potential participants will not include people the researcher works with.
Please supply copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy	
Information sheet	Participant Information Sheet (Page 7 & 8)
Consent form	Participant Consent Form (Page 9)
	Institution Consent Form (Page 12)
Letters	Details of the proposed research design, and information on proposed participants can be found on the Research Proposal (below)
	Reference to a draft email which may be sent to participants during initial contact (Page 13)
Questionnaire	(Below – Page 14)
Interview guide	Online asynchronous email interviews will take place electronically, between 2-4 email exchanges at the convenience of the participants.

Dissemination of results	The proposed research is part of a programme of study (MRes) and will be presented in a Thesis for evaluation. The research may also be prepared for publication in an academic journal or presentation.
Other issues	
Where application is to be made to NHS Research Ethics Committee / External Agencies	n/a
All documentation has been read by supervisor (where applicable)	Confirmed. Supervisor Form (Below)

All documentation must be submitted to the SREP administrator. All proposals will be reviewed by two members of SREP.
If you have any queries relating to the completion of this form or any other queries relating to SREP's consideration of this proposal, please contact the SREP administrator (Kirsty Thomson) in the first instance –
hhs_srep@hud.ac.uk

1. **Aims / Objectives / Purpose of Project and Brief Rationale**
   The aim and purpose of this research would be to examine support workers perceptions of bullying (physical, verbal, and indirect forms) in an educational setting. Based on support workers responses, the overall health and wellbeing of cross-cultural groups would be discussed, alongside important aspects of discipline practices and intervention strategies.

   As Borntrager et al (2009) states, there are very few comparison studies which examine bullying on an international level. This would be advantageous, as it could inform the understanding by filling a gap in the current research. Additionally, further research into this area could benefit support workers as Byrne (1994) states teachers often feel that their training does not adequately prepare them to deal with the issues of bullying.
   Therefore, it would prove useful to not only examine the most effective anti-bullying practices, but to also identify successful intervention strategies that might combine the placement of an anti-bullying campaign in conjunction with a programme which supports and promotes the good health and wellbeing of both the bully and the bully-victim. Therefore, the proposed research could inform the understanding of effective anti-bullying practices by examining the perceptions of educational support workers. and assist in identifying the most effective intervention strategies.

   Additionally, conducting cross-cultural research is of importance as it aims to recognise cultural variance in aspects of behaviour and language and seeks to develop psychology. The Norway Intervention worked exceedingly well, by successfully demonstrating significant reductions in bullying (with a 50% reduction noted in Norway.) However subsequent adaptations of this programme (particularly in the USA) have shown significantly less successful results. This cross-cultural perspective is linked in with the current research, which hopes to identify possible reasons for the large amount of cross-cultural variance.

   The proposed research aims to identify and explore the attitudes and perceptions support workers have on the physical, verbal and indirect forms of bullying behaviour, as well as the impact bullying has within an educational setting, and their perceptions of interventions.
   Additionally, previous research in this area has been mainly quantitative. The proposed research will use qualitative approaches which may also add significant value to the research in this area by providing indepth, contextual data. A copy of the

online interview can be referred to in Page 14-17 of this form, and some specific research questions which will be included in the online interview are as follows;

- Do you think bullies / bully-victims suffer with ill health? If so, why?
- In your opinion, what are the immediate effects of bullying?
- In your own experiences, what are the most effective and least effective of these discipline strategies?

2. Brief Overview of Research Methodology

Access to the sample population (described in Question 3) would be primarily through the use of email and telephone contact; initial contact will be by email or telephone to gain participation agreement. Several South African and American participants will be contacted on a casual basis over Private Message on Facebook, they will be given a brief overview of the research and asked for their email address for further contact.

British participants would need to be contacted by doing an Internet Search on the Local Educational Authority websites, and locating email addresses from a public server. Alternatively, if this method does not work the Researcher will locate schools in the area to telephone directly for participation.

The researcher already has potential contact with several key people in South Africa and America; once initial contact is made, networking between support worker colleagues will take place and the appropriate number of participants will be reached. Contact will be primarily over email, however telephone calls may be made if support workers wish to discuss any aspect of the research in detail. Telephone calls will not be recorded, however at the end of the telephone conversation the researcher will ask the participant if he/she would like an email summary of the discussion points. If the participant requests, the researcher will email a summary of telephone discussion points serving as an electronic record.

Participants will be given an Information Sheet and Consent Form to read at their leisure before electronically signing and returning to the researcher. The researcher will also distribute the semi-structured email interview by email, which participants can complete in their own time (returning to the researcher via email.)

Semi-structured asynchronous email interviewing would be utilised (McCoyd and Kerson, 2006). Interviews would be conducted with key support workers for example school inclusion officers, headteachers, special educational needs co-ordinators (SENCO) and their American and South African equivalents. Specific attention will be paid to examining the attitudes and perceptions of support workers, by ascertaining what they see on a regular basis, the various protocols in place and their views and opinions of most successful and least successful interventions.

A sufficient amount of data may be gathered during 1 email exchange, however if more detailed data is necessary the researcher will contact the participant and ask other questions which have been tailored to provide more detailed data, based around participants initial responses. There will be between 2-4 email exchanges in total.

The proposed method of analysis is Thematic Analysis, which is an approach advocated by Braun and Clark (2006.) Examining the data using a qualitative approach may fill a gap in the literature by providing rich and contextual data, which further strengthens the rationale for the current research as most research in this area is Quantitative in nature.

3. Access to Participants / Inclusion, Exclusion, Recruitment

The cross-cultural sample would consist of a selection of British, South African and American educational support workers. The researcher currently has contacts with several potential support worker participants in both South Africa and America. It is envisaged that five participants in each country would participate; the age range of each school would be between 12-17 years. The aim would be to include 3 cross-cultural perspectives. However, due to time constraints and possible recruitment difficulties, it may be more manageable to focus on 2 of the 3 samples. Access to the sample population would be through the use of email and telephone contact; initial contact will be by email or telephone to gain participation agreement. It is also envisaged that key support workers (e.g. school inclusion officers, headteachers, special educational needs co-ordinators (SENCO) and their American and South African equivalents) would participate, each participant ideally having a considerable amount of experience (minimum 4 years) in an educational setting.

As previously mentioned, the researcher has potential contact with several key people in South Africa and America; once initial contact is made, networking between support worker colleagues (snowball sampling) will take place and the appropriate number of participants will be reached. Contact will be primarily over email, however telephone calls may be made if support workers wish to discuss any aspect of the research in detail. The researcher can be contacted directly using a University email address (u0868882@hud.ac.uk)

British participants may need to be contacted by telephoning local schools and arranging participation, or conducting email searches for possible participants and sending an introductory email for initial contact.

All online questionnaires will have an information sheet, consent form, support information and clearly state the participants' rights.

Inclusion Criteria would consist of any support worker that has a considerable amount (minimum. 4 years) of experience in an Educational Setting.

Exclusion Criteria would consist of any vulnerable support workers (assessed on the Information Sheet and Consent Form) which comply with the British Psychological Society criteria that extra care should be taken when working with vulnerable adults. This would be assessed on the Information Sheet and Consent Form, where a box would need to be electronically ticked to confirm participant compliance with the Inclusion / Exclusion criteria.

The Inclusion / exclusion criteria would be clearly stated on the Information Sheet and would successfully screen possible participants.

Ethical approval will be sought from the School Research Ethics Panel (SREP) and will conform to the ethical principles set out by the British Psychological Society (2009) as well as their Internet specific regulations (BPS, 2007). Special consideration would also be given to participants and their corresponding Employers / Institutions, participants would be encouraged to gain permission from their employer prior to participation, as well as giving their employer a separate information sheet containing all pertinent information regarding the current research (However, this decision is up to the participant)

Additionally, it will be made clear that the researcher is only interested in experiences (not specific institutions, or specific people) and all such information will be excluded from the research.

Employers / Institutions may contact the researcher to request to see a final anonymised version of the thesis. Formal consent from Employer / Institution is not being asked for, rather explicitly detailed and formal assent is being gained from the Participant.

4. **Confidentiality / Anonymity / Debriefing Information**

Informed consent would be gained from the participants. Participants would be given a detailed Information Sheet which clearly states the Research Aims, thereby ensuring informed consent. The Consent Form would also contain a series of questions, which will need to be answered by means of an 'x' indicating agreement, and signing the Form before the Online Questionnaire may be completed.

It will be made clear that participation is voluntary. The research aim would be explained via the consent form, as well as their rights (declining participation, participating as anonymous, and right to withdraw.) Participants would need to sign a clearly detailed consent form.

All participants, all institutions, and all discussed individuals will be anonymised.

It would be made clear that only the researcher and supervisors would know the identity (name, email address, and country) of the participants. Thereafter, each participant would be given a code / pseudonym and then be referred to as the allocated code / pseudonym.

All personal details will be kept in a secure server with password protection, adhering to the highest possible level of confidentiality. All details will also be stored separately from other data.

Personal details (full name, institution) will not be published in the subsequent thesis, and data will be destroyed at the earliest possible opportunity.

After participation, participants would be emailed by the researcher thanking them for their participation, and notifying them of their code / pseudonym.

