

**BULLYING AND VICTIMIZATION OF ADOLESCENT
STUDENTS, IN PRIMARY SCHOOLS OF MALE'**

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PRIMARY SCHOOLS OF MALE'**

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A Project Submitted in partial fulfilment of the requirements for
the degree of Bachelors in Primary Health Care

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DECLARATION

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I hereby declare that this project is the result of my own work, except for the Quotations and summaries, which have been duly, acknowledge.

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Date: 1st November 2015

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ABSTRACT

The purpose of this study was to find out extend of bullying and victimization in adolescent students, in primary schools of Male', based on descriptive cross-sectional survey was done using quantitative data to identify the causes which increase the risk of being victims and their impacts. Total 120 students studying in grade 6 and 7, from different 5 schools in Male' city, took part in this study, from which it has shown 60 percent students were being bullied. Boys are more involved in bullying activities, where 54 percent of the victims said they were being bullied by boys, which is 36 percent higher than the girls. Most of the students were bullied verbally, followed by physical bullying and indirect bullying. Moreover, most victims are not satisfied with their body image or they are less popular among the students, and no significant impact on academic performance and self-esteem of the students were found. Likewise, the extent of being bullied, affect social and emotional behaviors of students were studied and found that there is a high chance (Adjusted OR 1.353) to be lonely among the group who are bullied than those who are not bullied. Variable feeling sad and hurt at school has a high significant association with a P value of 0.001 with an (Adjusted OR 3.103). This indicates that those who have being bullied have 3.103 times higher chance of feeling sad than those who are not bullied. However, to reduce further risks, schools should strengthen their anti-bullying policies and educate students about bullying and victimizations and their risks.

Keywords: Bullying, victimization, perpetrators, aggressor, behavior

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ABBREVIATIONS AND ACRONYMS

ARC	Advocating the Rights of Children
GSHS	Global School Health Survey
WHO	World Health Organization
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
AS	Asperger Syndrome
NAS	National Autistic Society

CHAPTER 1 INTRODUCTION

1.1 Background of the study

“Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons” (NSW Public Schools, 2014). Any form dishonor, humiliation, and using of power is categorized as bullying whether it is based on sex and race. Any kind of bullying can have long-term effects for the victims as well as the spectator. It can happen anywhere at school, in workplaces, within the neighborhood, while travelling, and also during taking part in sport squads (NSW Public Schools, 2014).

“Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear” (Bullying in Schools, 2014). The bully and the victim have to face negative lifetime difficulties due to bullying in their childhood. “An estimated 200 million children and youth around the world are being bullied by their peers, according to the 2007 Kandersteg Declaration against Bullying in Children and Youth.” (KIDSPOT, 2014). A Pediatricsin Review stated that 14 percent of children are either bullies or victims in Norway. Similarly, 15 percent of primary school children say that they are been bullied, however, in Australia and Spain, the problem of bullying among students is 17 percent. Whereas, an expert in Britain says that 1.3 million youngsters are involved in bullying (Watchtower ONLINE LIBRARY, 2014). According Giovazolias, (2008, p.11) “International researches report that approximately 3 out of

10 children have been involved in bullying, as victims, as perpetrators, or as both (bully/ victim) (Elsevier B.V, 2014)

One of the few places that are declared to be safe is the school environment. However, now these places are not considered to be safe any longer. Aggressions in the school environment can have considerable impacts on the children's academic performance, mental health and overall socialization (Bullying in Schools, 2014). According to Andrea and Andrea (2003) school bullying is now an extensive problem that we come across. Behaviors of the bullies consist of violent behavior, mockery, stalking and threats to other children. Therefore, these behaviors can pilot to fights by using of weapons, destruction and physical harm. Conversely, these behaviors are learned through a range of influences from the surrounding environment such as homes, schools, and peer groups and through social media (Raj, 2009).

1.2 Problem Statement

Bullying has become a common problem within school environments of Maldives. However, this issue was not previously recognized commonly in schools or in institutions in Maldives. It is worrying to say that there are no laws regarding bullying that address this issue. According to Ministry of Family and Gender, lack of statistics in this area is a limiting factor to address this issue. Though, some NGOs like ARC and newly registered organization called Anti-bullying society of Maldives are some of the concerning bodies that act against this issue. Therefore, it is very essential to conduct a research on this area which will bring attention to those concerning authorities.