In this email, they would also be reminded of their rights (as detailed on the Debrief Form) which they are encouraged to keep for their records. If they would like to withdraw their data, they should email the researcher quoting their code / pseudonym and their data will be removed and destroyed. The deadline for withdrawing data is 15 February 2013. Participants would also be offered an opportunity to email and find out the study's final results (u0868882@hud.ac.uk) as well as email if they would like to discuss anything related to the study

5. **Psychological Support for Participants**

There would be details of helpline numbers and support centres on the Debrief Form, if needed

If you are a British participant the following information applies :	**Helpline Numbers**: Samaritans – 0845 7909090 Victim Supportline – 0845 303 0900 **Referral**: to your designated Health Care Professional
If you are an American participant the following information applies:	**Helpline Numbers:** Crisis Support Services - (800) 309-2131 National Suicide Prevention Lifeline 1-800-273-TALK(8255) **Online Support**: www.childhelp.org/pages/help-for-professionals1 **Referral:** to your designated Health Care Professional
If you are a South African participant the following information applies:	**Helpline Numbers:** National Counselling Line 0861-322-322 Mental Health, Depression, Anxiety: 0800 567 567 **Online Support**: www.lifeline.org.za **Referral: to your designated Health Care Professional**

THE UNIVERSITY OF HUDDERSFIELD: RISK ANALYSIS & MANAGEMENT

		Name: Miss Chane Roodt		
LOCATION:		Date: 01-10-2012	Review Date:	
Hazard(s) Identified	Details of Risk(s)	People at Risk	Risk management measures	Other comments
Loss / Data Theft	Ensuring Security of Data by making sure that all emails are on a secure server (https)	Interviewees	• Electronic data to be stored only on password secured computer equipment.	Laptops, and other electronic data storage devises to be locked in a safe location, and electronically password locked when not in use.
Display screen equipment and sedentary working environment	Poor posture from prolonged periods in a seated position - resulting in musculo-skeletal problems, visual/physical fatigue	Researcher	• All University workstations subject to DSE assessment process	
Slips, trips or falls	Obstructions from cables / equipment on throughfares and walkways throughout the University Queensgate Campus.	Researcher	• Researcher vigilance in public areas, and regular reviews done by the University to ensure adherence to Health and Safety Regulations • Salt Grit used in the Winter	
Threats during participant communication (Researchers University Email Account u0868882@unimail.hud.ac.uk)	Possible risk to personal safety	Researcher	• Log all incidences with Supervisor, and Human Health Sciences Administrator.	
Fear of possible job loss through research participation (See Schools Information Sheet – for further Institution Information)	All participants would be assigned a to code, and be briefed on their rights	Interviewees	• Signed Consent Form with very detailed information	Only the Researcher & Supervisors would know participant identity, and all participants would be assigned a Code thereafter

A cross-cultural study examining support worker experiences of bullying behaviour in an educational setting, including school disciplinary methods and intervention strategies.

PARTICIPANT - INFORMATION SHEET

You are being invited to take part in this research study. Before you decide to take part it is important that you understand why the research is being done and what it will involve.
Please take time to read the following information carefully and discuss it with me using the contact details at the bottom of this sheet, if necessary.
Please do not hesitate to ask if there is anything that is not clear or if you would like more information.

What is the study about?
The research aim is to examine support workers attitudes and perceptions on bullying behaviour (emotional, physical, and indirect forms) in an educational setting. Based on your responses, the researcher hopes to examine Discipline practices, intervention strategies and health and wellbeing.

I am interested in your experiences, attitudes and perceptions, so please give as much details as possible when answering questions.

Why I have been approached?
You have been asked to participate because you have had considerable experience (i.e. Minimum 4 years' experience) being a support worker in an educational setting, and your experiences could have invaluable input in the current study..

Do I have to take part?
It is your decision whether or not you take part – participation is voluntary.
If you decide to take part you will be asked to electronically sign a consent form, and you will be free to withdraw at any time and without giving a reason.
A decision to withdraw at any time, or a decision not to take part, will not affect you at all, and all your data will be destroyed.
It is understood that email interview responses confirms your ongoing consent, and if you wish to officially withdraw from the study – please confirm this in writing (by emailing u0868882@hud.ac.uk and requesting participation withdrawal.)

What will I need to do?
If you agree to take part in the research you will be asked to complete an Online Interview, by answering a series of questions.
I am interested in your thoughts, experiences, opinions, attitudes and perceptions – so please give as much detail as possible when answering the questions.
In some cases, you may be contacted again (if further elaboration / detail) is needed on some of the answers originally given.

Up to 4 email exchanges may be necessary to gain all necessary data, by answering a series of questions such as:
- Do you think bullies / bully-victims suffer with ill health? If so, why?
- In your opinion, what are the immediate effects of bullying?
- In your own experiences, what are the most effective and least effective discipline strategies?

Will my identity be disclosed?
All information disclosed within the email interview will be kept confidential, your identity (name, email address and country) would only be known (through email exchanges) by the Researcher and 3 Supervisors. At the first available opportunity, you will be given a code / pseudonym and referred to using this.
Your identity will not be disclosed to anyone else at any time.
All participants and all discussed individuals and institutions will remain anonymised.

What will happen to the information?

All information collected from you during this research will be kept secure and any identifying material, such as names will be removed at the earliest available opportunity in order to ensure identity protection and anonymity. Your electronic data will be stored in a secure password protected server, and be destroyed at the earliest available opportunity.

It is anticipated that the research may, at some point, be published in a journal or report. However, should this happen, your privacy and anonymity will be ensured (you will be given a unique code / pseudonym at the earliest possible time, your name, location, and institution will not be published at any time, your data will be kept on a secure password protected server)

Although it may be necessary to use your words in the presentation of the findings and your permission for this is included in the consent form.

Summary of Important Information:
- Participation is voluntary
- All participants will need to electronically sign a consent form
- Participants are free to withdraw their data at any time, by emailing the researcher on u0868882@hud.ac.uk.
  Data cannot be withdrawn after the Thesis is complete; an approximate date for withdrawal requests is 15 February 2013.

- All data will be kept on a secure, password protected server.
- All data will be stored separately from other personally identifying data.
- Data will be anonymised at the earliest possible point, participants will be assigned a unique code / pseudonym.
  All participants, all institutions, and all discussed individuals will be anonymised.
  Participants should quote this code / pseudonym if they wish to withdraw their data.

- Personal Details (Participants name, location, country, email address, and institution) will remain private at all times. Only the researcher and 3 supervisors will know this information, for a limited period of time – before data is allocated a code / pseudonym.
- Personal information will not be disclosed to anyone else, at any time.
- You do not need to answer any questions which you are uncomfortable with.
- Data will be destroyed at the earliest possible opportunity.

Note: Disclosure to your employer / institution is optional - but strongly recommended.
  If you are currently employed, it is strongly advised that you speak with your employer / Institution about your possible participation in this study.
  It is also strongly recommended that you give your employer / institution the corresponding information sheet.
  If you are currently unemployed or retired – this may not apply to you.

Who can I contact for further information?
If you require any further information about the research, please contact me (at your convenience) on:

Researcher: Chane Roodt	Email: u0868882@hud.ac.uk
Supervisor: Dr Chris Bale	Email: c.bale@hud.ac.uk
Supervisor: Dr Derrol Palmer	Email: d.b.palmer@hud.ac.uk

PARTICIPANT - CONSENT FORM

A cross-cultural study examining support worker experiences of youth bullying behaviour in an educational setting, including school disciplinary methods and intervention strategies.

It is important that you read, understand and electronically sign the consent form. Your contribution to this research is entirely voluntary and you are not obliged in any way to participate, if you require any further details please contact your researcher.

Please place an ''x'' in the boxes below, to indicate agreement.

I have been fully informed of the nature and aims of this research   □

I consent to taking part in it   □

I understand that I have the right to withdraw from the research at any time   □
without giving any reason

I give permission for my words to be quoted (by use of a code / pseudonym)   □

I understand that the information collected will be encoded, and kept in secure   □
conditions for a maximum period of five years at the University of Huddersfield

I understand that no person other than the researcher and supervisors will   □
have access to the information provided.

I understand that my identity will be protected by the use of a code / pseudonym   □
In the report and that no written information that could lead to my being identified
Will be included in any report.

I disclose that I am not a vulnerable adult with a serious mental disorder   □
(e.g. Schizophrenia, Bipolar Disorder etc)

I understand and accept all the Information detailed in the ''Information Sheet''   □

If you are satisfied that you understand the information and are happy to take part in this project please put a tick in the box aligned to each sentence and print and sign below.

Researcher	Participant
Print: C. ROODT Date:	Print: Date:

(one copy to be retained by Participant / one copy to be retained by Researcher)

A cross-cultural study examining support worker experiences of bullying behaviour in an educational setting, including school disciplinary methods and intervention strategies.

DEBRIEF SHEET

Please take time to read the following information carefully and discuss it with me using the contact details at the bottom of this sheet.
Please do not hesitate to ask if there is anything that is not clear or if you would like more information.

The research aim is to examine support workers attitudes and perceptions on bullying behaviour (emotional, physical, and indirect forms) in an educational setting. Based on your responses, the researcher hopes to examine Discipline practices, intervention strategies and health and wellbeing.

If you would like to withdraw your data from the study, please email u0868882@hud.ac.uk quoting your allocated Code / Pseudonym (this code / pseudonym was emailed to you, shortly after your participation.)
Data cannot be withdrawn after the written Thesis is completed.
Approximate Data Withdrawal deadline : 15 February 2013.

Below are a list of helpful numbers and web links, should you feel you would like to discuss anything feelings which may have arisen from completing the questionnaire.

If you are a <u>British participant</u> the following information applies :	**Helpline Numbers**: Samaritans – 0845 7909090 Victim Supportline – 0845 303 0900 **Referral**: to your designated Health Care Professional
If you are an <u>American participant</u> the following information applies:	**Helpline Numbers:** Crisis Support Services - (800) 309-2131 National Suicide Prevention Lifeline 1-800-273-TALK (8255) **Online Support**: www.childhelp.org/pages/help-for-professionals1 **Referral:** to your designated Health Care Professional
If you are a <u>South African participant</u> the following information applies:	**Helpline Numbers:** National Counselling Line 0861-322-322 Mental Health, Depression, Anxiety: 0800 567 567 **Online Support**: www.lifeline.org.za **Referral:** to your designated Health Care Professional

If you have any questions or would like to know the final study results, please feel free to contact me using the contact details below.
Chane' Roodt - u0868882@hud.ac.uk

Please retain the Debrief Sheet above, and keep for your records.
Thank you for your time in completing online interview, your participation is appreciated.

EMPLOYER / INSTITUTION - INFORMATION SHEET

To whom it may concern

I am a Postgraduate researcher currently studying at the University of Huddersfield.

I am doing a cross-cultural research study which aims to examine support workers experiences of bullying behaviour in an educational setting, including disciplinary methods and interventions strategies.