A survey conducted by ARC in the year 2012 showed upsetting figures of bullying prevalence in schools. This survey illustrate that, 61 percent of children had been

bullied in school among the 542 participants (ARC, 2014). According to Global school health survey 2009 it shows that in national level, overall in Maldives, 37.7 percent of students are bullied on one or more days during the past 30 days. The number of (Males) students who were bullied are 41.2 percent, while, 34.2 percent of (Females) are equally expected to be bullied on one or more days (GSHS Country report, 2009). These statistics provides a picture that a large extent of bullying is going on among the school children's in which it will create a huge problem in the future. Bullying in children cause lots of risky behaviors among them and it leads to various health impacts. To prevent bullying, Schools have a responsibility to educate learners about their rights and responsibilities and to make them aware of what constitutes bullying, as well they have to provide the necessary support structures to address bullying and have to take preventive measures.

However, so far no research has been done in Maldives for bullying in schools. Therefore, through this research the current situation of bullying in schools could be identified and it can be addressed in various levels of stake holders.

1.3 Objectives of study

1.3.1 General Objectives

The objective of this study is to identify the prevalence of school bullying, contributing factors of bullying and their impacts.

1.3.2 Specific objectives

The objectives are:

- To determine the socio demographic variables of bullying.

- To determine the prevalence of bullying incidents in schools.
- To identify the gender differences in bullying victimization.
- To identify the risk factors of being a bullied victim and their impacts.

1.4 Research Question

- What is the prevalence of bullying in schools among grade 6 and 7 students?
- What are the impacts of bullying among grade 6 and 7 students of Male'?
- What are the factors that lead to being a victim of bullying?

1.5 Significance

To date there has no study conducted to identify the risk factors and impacts of school bullying in Maldives. Therefore, this study is important to conduct a study to assess the risk factors and its impact of bullying to students for communities to build a safe and effective school environment for children. Findings from this study can be beneficial to the schools, policy makers, students and children. This will enable the policy makers to create appropriate plans and policies to prevent bullying in school such as anti-bullying policy which can be implemented to prevent bullying in school. This will enable all parties involved (educators, parents, and students) to work together to ensure that schools are a safe place for students. Similarly, student education and discussion sessions regarding bullying and appropriate seeking strategies can be provided.

1.6 Scope of the study

In this study 11 to 13 years of children in grade 6 and 7 were taken as the sample. Since this is the age in which children come across various emotional, physical and relationship problems. Studies also have shown that bullying and victimization is

common among 6th and 7th grade students. As cited by (Shujja, Atta, & Shujjat, 2014), prevalence of bullying and victimization is high among elementary school children. Also, according to the records of WHO it has shown that in average the prevalence of victimization is 14 percent and it is triggered among 13 years old adolescents (Malta, et al., 2012). The study will focus on the prevalence of bullying, associated risk factors for bullying and their impacts on children.

1.7 Definitions of Terms

Bullying - Bullying is frequent verbal, physical, social or emotional behavior which is dangerous and it consists of misusing the power from an individual or group in the direction of more persons.

Confidence Interval - confidence interval or margin of error is the amount of error the researcher can tolerate in the respective research.

Confidence level- shows how sure the researcher is of the study

Validity - is the ability of an instrument to measure out accurately to represent the concept it is going to measure or in other words, it is ability of an instrument to measure what it is supposed to measure.

Reliability - is the consistency of your measurements with an instrument if it is repeated under same conditions with same subject.

CHAPTER 2 REVIEW OF LITERATURE

This chapter of the study consists of literature on school bullying, prevalence of school bullying, gender differences in bullying, risk factors and their impacts. In addition, this chapter consists of the theoretical framework which will define the theoretical basis and conceptual framework that was used to conduct this research.

2.1 Theoretical framework of the study

The social cognitive theory is used to conduct the research. This theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences (Bandura, 1999). According to Bandura's theory assessing behavioral changes depend on factors such as environmental, personal and behavioral. In applying this theory to the study, behavioral changes such as, aggressiveness, violence, depends on the environments, for example; school, class rooms, peer pressure, culture. And together with environmental factors, the behavioral changes depend on personal factors like, attitude, self-esteem, motivation etc., same way; personal factors also depend on environmental factors and behavioral changes. Similarly, environmental factors also depend on both personal factors and behavioral changes.