I am aiming to recruit approximately 5 support workers from America, South Africa, and Britain – and I would like to ask one of your colleagues to participate in the abovementioned research study.

Please be assured that I am only interested in the support workers experiences, attitudes and perceptions. I am not interested in specific details / institution names / or specific people.

I would also like to assure you that participation is voluntary, and withdrawal from the study can be done at any time by emailing the researcher (u0868882@hud.ac.uk) before the approximate deadline of 15-02-2013.

All data will be stored on a secure password protected server, separately from all other data.
Data will also be anonymised at the earliest possible point, and all participants will be assigned a unique code / pseudonym. Data will also be destroyed at the earliest possible opportunity.

I can also confirm that all personal details will remain private at all times, only the researcher and 3 supervisors will know minimal personal information for a limited period of time (before data is anonymised.) Personal information will not be disclosed to anyone else at any time.

No significant implications for any affiliated institutions are predicted, as I am not interested in specific schools or specific people. I am only interested in gaining support workers experiences.

Below is a sample of some questions which may be asked:
- Do you think bullies / bully-victims suffer with ill health? If so, why?
- In your opinion, what are the immediate effects of bullying?
- In your own experiences, what are the most effective and least effective discipline strategies?

Who can I contact for further information?
If you require any further information about the research, please contact me (at your convenience) on:
Name : Chane Roodt
E-mail : u0868882@hud.ac.uk

INSTITUTION - CONSENT FORM

A cross-cultural study examining support worker experiences of youth bullying behaviour in an educational setting, including school disciplinary methods and intervention strategies.

It is important that you read, understand and electronically sign the consent form. Your contribution to this research is entirely voluntary and you are not obliged in any way to participate, if you require any further details please contact your researcher.

Please place an ''x'' in the boxes below, to indicate agreement.

I have been informed of the nature and aims of this research ☐

I consent to allowing a colleague of the Institution to take part in it ☐

I understand that the participant and institution has the right to withdraw at any time ☐
and the approximate data withdrawal date is : 15 February 2013.

I understand that <u>ALL</u> participants, institutions, and specific individuals will be ☐
anonymised (by use of a code / pseudonym)
This aims to prevent anyone being identified in the written thesis.

I understand that all information collected will be anonymised, encoded, and kept in ☐
secure conditions for a maximum period of five years at the University of Huddersfield

I understand that no person other than the researcher and supervisors will ☐
have access to the information provided.

I understand that the Institution is not permitted to view data from their participating ☐
individual. However, a request to view a summary of analysed findings from the whole
study may be sent to the researcher.

I understand and accept all the Information detailed in the Institution Information Sheet ☐

If you are satisfied that you understand the information and are happy to take part in this project please put a tick in the box aligned to each sentence and print and sign below.

Researcher	Institution Representative
Print:	Print:
C. ROODT	
Date:	Date:

Reference of a draft email which may be sent to participants as initial contact

Good morning

Thank you for agreeing to accept an email with further information about taking part in a research study.

My name is Chane Roodt and I am a Psychology Student at the University of Huddersfield. I am currently doing research for a Master's degree; this cross-cultural research study is aiming to examine support worker experiences of bullying behaviour in an educational setting, including school disciplinary methods and intervention strategies.

Please find attached is an information sheet and consent form, which contains more detail about the study. Once you have read through the information Sheet, ticked the consent form boxes, and electronically signed the consent form – please send this to me by email.

If you have any questions pertaining to the research, please don't hesitate to contact me. If you would prefer a telephone call to discuss anything further, please email me with a convenient date, time, and telephone number and I will call you at your convenience.

Also attached is an Employer / Institution Information Sheet.
If you would like to inform your employer / institution of your participation in the current research, this information sheet will have all the necessary information.
Please note, no personal details (name, location, employer, institutions name, or specific personal detail) whatsoever will be included in the analysis or research.
Therefore, disclosure to your Employer / institution is entirely your choice.

If you agree to participate, and have returned your electronically signed consent form - the last email attachment is a series of questions which need to be answered in as much detail as possible. Please take your time when answering the questions (up to 2 weeks, if needed)

Once you return your answers to the researcher (by email) the researcher will email you a Debrief Form, with final details.

If you have any questions, please feel free to contact me.

I appreciate your time and considering participation in this study, and look forward to hearing from you soon.

Kind regards

Chane
Email : U0868882@hud.ac.uk

Appendix Two – Final email-interview schedule

Section 1

The first set of questions will focus on you, and your understandings of bullying.
Please answer the questions based on your own experiences.

Can you tell me about your current or past role in a school environment?

Are you / were you involved in supporting pupils who bully or victims of bullying?

Can you describe the types of pupils, and attributes of pupils who bully?

Can you describe the types of pupils, and attributes of pupils who are victims of bullying?

Can you describe the types of bullying behaviour that you have seen or heard of in a school environment?

What are the most common examples of bullying or victimisation (physical / psychological / emotional) that you have seen?

Section 2

The next set of questions will mainly focus on bullying and support programs.
Please answer the questions based on your own experiences.

In your school, are there support programs or is assistance available for victims of bullying? If so, please could you explain what these are?

In your opinion what are the root causes of bullying?

Do members of teaching staff attempt to stop bullying behaviour? If so, how?

What training / support do staff receive, to enable them to deal with bullying?

Are there support programs or assistance available for bullies? Please could you explain what these are?

Do you think bullies / bully-victims avoid school, suffer with interrupted concentration and ill health? If so, why do you think this happens?

Section Three

The next set of questions will focus on interventions that have been used and designed for school environments.
Please answer the questions based on your own experiences.

*You may find it helpful to print or refer back to the list below when answering this set of questions.

Lists of previously used interventions are detailed below.
Please take a moment to think about each Intervention, and answer the questions below.
  ➢ Resource Pack
  ➢ Video Tape & Class Discussion
  ➢ Booklet for Teachers & Parents
  ➢ School Bully Courts
  ➢ Explicit School Policy
  ➢ Punishment
  ➢ Anonymous Online Report Forms
  ➢ Whole School Approach (everyone gets involved)
  ➢ Single Dose Approach (1 meeting with school counsellor)
  ➢ Traditional Approach (Investigation and Punishment)
  ➢ Multi-Component Approach (School, Community, Parents, all involved)

Based on the list above, which interventions (if any) have you seen in practice?
Of these listed above, which works best?

Based on the list above, which interventions are least likely to work, and why?

Have you seen any of the interventions used in a school setting? Please could you describe whether there were any specific positive and negative points?

What different protocols, support programs, and interventions were/are in place in your current educational environment that deals with bullying?

Have you seen other more effective protocols, support programs, and interventions in place elsewhere? Please could you give details of the other effective aspects, and why they seemed to work in that setting?

Do you think mobile phones and social networking sites (Facebook, Twitter, Myspace) are contributing to, or are changing the nature of bullying? If so, why do you think this is happening?

Section Four

The final set of questions will focus on interventions, discipline and bullying effects.
Please answer the questions based on your own experiences.

There was a successful intervention in Norway, which consisted of a whole-school approach (targeting students, parents, and teaching staff when aiming to prevent bullying)

This intervention was designed to improve peer relations and promote a safer, more positive school environment by fostering school-wide awareness of bullying.
The 4 core components defined by the Olweus Bullying Prevention Program (1994) are:

> School-level interventions (e.g. Student surveys and supervision, staff training, school rules)
> Classroom-level interventions (e.g. Class discussions, reinforcing school rules)
> Individual-level interventions (e.g. Reporting victimisation)
> Community-level interventions (e.g. Raising community awareness)

42 schools were tested over a 3 year period, and results indicated a 50% decrease in bullying behaviour amongst both males and females, as well as an increase in school enjoyment.

In your opinion, would the above intervention transfer to a school in your local area?

What would the potential benefits of the above intervention be?

What would the potential issues of the above intervention be?

Do you think there is a causal link with pupils who bully, and future violent behaviour? If so, please explain why you think this happens.

What are the most effective and least effective discipline strategies you have seen in a school environment?

If bullying in a school is controlled, what would the short-term / long-term effects be?

Are there any other bullying related issues that you would like to share?

Thank you for taking part in this Interview.
I appreciate your time.

Appendix Three - Summary of Overarching Themes and Subthemes Discussed in Chapter 4.

Themes	Subthemes
Perceptions of a bully	Bullies are dominant Bullies have a need for control Bullies are insecure Familial background Media influences
Perceptions of a victim	Victims are shy / introverted Victims are easy targets Victims have severe ill health and wellbeing implications Affected academic achievements.
Benefits of bully restriction	Improved academic success Safe and secure school experience Improved health Better peer relations
Lack of support worker training	Training mostly unavailable If any training is available, its non-compulsory Staff ill-equipped to deal with bullying
Perceptions of Interventions	Bullies are not a priority, victims are. Focus on bully-victim dyad, therefore perception that individualistic interventions would work best. Resource booklets and punitive methods simplistic and ineffective
Reserved support for Olweus program	Benefits far outweigh the limitations In theory, adaptations would be successful Practicality issues are extensive

Appendix Four – Example of a Data Set with Annotations (UK4)

E-Interview	Annotations
Can you tell me about your current or past role in a school environment? I was an assistant for 3 years, and then a full time teacher, for about 8 years. I am currently unemployed due to health issues.	Considerable amount of experience Headteacher played a key role
Are you / were you involved in supporting pupils who bully or victims of bullying? I was not directly involved in helping victims or bullies. But the 2 schools I worked in in London did have people available, like school support that had counselling skills to help the students. Our headteacher was always involved as well, she had her finger on the pulse of events that happened and always contributed her opinion on the matter.	
Can you describe the types of pupils, and attributes of pupils who bully? I think there are stereotypes of the ''traditional bully'' but I don't think bullying is strictly limited to these stereotypes. For example, I think that bullies are nasty people with no confidence and no real friends. So they thrive on dominating their peers, or being vindictive to try and gain power or favour with peers. I do think that bullying is an issue in MANY schools – sometimes teachers and staff are not even aware that it is happening…. Bullies are well skilled at hiding their bad behaviour.	Bullies are nasty, they have no confidence or no real friends. Thrive on dominating peers, being vindictive, gaining power. Some staff are not aware its happening
Can you describe the types of pupils, and attributes of pupils who are victims of bullying? Shy students are usually quiet, reserved, introverted – they don't defend themselves, accept horrible behaviour, and don't generally speak up about anything. I think they are easy targets, you know? Any out of the ordinary factors also draw bullies…like, if a child has 2 gay parents – bullies would target that. If a child does badly in class or is different (aspergers, adhd, autism, ocd etc) they attract bullies who will expose their weaknesses and pick on them.	Victims = shy, quiet, reserved, introverted. Don't defend themselves. Accept horrible behaviour. Easy targets. Bullies expose weaknesses.
Can you describe the types of bullying behaviour that you have seen or heard of in a school environment? I didn't see things very often, but on a few occasions there was name calling, and general teasing. Such as ''You're stupid'' ''No one likes you'' ''Go away'' ''You're ugly'' ''You're pathetic'' Sometimes if a child is of a different ethnicity, they experience things like ''Go back to India'' Gossiping is also common, and that's how rumours start.	. . General teasing, name calling, being a different ethnicity. Gossiping is common .
What are the most common examples of bullying or victimisation (physical / psychological / emotional) that you have seen? As said above, the general teasing is more psychological – it could cause a pupil great sadness as they feel rejected.	Teasing is more psychological – causes sadness and rejection. Boys = physical – kick, push.