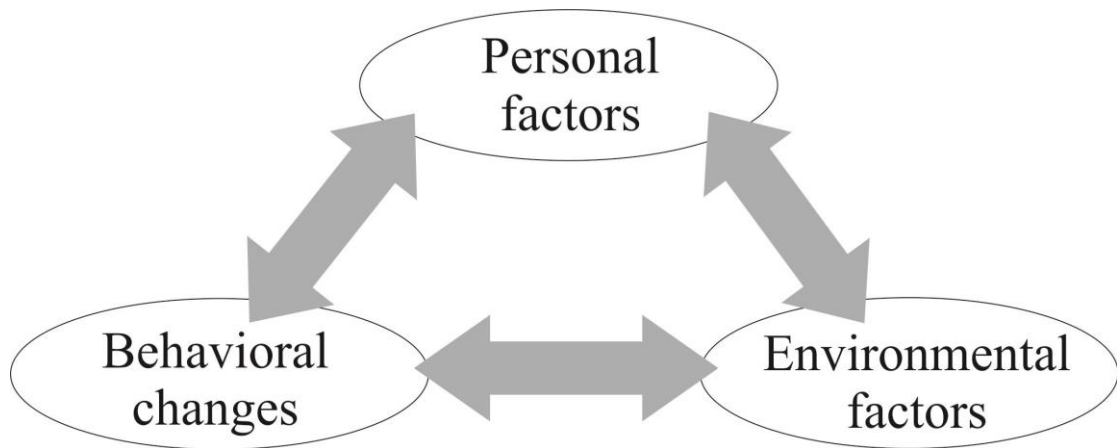


Figure 2.1: shows the how cognitive theory is applied. Source: (Pajares, 2002).

Conceptual framework

Figure 2.2 below shows the conceptual framework of bullying. This conceptual framework shows the relationship between the dependent and independent variables of the study. It is divided into three categories; socio-demographic factors, impacts, and risk factors of bullying.

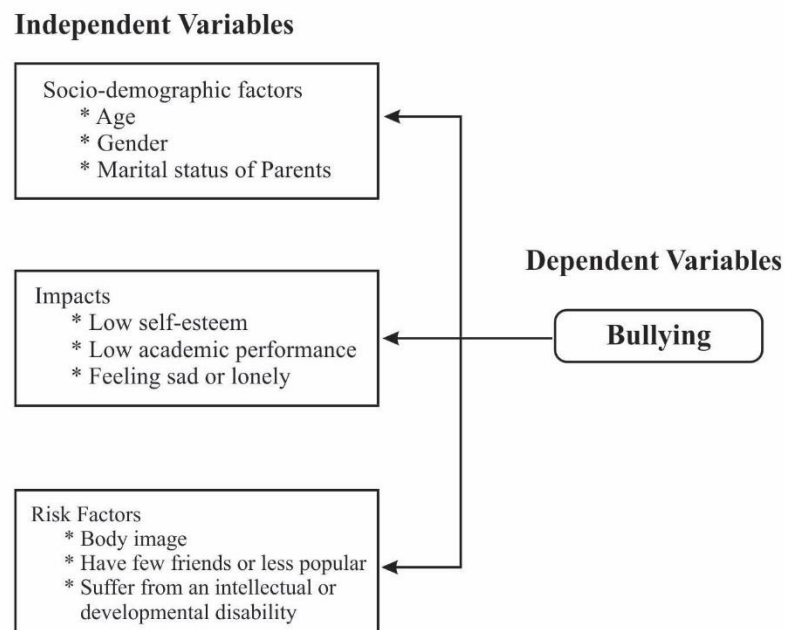


Figure 2.2: conceptual framework of bullying

2.2 Previous Studies

2.2.1 Bullying in school

The past 20 years or more, school bullying has been increasing all across the world and it has been affecting millions of students in schools (Rigby, 2014). Bullying and violent behavior are problems among the adolescent in the schools (Turagabeci, Nakamura, & Takano, 2008). Research by Nansel et al., 2001, establish that school bullying is high among various countries as cited by (Papanikolaou, Chatzikosma, & Kleio, 2011). Hence, it has caused significant impacts to children who were involved in their adult life .According to Nansel et al., 2001, a number of studies have recommended that bullying might be one of the most frequent type of aggression among the schools as cited by (Nation, Vieno, Perkins, & Santinello, 2008).

2.2.2 Prevalence of school bullying

School bullying is a one of the main common issue worldwide. It can happen on any type of institute whether it is, primary, secondary, private, public, rural or urban. It also brings various significances, such as, absenteeism, low academic performance which results suicide among these victims (Brito & Oliveira, 2013).

Records of World Health Organization shows that in average the prevalence of victimization is 14 percent and it is triggered among 13 years old adolescents. However, there are huge differences among countries. The maximum incidence 29 percent in Lithuania and the bottommost is Sweden which is 4.5 percent (Malta, et al., 2012). According to (Jansen, et al., n.d), numerous prevalence studies showed that in

elementary schools and secondary school bullying and victimization is a mutual problem.

According to (Fleming & Jacobsen, 2009) among middle and low income countries prevalence of bullying varies among individual countries. In Tajikistan bullying prevalence was less than 20 percent, while Botswana, Chile, Jordan, Guyana, Swaziland, Zimbabwe, Namibia, Kenya, Zambia prevalence is 41 to 61 percent, whereas in China, Venezuela, Morocco, United Arab Emirates, Oman, Philippines, Tanzania the rate of prevalence was 20 to 40 percent.

A study that was conducted in the city of Caxias do Sul,RS, Brazil shows that the prevalence of perpetrators was 7.1 percent while the victims were 10.2 percent correspondingly (Recha, Halpernb, Tedescoc, & Santosd).

2.2.3 Gender

It is believed that to characterize bullying in school, gender is one of the fundamental variables in understanding this phenomenon and supports possible interventions. Research on bullying shows that boys are more prone to be both bullies and victims of bullying, especially in its physical expression, since girls are more likely to engage in situations of indirect bullying, such as teasing or gossip about peers (Silva, Pereira, Mendonça, Nunes, & Oliveira, 2013).

As cited in Castellano, et al., 2013, some studies recently carried out in Spain, using school students of age between 11-13 years, showed that boys are involved in all kinds of bullying incidents at significantly higher degree than girls, nevertheless, girls are much involved in indirect bullying (for example, like speaking ill of someone,). With

regards to victims, boys become victims of direct bullying, such as physical aggression, more than girls and girls are more victims of indirect bullying, such as malicious gossip, than boys (Silva, et al., 2013)

2.2.4 Risk factors for being a bullying victim

2.2.4.1 Body Image

Throughout teenage years, girls and boys come across noticeable body changes, while boys experience optimistic emotion towards their body due to growing of muscles in their body; however girls turn out to be more disappointed about their body image since the raise of body fat (Brixval, Rayce, Rasmussen, Holstein, & Due, 2011). However, bullying can take place between persons of any size of body image. Besides, those children who are overweight and underweight are at more risk for bullying (Perugini, 2013). A study that was conducted among 1006 participants in middle-income sub Saharan African country, findings shows that being a bullied victim is linked with both calculated obesity and perceived overweight and it shows that association have a tendency to be stronger mostly in boys with perceived weight than the actual weight (Wilson, Viswanathan, Rousson, & Bovet, 2013). A cross-sectional study that was conducted among 11- 13 and 15 years old Danish students to check the association between overweight and exposure to bullying results shows that dissatisfaction with one's body image increases the risk of exposure for bullying (Brixval, et al., 2011).

2.2.4.2 Have few friends or are less popular

Relationships between friends or popularization are extremely significant factor in bullying or victimization. There is always a risk for the children who are less popular or have fewer to be victims of bullying (The Bullying Prevention Task Force Our Kids

Network, School Years Committee, 2012). A research by Nansel, as cited by (Alcaraz, Kim, & Gendron , 2010), shows that the children who are victims of bullying, do not have much friends and have difficulties in making new friends. And in another study by Andreou, 2001, as cited in (Alcaraz, at al., 2010) states, victims of bullying are not much accepted by their society, and they do not spend much time with socializing with friends.

2.2.4.3 Suffer from an intellectual or developmental disability

According to Little, cited by (Napolitano, 2011), various studies have shown that children with autism spectrum are more expected to be victims of bullying compare to non-disabled peers. In Little's study of U.S mothers found out children of 94 percent who were diagnosed with Asperser's Syndrome came across peer discrimination which includes (75 percent) of emotional bullying, (10 percent) of gang attacks and (15 percent) of platonic physical attack to the genitals in these children's.

Statistics shows that, in U.S, just 10 studies have been carry out on the affiliation with bullying and developmental disabilities. All of them show that children with disabilities are more prone to be bullied 2 to 3 times than normal children as per study, by Marshall, at al., 2009, cited by (PACER's National Bullying Prevention Center, 2013). As per National Autistic Society, 40 percent of autistic children and 60 percent of children with Asperger's Syndrome are victims of bullying (PACER's National Bullying Prevention Center, 2013). A study by Unnever and Cornell, 2003, as cited by (Napolitano, 2011), shows that 34 percent of children who were under medication for ADHD (Attention Deficit Hyperactivity Disorder) were victims of bullying, at least 2 to 3 times a month.