I think boys are more physical, pushing and shoving other class mates.
I think girls are more emotional, they will spread rumours and attack a persons character which would cause an emotional reaction (crying)

In your school, are there support programs or is assistance available for victims of bullying? If so, please could you explain what these are?
We had a member of staff who investigated bullying reports and incidents. Victims were encouraged to talk to a member of staff for guidance and support.
There was an anti-bully policy…. But this was not really enforced severely.
I personally think it is so important to sit with BOTH a bully and a victim, try and identify their flaws and need for support, and actually implement a plan over several weeks, like work to improve a victims low self confidence and encourage them to defend themselves. Work on a bullies aggression, encourage them to be sympathetic.

In your opinion what are the root causes of bullying?
Bad relationships with family, lack of respect, lack of belonging, seeing consistent violence and aggression at home or even on telly.
Desperation for love and attention.
Desperation for peers and connections with friends.
Also I think that if a person does not feel attached to a parent, they could feel a sense of isolation and separation – so bullying would provide attention.

Do members of teaching staff attempt to stop bullying behaviour? If so, how?
Classes have open discussions once a week, sometimes the head teacher talks about bullying in assembly. Anti-bullying week or day.
Having an explicit policy saying that bullying is not tolerated – and that teachers should verbally enforce this regularly.
Teachers report any incidents to the headteacher

What training / support do staff receive, to enable them to deal with bullying?
We don't receive decent training, which I think is very bad.
How can we be prepared if we don't have the necessary tools or training.
I think the LEA's should make it a mandatory task for all teachers to have bullying training.
There seems to be a disconnect? Bullying is not tolerated, but teachers rarely get training.

Are there support programs or assistance available for bullies? Please could you explain what these are?
I don't think bullies are seen as a priority. The priority is victims – not bullies.
I think this is an error, as bullies will always bully unless they are showed valuable tools and support to help them stop bullying.
Its like a vicious circle…. Bullies will always bully, if they always bully there will always be victims. If bullies are shown coping methods and support, they could stop bullying thereby, stopping the vicious circle.

Girls = emotional – rumours, attack character

1 member of staff investigated incidencts.
Victims encouraged to get support.
Anti-bully policy – but it's not enforced.

Important to sit with bully AND victim, and implement a plan based on their difficulties.

Bad family relationships, seeing violence.
Need for love, attention, connections.
Lack of belonging.
Lack of parental attachment
Isolation and separation

Open class discussions, and assembly talks on occasions.
Explicit anti-bully policy, but this must be enforced regularly.

No training, teachers can not be prepared.
No necessary tools.
It should be mandatory.
Disconnect in what is expected, and what training is given

Bullies are not a priority.
Victims are a priority.
It's a vicious circle.
Bullies need to be shown coping methods and support.
Referrals if necessary

I also think its important to gain the support of a local psychiatrist so that they can be referred if necessary.

Do you think bullies / bully-victims avoid school, suffer with interrupted concentration and ill health? If so, why do you think this happens?

I think victims must have very interrupted concentration, they must feel overwhelming anxiety and stress which could lead to ill health. I think victims are more likely to skip school, and then have bad grades as they are not reaching their full academic potential. Victims of bullying are more at risk of suffering with anxiety disorders, which can ruin a life – so they would need things like CBT?
I don't think bullies suffer with ill health, although they may have adjustment problems, Im sure they must suffer with ill concentration too. It must take the majority of their concentration to develop plans for their next bullying incident, which takes away from concentration on class tasks.

Based on the list above, which interventions (if any) have you seen in practice?

Ive seen an anti bully policy,
Punishments (no socializing at lunch, writing lines, extra homework)
single dose, traditional approach, whole school approach.

Of these listed above, which works best?

I think the whole approach is most likely to work best – its all inclusive.
I think if bullying is very minimal, punishment and a single dose could work in conjunction with each other.

Based on the list above, which interventions are least likely to work, and why?

Sometimes punishment does not work, for example if a bully is told that they will not socialize at lunch, but instead sit alone indoors doing some extra homework, they could see this as a reward which may encourage their negative behaviour.

Have you seen any of the interventions used in a school setting? Please could you describe whether there were any specific positive and negative points?

Ive seen the whole approach, its time and labour heavy but overall has a good effectiveness.
Punisment is good in the short term for minor incidents, but not ideal… punishment is never an ideal solution.

What different protocols, support programs, and interventions were/are in place in your current educational environment that deals with bullying?

Teacher monitors classes   assembly discussions and class discussions
Anti bully policy,   punishments   support staff available if needed
Getting parents involved if necessary.

Have you seen other more effective protocols, support programs, and interventions in place elsewhere?

Victims = interrupted concentration, anxiety, stress, ill health, skip class, bad grades, not reaching full academic potential.

Bullies = adjustment problems, interrupted concentration.

Participant has seen:
Anti-bully policy, whole school approach, punishments, single-dose and traditional approaches

Whole school approach would be best - as its all inclusive

Punishment is not effective, as it rewards a bully and encourages their negative behaviour.

Whole-school approach has good effectiveness, but is labour & time heavy.
Punishment is never an ideal solution.

Teachers monitor classes, class discussions
Anti-bully policy, parents get involved.

Please could you give details of the other effective aspects, and why they seemed to work in that setting? The most effective Ive seen is an all inclusive whole school approach. They involved teachers, senior staff, headteachers, policy, community, parents, and the students themselves – discussions on all levels and anonymous reporting cards that students could use to report incidents.	Most effective = whole-school approach Involves all levels, and discussions on all levels (teachers, headteachers, community, parents, students)
Do you think mobile phones and social networking sites (Facebook, Twitter, Myspace) are contributing to, or are changing the nature of bullying? If so, why do you think this is happening? Yes I think they are contributing to bullying. Mobiles are not allowed at school, but sometimes children don't follow the rules. They can send rude text messages, facebook is certainly a problem. Most young people have facebook now, there is the risk of embarrassing photos and videos being published, and messages being exchanged with harsh and abusive language. Most online networks seem to encourage this bullying behaviour, its not face to face so the messages can really be very insensitive. We did not have any methods of controlling social networking sites, they are relatively a new phenomena and there are no rules in place to combat this.	Social networking contributes to bullying. Not face to face – insensitive. Abusive language, embarrassing photos/videos NO methods of controlling social networking, no rules in place to combat this. New phenomena
In your opinion, would the above intervention transfer to a school in your local area? I suppose it should, yes. As it involves a whole school approach which I think is the best type of approach.	Yes – it's the best type of approach (Olweus type ecological models)
What would the potential benefits of the above intervention be? Its consistent, complete, involves a variety of support measures.	Consistent, complete, involves support measures
What would the potential issues of the above intervention be? There could be a risk that parents / community may not agree on the terms and conditions of the whole approach – in particular the punishment aspect. If a parent genuinely wants a 'bully' to be punished, but its not the right way forward (as decided by the school) there may be some animosity between parent and school.	Risk that parents / community would not agree on certain aspects – which could cause animosity.
Do you think there is a causal link with pupils who bully, and future violent behaviour? If so, please explain why you think this happens. I do think so, yes. I think that bullies are usually quite aggressive (even at un-threatening things) This would encourage violence and ultimately, put them in a situation where the police would be involved. I think a bully has a typical aggressive mentality – if they want something they are likely to use force and violence to get it, instead of working hard to get it. This would encourage things like theft, shop lifting, burglary. Education is key here, bullies desperately need education on how to function harmoniously in the outside world – by learning passiveness, empathy, patience.	Yes – bullies are aggressive. Likely to be involved in criminal behaviours. Education Is key!
What are the most effective and least effective discipline strategies you have seen in a school environment?	

Effective would be being firm, being fair at all times, taking into consideration different ethnicities, involving the bullying policy as back-up of what you expect, being clear about the behaviours which are unacceptable and the behaviours which are acceptable. Clearly explaining these things so that a bully understands. Bringing in the parents, and telling the parents to express a deep disappointment at the bullying behaviour of their child. Least effective would be bullying a bully just to prove a point, shouting or threatening a bully. Being purposefully vindictive.	Effective = Being firm and fair. Be clear about acceptable and unacceptable behaviours. Involve the parents. Ineffective = do not bully a bully just to prove a point.
If bullying in a school is controlled, what would the short-term / long-term effects be? School, Learning and socialising would be so much more positive. Students would be comfortable, unstressed, not anxious, and overall I assume more happy. I assume that academic performance would increase too, and overall health benefits would show.	Learning and socialising would be more positive. Students would be comfortable, not stressed or anxious. Academic performance would increase. Health benefits would show.
Are there any other bullying related issues that you would like to share? No.	

Appendix Five - Summary of Data Set: Preliminary Table of Themes, Codes and Supporting Quotes

Theme	Code	Supporting Quote	Pps
Bully Attributes	• Power, Control and Dominance	'bully others to have a sense of power and control over people and situations' 'bullying is a way for them to assert their dominance' 'bullies are domineering, controlling, vicious and nasty in their actions' 'thrive on dominating their peers or being vindictive to try and gain power'	SA2 SA3 SA4 UK4
	• Low self-esteem and self confidence	'pupils who bully suffer with low self-esteem' 'pupils who bully are very insecure and suffer with crippling low self-esteem and self-confidence' 'complex issues, often self-esteem and confidence; 'have low self-esteem and are jealous of another's attributes' 'bullies are nastly people with no self-confidence'	SA2 SA3 UK2 UK3 UK4
	• History of abuse	'sometimes they have been abused' 'students who are abused mentally or physically at home'	USA1 USA2
	• Personal and academic struggles	'students who struggle at school' 'suffering internally from personal struggles' 'hard life or childhood' 'personal struggles, like a bad home life'	USA2 USA4 SA3 SA4
	• Bullied themselves	'sometimes they have been bullied by someone' 'bullies are often victims themselves' 'bullies are more or less victims themselves' 'a bully may bully due to having previously been bullied'	USA1 USA2 USA4 UK3
	• Peer rejection and trust issues	'a feeling of rejection from their peers' 'trust issues can be a major factor'	SA4 UK2
	• Need for acceptance and attention	'often want to be accepted within a group, and behave this way to gain popularity' 'acting out because they want attention' 'express this craving for attention' 'they just crave attention and do negative things to get the attention'	SA1 SA2 SA3 SA4
Victim Attributes	• Shy, quiet, reserved, introverted characteristics	'quiet children who do not speak up' 'shy students are usually quiet, reserved, and introverted' 'weak or quiet individuals can be targets of bullying' 'lacking in self-confidence, perhaps they are shy or laid back'	UK1 UK4 USA2 SA2

		'may be shy and timid'	SA3
		'they are introverted or shy'	SA4
	• Being Different	'may be subject to billying if they look different'	UK3
		'pupils that are unkempt, or from different families'	UK1
		'victims are sometimes 'different' as in gender preference, have a mental challenge and tend to feel powerless'	USA1
		'they choose people who are different, like pupils with learning difficulties, dyslexia, who have a different than 'norm' appearance (too thin / too fat)'	USA4
		'they look different to other children'	SA4
	• Easy targets that don't defend themselves	'they don't defend themselves, and are easy targets'	UK4
		'don't feel confident to stand up for themselves'	SA2
		'victims are laid back, they don't defend themselves that's why they are easy targets'	SA4
		'bullies tend to pick out easy targets'	USA2
	• Vulnerable and socially immature	'come across as vulnerable'	UK3
		'they may fail to understand acceptable social signs'	UK3
		'they may be socially immature'	UK2
	• Family issues	'due to their social background, or if they come from a low-income family'	UK1
	• Low academic ability	'they may have a low academic ability'	UK3
Types of Bullying	• Emotional	'students bully by making rude remarks about their victims (faggot, gay, retarded etc) some play practical jokes or send threatening text messages'	USA1
		'swearing and teasing at our school'	USA2
		'spreading stories'	SA1
		'racism is quite common, perhaps the remnants of the old Apartheid Regime'	SA2
		'spreading horrible rumours, taunting or teasing about weight appearance or any visible imperfections'	SA3
		'still a lot of racism between pupils'	SA3
		'picking on emotional wounds like if a girl has a eating disorder it will become a focal point for bullying'	SA3
		'racist comments'	UK1
		'gossiping is common – and if a child is a different ethnicity'	UK4
	• Physical	'physical mistreatment'	USA2
		'kicking, pushing, shoving, slapping, spitting, invading personal space'	SA4
	• Psychological	'name calling, use of the word gay'	UK2
		'exclusion / isolation'	UK2
		'general teasing is more psychological, it causes a pupil great sadness as they feel rejected'	UK4
		'name calling happens often, spreading rumours, taunting'	SA2
		'bullies try to isolate a victim from their social group'	SA3
		'exclusion at our school'	SA4

		'spreading rumours, or saying things like 'you are stupid, your going to fail'	SA4
	• Gender Differences in bullying	'boys are more physical, they push shove kick punch. Girls talk behind backs, are more psychologically malicious'	USA2
		'boys are very physical, when they bully or fight it's usually with their fists. Girls are very different, they are more subtle in their bullying'	SA4
		'they are more psychologically vindictive, instead of being physically violent'	USA4
		'boys are more physical, pushing and shoving other class mates. Girls are more emotional they spread rumours and attach a persons character'	UK4
Consequences of Bullying	• Avoid School and Skip class	'victims avoid school (don't think bullies avoid school)'	SA2
		'victims actively try and avoid school which would result in poor grades and concentration when they do attend, and increase the risk of dropping out'	SA3
		'victims must try to avoid school, or certain classes if they know the bully will be there'	SA4
		'bullies may avoid school to avoid punishment, victims avoid school to avoid the bully'	UK3
		'victims are more likely to skip school, and then have bad grades as they are not reaching their full academic potential'	UK4
		'victims feel threatened and intimidated, which impacts self-esteem, which cause them to miss meals, avoid classes or situations where they know they will be made uncomfortable or physically threatened'	USA1
	• Interrupted concentration (bullies too)	'yes, especially when the bully/victim does not receive support, and if steps are not taken to heal and address underlying issues'	SA1
		'I think bullies suffer with poor concentration cos they may be continually planning their next 'incident' embarrassing others is a priority to them'	SA3
		'interrupted concentration is probable, it must be very distracting constantly fearing play/lunch times'	UK2
		'I know from experience that concentration is affected, especially if the bully is in the same class as the victim'	UK3
		'victims must have interrupted concentration'	UK4
	• Ill health, Depression, Suicidal thoughts	'bullies suffer with ill health, although they may have some adjustment problems'	UK4
		'victims must suffer with ill health, depression, anxiety and suicidal thoughts'	SA4
		'some impact on their mental health'	UK3
		'will be consumed with worry and stress and will forever be anticipating what is likely to happen next. They begin to feel that life will not get better and this depression could lead to suicidal thoughts'	UK3
		'fear can cause all kinds of problems with physical & mental health for those bullied'	USA3
	• Stress, anxiety and worry	'they must feel overwhelming anxiety and stress which could lead to ill health'	UK4
		'suffer with anxiety, that constant fear of 'when will it happen'	SA2
		'must also be constantly worried, and on the lookout – I can imagine this to be exhausting'	SA4
Root causes of bullying	• Rejection and Loneliness	'rejection and isolation from peers'	SA3
		'rejection, loneliness and isolation from peers'	SA4

	• Bad family relationships or abuse	'a child being different, who doesn't fit in'	UK1
		'desperation for peers and connections with friends'	UK4
		'may have been ridiculed by family members or made to feel worthless'	UK3
		'bad relationships with family, lack of respect, lack of belonging, seeing consistent violence and aggression at home or even on the telly'	UK4
		'if a person does not feel attached to a parent, they could feel a sense of isolation and separation – so bullying would provide attention'	UK4
		'family problems, absent fathers or mothers'	SA2
		'family problems, sexual or emotional abuse'	SA3
		'Bullying is caused by young people who lack empathy, feel powerless, or may have been abused themselves'	SA4
		'bullies have had a bad life'	USA1
		'experienced a bad adoption so I assume they didn't feel 'anchored' to a parental figure'	USA4
		'there are systemic family issues that can cause students to act out in this way'	USA3
	• Learned behaviour	'a learned behaviour'	UK2
		'I do think violence is learned, perhaps from TV or video games, or what they have seen around them growing up'	SA3
		'observing aggression from a young age, accepting aggression as normal'	SA4
		'I think it may be taught or learned from adults in the pupils family'	SA2
	• Feeling inferior, unsafe or threatened	'a child who is bullied or sees aggressive behaviour at home'	UK1
		'feeling inferior, threatened and unsafe'	UK2
		'feeling not good enough'	SA2
	• Power / Control	'controlling or dominating nature'	SA4
		'Bullies have been mistreated, neglected or have very low self-esteem'	USA2
		'exerting control'	UK2
		'learnt as a way to control and assert power over others'	SA2
	• Insufficient support networks	'having low self-esteem, possibly due to not having a sufficient support network in place in the form of a loving family background'	UK3
	• Need for love and attention	'desperation for love and attention'	UK4
		'just need some attention and love'	US4
Bully support	• No support	'no specific assistance'	SA2
		'bullies are not offered support'	SA4
		'bullies are not seen as a priority'	UK4
		'the school does not have support programs or assistance for bullies'	USA1
		'We do not have specific support programs. Referrals for many kinds of situations are available'	USA3

	• Bully is not a priority – support mainly for victim	'anti-bullying club that mainly supports the victims' 'primary focus is mainly on the victim…we don't have special assistance to deal with bullies. Maybe there is a missing link' 'offering bullies support is not a priority. I think it should be a priority' 'focus is more on the victim which I think is very short-sighted' 'the priority is victims, not bullies. I think this is an error'	USA2 USA4 SA3 SA4 UK4
	• Daily reports, and counselling by a mentor	'bullies have daily meetings with an anti-bullying coordinator' 'one to one support with a learning mentor' 'bullies have had counselling through the learning mentors' 'sessions with a counsellor to implement various strategies to address issues'	UK1 UK2 UK3 SA1
	• Bully referred to KLEAR	'we have a program called 'KLEAR' (Kids Learning Empathy and Respect' in which bullies are referred. They have a choice of going to 2 learning sessions at night with their parents, or suspended'	USA2
	• Referrals made if necessary	'referrals are made if necessary and external agencies involved' 'important to gain the support of a local psychiatrist, so that they can be referred if necessary'	UK1 UK4
Victim support	• Focus only on Victim… missing link!	'primary focus is mainly on the victim…we don't have special assistance to deal with bullies. Maybe there is a missing link' 'focus is more on the victim which I think is very short-sighted' 'the priority is victims, not bullies. I think this is an error'	USA4 SA4 UK4
	• Email support, pastoral support, and a worry box	'report bullying incidents through placing a note in a box' 'online worry box to report concerns' 'learning mentors provide pastoral intervention and support'	SA1 UK2 UK2
	• One-to-one help	'children who appear to be the victim can have one-to-one time' 'staff, headteacher and deputy head teacher available informally each day' 'students assigned a Personal Learning Guide. Learning mentors are an invaluable source of support for many students' 'victims encouraged to talk to a member of staff for guidance and support' 'I suppose the victim could come and talk to me as a means of assistance'	UK1 UK2 UK3 UK4 SA2
	• Daily reports to learning leader	'all incidents reported to anti-bullying coordinators. The children involved (bullied and bullies) then seen that person every day to report'	UK1
	• Teachers and Counsellors take action	'bullying may be reported anonymously, teachers and counsellors take action to stop bullies' 'we have fully certified counselling staff, lead individual and group counselling for students' 'our anti-bullying clud 'Safe School Ambassadors' deals with training students how to help those that are being mistreated' 'counsellors and school psychologists available, but it's a whole different task getting the pupils to go willingly for help'	USA1 USA2 USA2 US4