2.3 Impacts of bullying

2.3.1 Low self esteem

Adams, 1995, as cited by (Darney , Howcroft, & Stroud, 2013), states that there will be many dramatic changes in persons behavior, and his/her way of thinking about the world also changes, as a person goes through adolescence. Studies have found that there is a change in person's thinking about themselves, if that person is involved in bullying activity. According to research by Darney, at al., 2013, the bystanders are having highest self-esteem levels followed by the victims. And bully-victims have the lowest self-esteem in them. Therefore, according to the research by Darney, there is a bond between bullying at schools and self-esteem in life. According to Sullivan (2000), as cited by (Darney, at al., 2013) those who have been bullied often have difficulty starting relationships, feel useless and unattractive, and their life won't be that successful.

However, some researchers state that, there is no significant relationship between self-esteem and bullying. But, self-esteem has positive effects on depression. A study about the effect of self-esteem on the relationship between depression and bullying among the teenagers of Malaysia, states that there is no weighty effect of self-esteem in the relationship between depression and bullying (Uba, at al, 2010).

2.3.2 Low academic performances

There are multiple studies and researches that show that there is a huge impact on children's academic performances, if they are involved in bullying. A study carried out in Latin America on year 2011 shows that, over 50 percent of the students are involved in bullying at some extent, and the academic performances, like math and reading, are

significantly lower in the children who were being bullied than those who does not encounter with such act. It also shows that children who are in classes which are more violent and aggressive have low academic achievements than the children in less violent and quiet class rooms. (Román & Murillo, 2011).

Another study conducted in California shows that 37 percent of the secondary school students have experienced harassment or bullying at some extent. Students who are being bullied physically or emotionally feel unsafe at schools, are among long absentees, and lower in academic performances than students who are not-victims of bullying. Moreover, this study has found that in middle school years, academic results of victims decrease at an average of 1.5 letter grade per subject. (Juvonen)

2.3.3 Feeling of sadness or loneliness

Several researches states that, children who experiences bullying at some form, (bullies, victims, or bully-victims), feels some kind of sadness or loneliness in their life, due to bullying. According to Farrington, 1993, as cited by (Maliki, Asagwara, & Ibu, 2009), school children miss or skip classes due to the fear of being bullied. And it is found that the victims of bullying may not talk about things happen at schools or about particular activity at schools. Moreover, victims might feel distressed, unhappy and lonely. Also it causes social isolations and will have negative thinking towards school. Victims will feel themselves unpopular and they get rejected by their class mates, the bond with friends will be weak and their social skills will be less. (Maliki, at al., 2009).

People have belief, that bullies are not popular in the class or class dislikes the bullies. However, researchers have found bullies are mainly most popular among their peers, and they think the bullies are very cool and tough and keep on admiring them. (Graham,

2009), but several studies in china by Schwartz et al. 2001; Tom et al. 2010; Xu et al. 2003, as cited by (Huang, Hong, & Espelage, 2013) shows that children who are classified as bullies, are hated by their peers, have fewer friends and its difficult for them to make friends.

CHAPTER 3 METHODOLOGY

3.1 Research Design

The design of this study is a cross sectional descriptive study which requires a questionnaire. In this research a self-administered questionnaire was used for the data collection.

Cross sectional studies help to evaluate the prevalence, to find out various risk factors and it also allows to get many outcomes results in a sample population. This type of design is easy to conduct since it takes up little time; it is also useful for planning of public health (Kate Ann Levin, 2014).

3.2 Population and Sample

The study area of this research is focused on the Capital city of Maldives, Male'. Since, this is the most densely populated place, in which a huge population of people approach for their basic needs such as health, education, jobs etc. Hence, In Male' there is a large population of children studying in Schools.

The sample was taken among the grade 6 and 7 students of Government and international schools of Male. A total of 5 schools were selected randomly which consist of 4 Government and 01 International School.

The sample was selected randomly selected among the Government and International Schools of Male'.

Following is a diagram of schools that participated in this study.

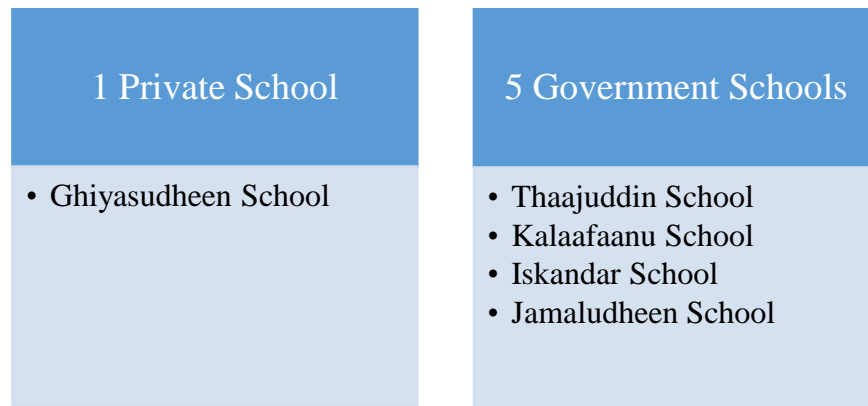


Fig 3.1: Schools participated in the study

The total population for the study was 2061 students from the above mentioned schools. With a confidence interval of 5 percent and confidence level of 95 percent the sample size is 324. However, due to time constraints the sample size was reduced to 120 students which is 5.8 percent of the total sample size.

The sample of 120 students (60 males and 60 females) was then divided equally to 5 schools which is 12 males and 12 females from each school. The number of students selected from each grade is (6 males and 6 females) and these students were selected randomly according to gender to reduce the bias.

3.3 Research Instrumentation

The students were interviewed using a standardized questionnaire on the experience of bullying and a self-administrated questionnaire was used for data collection.

The questionnaire was prepared in English language. To check validity of this instrument (questionnaire), the questionnaire was pre-tested with a group of 10 students of target population before finalizing. This was done to check whether respondents can

understand the questions easily. After that according to the results of the pre-test appropriate modifications were brought to the questionnaire.

3.4 Validity and Reliability

During this study a questionnaire was used as an instrument, which may not be 100 percent valid. Therefore, to check the validity of the instrument, it was pre-tested to the same age group before finalizing. And this instrument might not be externally valid, since the sample size used was 120, which is only 5.8 percent of total population that has to be represented.

This study could be reliable if this study is repeated within same schools, considering age groups. However, the result may be different if all the schools of Male', or Maldives is included.

3.5 Data Collection Techniques

The data collection was carried out by visiting schools. Among the 5 schools, 12 students were selected and interviewed from each grade (grade 6 and 7). The students from these grades, who submitted written consent from their parents, were taken to a specific class room during the school hours. After those participants got settled at the class room, they were briefed about, how to fill the questionnaires by trained interviewers. During completing the questionnaire, the participants were not allowed to talk with other participants.

A sample of consent form will be included in Appendix C

Data was collected by using a standard questionnaire which was divided in to 3 main sections. (Section A) of the questionnaire was based on Socio demographic factors such as age, gender, parent's information. (Section B) consists of questions on to find

out prevalence of school bullying. Last part which is (Section C) consists of questions on identifying the related risk factors, and impacts of bullying.

In general, most of the questions were measured using closed ended and using Likert-Anchors

Question 1 to 4 (Prevalence) Never to Very Frequently was given with a scale of 1- 5

Question 5 to 7 - Never to More than 3 times was given with a scale of 1- 5

Section C Question 7 to 9- Never to Always with a scale of 1 – 4

Details of the interview questionnaire will be illustrated in APPENDIX D.

3.6 Data Analysis

The collected data was entered into a statistical analyzing software called Statistical Package for Social Science (SPSS Version 20.) The analysis of the quantitative data was done using the descriptive method by using SPSS and presented by the means of tables, charts and, tables diagrams.