	• No support	'No support, there are general rules saying that bullying is not allowed - if a pupil has a history of complaining or making up stories, it will be ignored'	SA3
		'I did not observe any support programs. Matters are investigated, I wouldn't say its investigated to t the highest sense of urgency'	SA4
		'No specific support programs in either of my schools'	USA3
	Other	*'I personally think it is so important to sit with both a bully and a victim, try and identify their flaws and need for support, and actually implement a plan over several weeks, like work to improve a victims low self confidence and encourage them to defend themselves. Work on a bullies aggression, encourage them to be sympathetic'	UK4
Staff Training	• No training	'not a great deal of training is available'	SA2
		'not much training is offered to us staff'	SA3
		'I was not given any training or support on how to deal with bullying. I think many institutions think that this should be 'common sense'	SA4
		'we don't receive any decent training, which I think is very bad. How can we be prepared if we don't have the necessary tools or training'	UK4
		'there seems to be a disconnect, bullying is not tolerated, but teachers rarely get training	UK4
		'I am not aware of specific training'	USA3
	• Small amount of training, repeated regularly	'it has been done, and is repeated on a regular basis'	USA1
		'whole school safe-guarding training'	UK2
		'training takes place on a regular basis'	UK3
	• Staff Meeting to brainstorm ideas	'staff discussions'	SA1
		'after school study group for teachers who were interested in brainstorming'	USA2
		'we have regular staff meetings after schools where we talk about issues and solutions'	USA4
		'regular staff meetings'	UK2
	• Anti-Bully Co-ordinators attend a short course	'our 2 anti-bullying coordinators attended a 3 day course'	UK1
		'all teachers, support staff, lunchtime supervisors have had training on anti-bullying over a series of one hour workshops	UK1
	• Teachers have restorative practice training	'all teachers, support staff and lunchtime supervisors have had training on restorative practices'	UK1
		'restorative practices'	UK2
	• Counsellor support	'support from our counsellor, encourage a team approach'	SA1
Social Networking	• New Phenomena	'social networking is still a relatively new form of communication, and protocols are not established. The etiquette of social networking is still evolving'	UK1
		'we do not have any methods of controlling social networking sites, they are a relatively new phenomena and there are no rules in place to combat this'	UK4

		'schools and parents are trying to adapt protocols to students and student culture'	USA3
	• Instant – No repercussions	'messaging is instant, without enabling the child to reconsider'	UK1
		'messages can be sent instantaneously without consideration of the consequences has led to an increase in bullying and has provided a wider platform for bullying'	SA1
		'instantaneous in the sense that they can type a response, hit the send button without even considering the repercussions the message / picture / video will have on the people they are targeting'	SA4
	• Anonymous and encourages bullying	'easier to target victims anonymously and remotely'	UK2
		'social networking sites and mobile phones are definitely contributing to bullying and changing the nature of bullying'	UK3
		'more discreet way of passing on negative comments. A Bully can hide their identity'	UK3
		'technological advances have made bullying more rife and common. Its so easy to create a fake profile and bully someone online, your identity is a secret'	SA2
		'Facebook makes things very difficult to control – you can make up a ficticious profile and send nasty comments'	SA3
		'Bullying on facebook or twitter is becoming more common, people hide behind a made-up username or profile and make the most atrocious comments'	SA4
		'social media feels "anonymous", but in reality, it can be devastating'	USA1
		'we see cyberbullyihg a lot. It's rampant because the bully can remain anonymous'	USA2
		'they can post things anonymously and ruin lives'	USA4
Intervention transfer	• Yes	Yes, the Olweus Intervention would transfer to a local school in their area	**ALL**
	<u>Benefits</u> – Whole community	'the whole community becomes involved'	USA1
		'that it is school/community wide'	USA2
		'looks like a very solid plan, it involves all important aspects'	USA4
		'it's consistent, complete and involves a variety of support measures'	UK4
		'it's comprehensive, detailed, all encompassing'	SA3
		'involves all vital levels- pupils, classroom, staff, teachers, policy, repercussions for bullying, parental and community involvement'	SA4
		'I think the plan is a nice and comprehensive plan'	USA4
		'involves every aspect of life, school, classroom, individual, community which makes it very comprehensive and a solid plan'	SA2
	Raise Awareness	'raising awareness'	
		'it would increase awareness'	USA1
		'the increased awareness and holistic involvement of all stakeholders sends a clear message to pupils that bullying has no place in the school community	USA4
			SA1
	Knowledge	'knowledge is power, and empathy for both sides is beneficial'	USA1

	Better Communication	'better communication between stakeholders'	UK2
	Limitations - Costly	'might be costly to ensure proper training' 'take significant time, resources and money' 'resource draining'	SA2 SA3 SA4
	Time consuming	'cost to train school staff' 'time intensive 'difficult to engage and maintain a whole community'	UK2 SA4 UK1
	Difficult to maintain	'could start off really strong, and whittle down after a few months'	SA4
	Labour intensive	'Labour intensive' 'it would be labour intensive to implement such a large scale plan'	SA4 US4
	Parents an Issue	'it's not always what parents want to hear' 'engaging parents is always an issue' 'risk that parents / community may not agree on terms and conditions of approach – in particular the punishment aspect' 'possible conflict on correct protocols between school and parents'	UK1 UK2 UK4 SA4
Best Interventions	• Multi-Component	'it is comprehensive and encorporates ALL important aspects which will have a higher rate of success' 'whole school approach is most likely to work best – its all inclusive'	ALL SA3 UK4
	• Single Dose	'if bullying is minimal, punishment and a single dose could work in conjunction with each other' 'single dose approach could work, but there is a lot of room for failure here. Nothing long term which is important' 'single dose can work in the short term only. Less time consuming'	UK4 SA4 USA4
Worst Interventions	• Punishment	'punishment can sometimes serve to make a bully more aggressive. It does not address the cause for the unacceptable behaviour or change attitudes' '…they could see this as a reward which may encourage their negative behaviour' 'punishment – too narrow and do not address the complex and deeper issues which gives rise to bullying' 'seems very one sided and not comprehensive enough' 'punishment alone would not be very effective, its just not enough to combat bullying' 'punitive measures seem to exacerbate the problem'	UK1 UK4 SA1 SA2 SA4 USA1
	• Resource Pack and Booklets	'booklets for teachers and parents –does nothing- most people do not read' 'booklets wouldn't work, no one reads them'	USA2 USA4

	• Traditional	'young people nowadays don't bother really bother reading anything'	SA3
		'booklets and/or resource pack wouldn't work very well, no one reads things willingly these days'	SA4
		'booklets for parents and teachers are least likely to work, even if the teachers read the information I don't believe that all the parents would do this and discard them'	UK3
		'unless you enlist the parents, community and school the problem will continue'	USA2
		'too simplistic, not wide scale enough. Easy to implement. These are not great for long term solutions'	USA4
	*Any one Intervention alone would fail	'any one of the interventions alone would fail. The approach has to be extensive consistent and committed'	UK2
Effective Discipline strategies	• Effective	'firm but fair'	UK1
		'being firm, being fair at all times'	UK4
		'empowering students to feel that they can intervene when they observe bullies in action'	USA1
		'removing privileges, embarrassing a bully in front of others, getting parents to express disappointment and implement the removal of house privileges'	USA4
		'counselling and equipping the victim with the skills to deal with being bullied'	SA1
		'help the bully stop resorting to bullying as a reaction to the complex personal dysfunctions from which he/she suffers'	SA1
		'incorporating the most important aspects (teachers, parents, policy and some sort of tribunal hearing'	SA2
		'counselling with the victim and the bully should take place not just once, maybe 5 sessions to ascertain the mental state of the pupils, and help them overcome their individual difficulties'	SA4
	• Ineffective	'shouting at a bully, or using bullying language and attitudes back tends to give the victim some satisfaction, but does not address the issue'	UK1
		'punitive consequences, this would serve to make the pupil angrier'	UK2
		'least effective strategy is to simply give the bully a warning'	UK3
		'bullying a bully just to prove a point'	UK4
		'punishment seems to be a key focus in the schools I have worked at – but I don't think its effective on its own. It's very one dimensional'	SA3
		'punishment may work in the initial stages, but is not effective in the long-term'	SA4
		'punitive measures seem to exacerbate the problem'	USA1
		'suspension is the least effective strategy. Removing a student from school for a few days gives him a reward for behaving poorly'	USA2
		'being suspended, or just ignoring the bully'	USA4
Effects of Bully Control	• Positive Environment	'children learn better in a positive and happy environment'	UK1
		'happier safe environment for all'	UK2
		'there would be a sense of security, safety, enjoyment, non-violence'	USA4
		'the environment would be a happier more secure one'	SA1
		'less stressful, more supportive school environment'	SA2
		'less stress for victims, harmonious environment for other pupils'	SA3

SA4			'less stress, less worry, less tension in the environment, supportive, happy environment'	SA4
			'school would feel like a safer place'	USA1
		• Confident, secure adults	'the possibility of cultivating a self-confident, self-assured pupil, secure in themselves'	SA4
			'more confident, secure, positive, and happy adults who are not afraid to take on challenges in life'	UK3
		• Positive learning and socialising	'pupils can be more confident learners, and attainment should rise'	UK1
			'conducive atmosphere for learning'	UK2
			'academic success would increase if less time was spent on negative thoughts'	UK3
			'academic performance would increase too'	UK4
			'attendance would be higher, consequently leading to higher grades'	UK3
			'school learning and socializing would be so much more positive'	UK4
		• Rewarding and fulfilling life	'lives of potential victims and bullies much more rewarding and fulfilling'	UK3
			'greater achievements academically, with sport and with life'	USA4
			'higher sense of belonging, when students feel like they belong in a school they are more successful'	USA2
		• Better health and peer relations	'better health, better concentration, better pupil interaction'	SA2
			'less violence for a bully in their future'	SA3
			'better health effects, improved concentration, improved relationships with peers'	SA4
			'students would be healthier as they won't lose sleep through worrying'	UK3
			'students would be comfortable, unstressed, not anxious, and overall I assume more happy'	UK4

Appendix Six – Preliminary Analysis; Descriptive and Interpretative Codes with Theme Development and Related Notes.