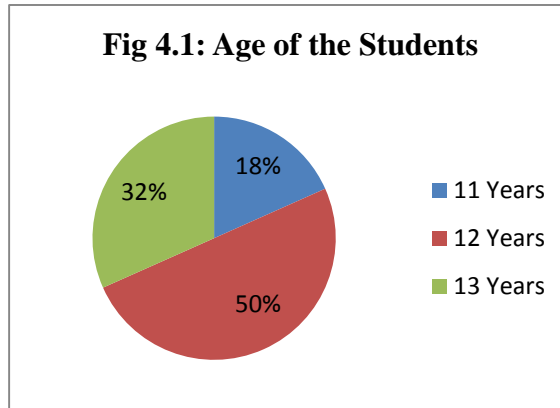
3.6.1 Framework for data analysis

<i>Objectives</i>	<i>Questions</i>	<i>Source of data</i>	<i>Types of data</i>	<i>Techniques of analysis</i>
To determine the socio demographic variables of bullying.	Section A, Question 1-6	Self-administered questionnaire	Primary	Microsoft Excel and SPSS
To determine the prevalence of bullying incidents in schools.	Section B, Question 1-4	Self-administered questionnaire	Primary	Microsoft Excel and SPSS
To identify the gender differences in bullying victimization.	Section B Question 4	Self-administered questionnaire	Primary	Microsoft Excel and SPSS
To identify the risk factors of being a bullied victim and their impacts	Section C Question 1-9	Self-administered questionnaire	Primary	Microsoft Excel and SPSS

Table 3.1: Frame work for data analysis

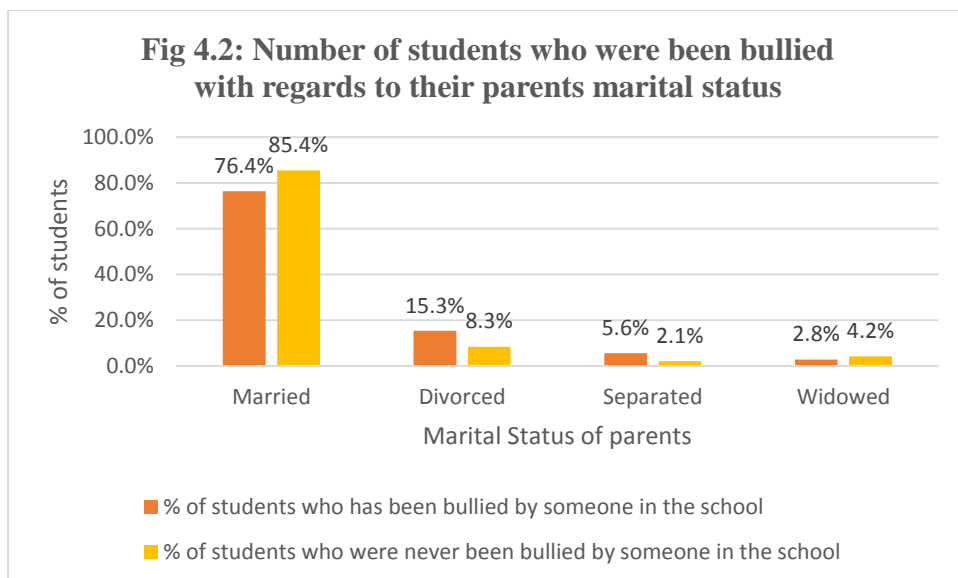
CHAPTER 4 DATA ANALYSIS AND RESULTS

4.1 Frequency and percentage of age of students



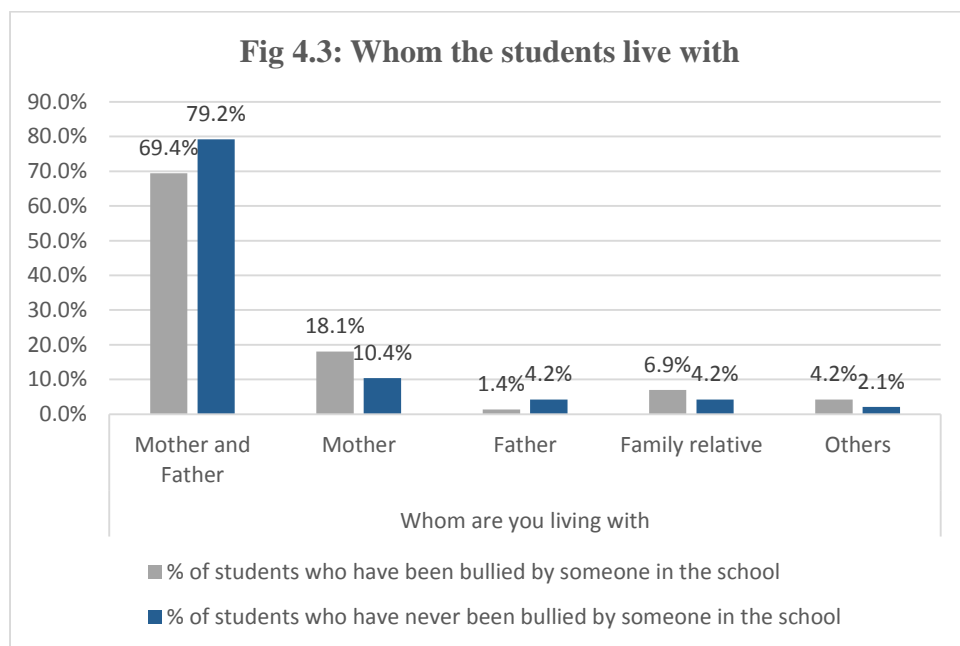
With a response rate of 100 percent 120 students participated in this study. Out of 120 students 60 (50 percent) students were 12 years of age, while 38 (32 percent) students were 13 years and the remaining 22 students were 11 years of age, which is 18 percent of total students. In the study, 50 percent of students were Males and the other 50 percent were Females.