PPT	Supporting Quotes	Descriptive Code	Interpretative Code	Theme	Notes
UK1 UK4 USA3	''social networking is still a relatively new form of communication, and protocols are not established. The etiquette of social networking is still evolving'' ''we do not have any methods of controlling social networking sites, they are a relatively new phenomena and there are no rules in place to combat this' 'schools and parents are trying to adapt protocols to students and student culture''	Social networking is uncontrolled, anonymous and instantaneous	Social networking is problematic.	↓ Group	-
UK3 SA2 SA4	''social networking sites and mobile phones are definitely contributing to bullying and changing the nature of bullying'' ''technological advances have made bullying more rife and common. Its so easy to create a fake profile and bully someone online, your identity is a secret'' ''bullying on facebook or twitter is becoming more common, people hide behind a made-up username or profile and make the most atrocious comments''	Social networking can be anonymous and encourages bullying	Technological advances have made bullying more common.	Social Networking exacerbates bullying behaviour ↑ Group	Data from across the sample indicates that bullying in social networking is a cross-cultural phenomena. The severity of this can be underpinned by Hinduja and Patchin (2010) with findings that bullying and cyberbullying contributes to pupil instability, suicidal ideation and feelings of hopelessness.
UK1 SA1 SA4	''messaging is instant, without enabling the child to reconsider'' ''messages can be sent instantaneously without consideration of the consequences has led to an increase in bullying and has provided a wider platform for bullying'' ''instantaneous in the sense that they can type a response, hit the send button without even considering the repercussions the message / picture / video will have on the people they are targeting''	No consideration of repercussions	Social networking creates an online (non-traditional) environment for bullying		-
SA2 SA4	'not a great deal of training is available' 'I was not given any training or support on how to deal with bullying. I think many institutions think that this should be 'common sense'	Teachers receive no training to deal with bullying	Teachers are unprepared, as training is severely lacking	Staff training is lacking	-

UK4	'we don't receive any decent training, which I think is very bad. How can we be prepared if we don't have the necessary tools or training - there seems to be a disconnect, bullying is not tolerated, but teachers rarely get training'			↓ Group	
USA2	'after school study group for teachers who were interested in brainstorming'	No specific training, but staff have regular staff meetings	Staff meetings are available, but not compulsory.	Staff are primarily untrained on anti-bully strategies ↑ Group	Data from the USA and SA indicate that staff are rarely given training, however data from the UK indicates that staff have limited training on restorative practices; this indicates cross-cultural differences in the data set.
USA4	'we have regular staff meetings after schools where we talk about issues and solutions'				
UK2	'regular staff meetings'				The issue of lack of staff training is seen in, Byrne (1994) state teachers often feel that their training does not adequately prepare them to deal with the issues of bullying.
UK1	'all teachers, support staff, lunchtime supervisors have had training on anti-bullying over a series of one hour workshops'	Teachers receive limited training, mostly on restorative practices	Limited restorative practice training is occasionally available	Minor training is available, but non-compulsory	-
UK1	'all teachers, support staff and lunchtime supervisors have had training on restorative practices'				
UK2	'restorative practices'				
██					
SA2	'bully others to have a sense of power and control over people and situations'	Bullies assert dominance over victims	Bullies gain power via control and domination		-
SA4	'bullies are domineering, controlling, vicious and nasty in their actions'			↓ Group	
UK4	'thrive on dominating their peers or being vindictive to try and gain power'				
USA4	'feel pressure to assert themselves in a negative or violent way'				
SA3	pupils who bully are very insecure and suffer with crippling low self-esteem and self-confidence'	Bullies have low self-esteem, low self-confidence, have peer rejection and trust issues	Bullies have issues	Bullies use negative behaviours to gain control over others ↓	-
UK3	'have low self-esteem and are jealous of another's attributes'				
SA4	'a feeling of rejection from their peers'				

			Group	
UK2	'trust issues can be a major factor'		Group	
USA2 USA4 UK3	'bullies are often victims themselves' 'bullies are more or less victims themselves' 'a bully may bully due to having previously been bullied'	Bullies are bullied themselves	Bullies are victims	<u>Bullies have personal struggles, and are victims themselves,</u>	Data from all 3 places indicate that bullies are dominating, as they aim to have power over their peers and situations. This links to Roberts (2000) who states that a bully often uses bullying to establish dominance and status.
USA4 SA4 SA1 SA4	'suffering internally from personal struggles' 'personal struggles, like a bad home life' 'often want to be accepted within a group, and behave this way to gain popularity' 'they just crave attention and do negative things to get the attention'	Bullies have personal struggles, with a craving for attention from others	Bullies have personal struggles	↑ Group	-
UK4 USA2 SA4 USA2	'shy students are usually quiet, reserved, and introverted' 'weak or quiet individuals can be targets of bullying' 'victims are laid back, they don't defend themselves that's why they are easy targets' 'bullies tend to pick out easy targets'	Victims are shy and do not defend themselves	Victims are introverted and different	Group ↓	-
UK3 USA1 USA4	'may be subject to bullying if they look different' 'victims are sometimes 'different' as in gender preference, have a mental challenge and tend to feel powerless' 'they choose people who are different, like pupils with learning difficulties, dyslexia, who have a different than 'norm' appearance (too thin / too fat)'	Victims are targeted for being different	Victims are easy targets that do not defend themselves	<u>Victims are easy targets, that are targeted due to irregular social norms.</u>	Cross-cultural similarities are noted, as the data indicates that victims are characterized by being shy and introverted, which makes them easy targets for bullies. This is noted by Nabuzoko and Smith (1993) who describe victims as shy. Similarly, Byrne (1994) states that victims tend to be shy, sensitive, and may have difficulty socializing.
UK3	'come across as vulnerable'	Victims may have family issues, or	Victims may have social issues		-

UK3	'they may fail to understand acceptable social signs'	suffer with social immaturity		↑	
UK1	'due to their social background, or if they come from a low-income family'			Group	
USA2	'physical mistreatment'	Bullying on a physical level such as kicking and pushing.	Physical mistreatment	↓	
SA4	'kicking, pushing, shoving, slapping, spitting, invading personal space'			Group	
UK4	'general teasing is more psychological, it causes a pupil great sadness as they feel rejected'	Bullying on a psychological level such as teasing and taunting	General teasing which causes sadness and isolation	Bullying takes various forms, all forms leading to feelings of rejection and isolation	Cross-cultural similarities are noted, as the data set clearly notes 3 main forms of bullying.
SA2	'name calling happens often, spreading rumours, taunting'				This is linked to the cross-cultural perspective of bullying, as two types of aggressive behaviours have been
SA3	'bullies try to isolate a victim from their social group'				noted (Smith et al, 2002) these two types of aggressive behaviour
SA4	'spreading rumours, or saying things like 'you are stupid, your going to fail'				include direct aggression (physical and verbal behaviours) and indirect aggression (involving covert behaviours)
USA1	'students bully by making rude remarks about their victims (faggot, gay, retarded etc) some play practical jokes or send threatening text messages'	Bullying on an emotional level such as racism and rumours	Racism, and rumours which reveal emotional wounds	↑	
SA2	'racism is quite common, perhaps the remnants of the old Apartheid Regime'			Group	
SA3	'spreading horrible rumours, taunting or teasing about weight appearance or any visible imperfections'				
SA3	'picking on emotional wounds like if a girl has a eating disorder it will become a focal point for bullying'				
USA2	'boys are more physical, they push shove kick punch. Girls talk behind backs, are more psychologically malicious'	Gender differences in school bullying	Boys are physical, and girls are more Emotional.	Gender differences in bullying is noted very clearly.	Gender Differences in Bullying is noted in research by Vaillancourt and Hymel (2006) who discuss the
SA4	'boys are very physical, when they bully or fight it's usually with their fists. Girls are very different, they are more subtle in their bullying'				emergence of gender differences in recent bullying research; males are more likely to bully using physical aggression, while females are more
UK4	'boys are more physical, pushing and shoving other class mates.				likely to use indirect forms of

	'Girls are more emotional they spread rumours and attach a persons character'				aggression.

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SA3	'victims actively try and avoid school which would result in poor grades and concentration when they do attend, and increase the risk of dropping out'	Victims avoid school and skip class	Increased truancy, and drop-out rates for victims.		
SA4	'victims must try to avoid school, or certain classes if they know the bully will be there'			Group ↓	
USA1	'victims feel threatened and intimidated, which impacts self-esteem, which cause them to miss meals, avoid classes or situations where they know they will be made uncomfortable or physically threatened'				
SA3	'I think bullies suffer with poor concentration cos they may be continually planning their next 'incident' embarrassing others is a priority to them'	Bullies and victims suffer with interrupted concentration	Interrupted concentration for both parties	Victims are truant and suffer with ill health Bullies have interrupted concentration	Cross-cultural similarities are noted, Support workers from all 3 locations noted that ill health is a considerable concern, with suicidal ideation being an issue.
UK2	'interrupted concentration is probable, it must be very distracting constantly fearing play/lunch times'				Ill health, and suicidal ideation is discussed by Beale (2001)
UK3	'I know from experience that concentration is affected, especially if the bully is in the same class as the victim'				The current research has highlighted a further point which current research is lacking. Participants noted that bullies suffer with interrupted concentration, however previous research indicates that only victims suffer with interrupted concentration (Boulton et al., 2008)
SA4	'victims must suffer with ill health, depression, anxiety and suicidal thoughts'	Victims suffer with ill health concerns such as depression, suicidal ideation, stress, anxiety	Ill health concerns	↑ Group	
UK3	'will be consumed with worry and stress and will forever be anticipating what is likely to happen next. They begin to feel that life will not get better and this depression could lead to suicidal thoughts' 'fear can cause all kinds of problems with physical & mental				

USA3	health for those bullied'			
UK4	'they must feel overwhelming anxiety and stress which could lead to ill health'			

UK4	'bad relationships with family, lack of respect, lack of belonging, seeing consistent violence and aggression at home or even on the telly'	Bullies have a history of abuse and family issues	A range of family issues, and abuse	
UK4	'if a person does not feel attached to a parent, they could feel a sense of isolation and separation – so bullying would provide attention'			Group ↓
SA4	'family problems, sexual or emotional abuse'			
USA3	'there are systemic family issues that can cause students to act out in this way'			
UK2	'a learned behaviour'	Bullying is a learned behaviour	Learning aggression through observation	<u>Bullying occurs via a collaboration of various issues including abuse, learned aggression, and peer isolation</u>	A cross-cultural similarity is noted in that support workers from the 3 locations state that bullying occurs via family issues and abuse.

This is noted by Mitchel and O'Moore (1988) who state that bullies often experience problematic family backgrounds.

Additionally, the point of aggression being a learned behaviour is noted by Patterson et al (1991). |
SA3	'I do think violence is learned, perhaps from TV or video games, or what they have seen around them growing up'			
SA4	'observing aggression from a young age, accepting aggression as normal'			
SA3	'rejection, loneliness and isolation from peers'	Bullies feel lonely, rejected, and unsafe	Rejection and isolation from peers	↑
UK4	'desperation for peers and connections with friends'			
UK2	'feeling inferior, threatened and unsafe'			
SA4	'Controlling or dominating nature'	Bullies exert power to express a desperation for love	Desperation for attention	Group
SA2	'learnt as a way to control and assert power over others'			
UK4	'desperation for love and attention'			

SA4	'bullies are not offered support'	No support for bullies – they are not a priority. Victims are the priority	No support for bullies		An overwhelming majority of support workers conclude that bullies are offered no support, as they are not a priority.
UK4	'bullies are not seen as a priority'				
USA4	'primary focus is mainly on the victim…we don't have special assistance to deal with bullies. Maybe there is a missing link'			Group	
SA4	'focus is more on the victim which I think is very short-sighted'			↓	
UK1	'bullies have daily meetings with an anti-bullying coordinator'	Bullies offered limited support, with a learning mentor and referrals are made if necessary	Limited support for bullies.		-
UK3	'bullies have had counselling through the learning mentors'				
UK1	'referrals are made if necessary and external agencies involved				
SA3	'No support, there are general rules saying that bullying is not allowed, If a pupil has a history of complaining or making up stories, it will be ignored'	No support for victims.	No support for victims	Victims are the priority, with bullies receiving limited support.	The majority of data from SA indicates that victims are not offered any support. Whereas, data from the USA indicates that victim support is available, and data from the UK indicates that bully support is available.

Indicating clear cross-cultural differences. |
SA4	'I did not observe any support programs. Matters are investigated, I wouldn't say its investigated to the highest sense of urgency'				
USA3	'No specific support programs in either of my schools'				
USA1	'bullying may be reported anonymously, teachers and counsellors take action to stop bullies'	Teachers and counsellors offer support to victims	Support for Victims		-
USA2	'we have fully certified counselling staff, lead individual and group counselling for students'				
USA4	'counsellors and school psychologists available, but it's a whole different task getting the pupils to go willingly for help'			↑	
UK1	'children who appear to be the victim can have one-to-one time'	Victims receive one-to-one help			-
UK4	'victims encouraged to talk to a member of staff for guidance and support'			Group	
SA2	'I suppose the victim could come and talk to me as a means of assistance'				
UK4	'I personally think it is so important to sit with both a bully and a victim, try and identify their flaws and need for support, and actually implement a plan over several weeks, like work to improve a victims	Other – ties everything in			One support worker highlights a possible flaw in the system, as they indicate that both the bully and the

	low self confidence and encourage them to defend themselves. Work on a bullies aggression, encourage them to be sympathetic'				victim need support.
ALL	Yes, it would transfer.	Olweus Program Transfer	Olweus Bullying Prevention Program would transfer to ALL areas.		
UK4	'it's consistent, complete and involves a variety of support measures'	Perceived benefits of the Olweus Program	The program is complete, comprehensive, and involves all levels.	The Olweus Bullying Prevention Program would transfer to all areas, as the benefits outweigh the limitations.	Eslea and Smith (2000) found that parental involvement is highly correlated with a successful bullying prevention program – which is linked to the current participant responses
SA3	'it's comprehensive, detailed, all encompassing'				
SA4	'involves all vital levels- pupils, classroom, staff, teachers, policy, repercussions for bullying, parental and community involvement'				
SA1	'the increased awareness and holistic involvement of all stakeholders sends a clear message to pupils that bullying has no place in the school community'				
UK2	'better communication between stakeholders'				
SA3	'take significant time, resources and money'	Perceived limitations of the Olweus Program	The program would be labour, time, and fund intensive.		
UK1	'difficult to engage and maintain a whole community'				
USA4	'it would be labour intensive to implement such a large scale plan'				
UK4	'risk that parents / community may not agree on terms and conditions of approach – in particular the punishment aspect'				
SA3	'it is comprehensive and encorporates ALL important aspects which will have a higher rate of success'	Multi-component interventions are most effective (ALL)	All encompassing multi-component interventions have the highest efficacy		
UK4	'whole school approach is most likely to work best – its all inclusive'				
SA4	'single dose approach could work, but there is a lot of room for failure here. Nothing long term which is important'	Single-dose interventions only for short-term efficacy			
USA4	'single dose can work in the short term only. Less time consuming'				

				Group	
UK1	'punishment can sometimes serve to make a bully more aggressive. It does not address the cause for the unacceptable behaviour or change attitudes'	Punishment exacerbates the problem	Simplistic interventions are deemed least effective, and exacerbate bullying	Multi-component approaches have a higher success rate than other Simplistic strategies	Cross-cultural similarities are noted, as all participants agree that multi-component interventions are most effective.
SA1	'punishment – too narrow and do not address the complex and deeper issues which gives rise to bullying'	Resource Booklets will be discarded			Cross-cultural similarities are also noted, in the agreement that other interventions such as punishment and booklets are too simplistic and therefore ineffective.
SA4	'booklets and/or resource pack wouldn't work very well, no one reads things willingly these days'				
UK3	'booklets for parents and teachers are least likely to work, even if the teachers read the information I don't believe that all the parents would do this and discard them'	Traditional approach is too simplistic		↑	
USA2	'unless you enlist the parents, community and school the problem will continue'			Group	
USA4	'too simplistic, not wide scale enough. Easy to implement. These are not great for long term solutions				
UK2	'any one of the interventions alone would fail. The approach has to be extensive consistent and committed'	OTHER: ties in everything			
UK1	'being firm, being fair at all times'	Effective discipline / remedial methods	Being firm and fair, offering counselling and removing privileges is an effective discipline	Supportive measures are most effective, and punitive measures are least effective in discipline strategies	Cross-cultural similarities are noted in that supportive discipline measures are deemed most effective, in relation to punitive methods.
USA4	'removing privileges, embarrassing a bully in front of others, getting parents to express disappointment and implement the removal of house privileges'				
SA4	'counselling with the victim and the bully should take place not just once, maybe 5 sessions to ascertain the mental state of the pupils, and help them overcome their individual difficulties'	Focuses on the dyad			
UK3	'least effective strategy is to simply give the bully a warning'	Ineffective discipline methods	Only offering a warning, punishment of suspension are ineffective discipline strategies.		
SA3	'punishment seems to be a key focus in the schools I have worked at – but I don't think its effective on its own. It's very one dimensional'			↑	
USA2	'suspension is the least effective strategy. Removing a student from school for a few days gives him a reward for behaving poorly'			Group	

UK1	'children learn better in a positive and happy environment'	If bullying was controlled, it would promote a positive learning and social environment	Control of bullying would promote a positive environment		
USA4	'there would be a sense of security, safety, enjoyment, non-violence'				
SA4	'less stress, less worry, less tension in the environment, supportive, happy environment'			Group	
UK1	'pupils can be more confident learners, and attainment should rise'				
UK3	'attendance would be higher, consequently leading to higher grades'				
UK4	'school learning and socializing would be so much more positive'				
UK3	'lives of potential victims and bullies much more rewarding and fulfilling'	If bullying was controlled, it would lead to a rewarding life as confident and secure adults.	Control of bullying would lead to a rewarding life.	Bully control would lead to overwhelming positive changes	The overwhelming majority of participants indicated that if bullying was controlled, the positive subsequent results would be in both the short term and long term.
USA2	'higher sense of belonging, when students feel like they belong in a school they are more successful'				
SA4	'the possibility of cultivating a self-confident, self-assured pupil, secure in themselves'				These significantly positive comments all lead to a more beneficial learning environment, and positive short & long term effects if bullying was controlled or eradicated.
UK3	'more confident, secure, positive, and happy adults who are not afraid to take on challenges in life'				
SA2	'better health, better concentration, better pupil interaction'	If bullying was controlled, pupils would experience better health and peer relations	Control of bullying would lead to improved health and peer relations.	Group	
SA4	'better health effects, improved concentration, improved relationships with peers'				
UK4	'students would be comfortable, unstressed, not anxious, and overall I assume more happy'				