4.2 Frequency and percentage of Parents marital status of students



According to the study, 60 percent of 120 students were bullied in some way indirectly or directly and 40 percent says they were never being bullied. The majority of students (81 percent) lived with both of their parents, while the 19 percent lived either in a single – parent family or with another relative. If we consider students who were bullied according to marital status of parents, 76.4 percent (55 students) parents were married, 15.3 percent (11 students) parents we divorced, 5.6 percent (4 students) parents are not living together or separated and 2.8 percent (2 students) parents were widowed.

4.3 Percentage of students whom they live with

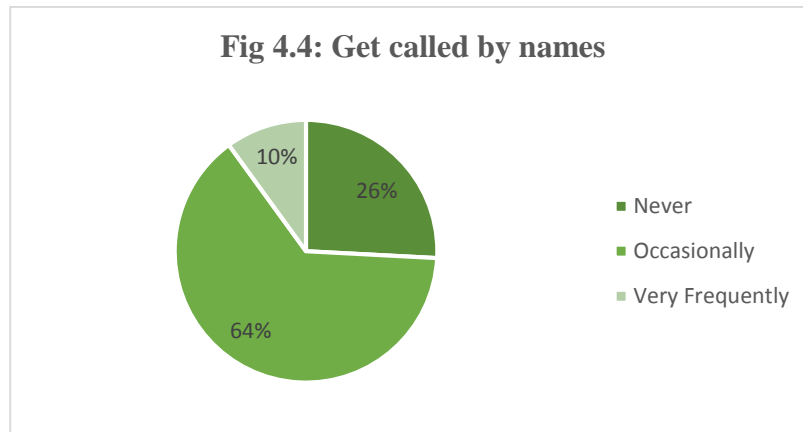


The chart shows percentage of students whom they live with. According to the study 69.4 percent of students who were bullied lives with both their parents, while 18.1 percent lives with their mother only and 1.4 percent lives with father only. Moreover, 6.9 percent of students who were bullied lives with a family relative and 4.2 percent of bullying victims lives with others, other than those mentioned before. The study shows that 79.2 percent of students who were never been bullied lives with both their parents,

and 10.4 percent lives with their mother only, while 4.2 percent lives with father only. 42. percent lives with their family relatives and 2.1 percent students live with others.

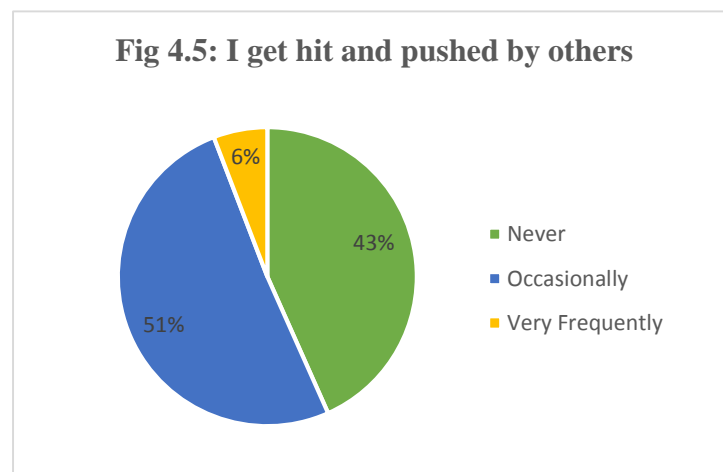
4.4 Prevalence of bullying

4.4.1 Students get called by names which they don't like



The study has showed that, 31 (26 percent) students who were being bullied, never got called by names which they don't like. And 77 students, which is 64 percent students were been called by other names occasionally. Also, 10 percent of students were frequently called by other names that they don't like.

4.4.2 Get hit and pushed by others



Pie chart above shows percentage of students who got hit or pushed by others, while they are at school. From which, 51 percent students said that they were been hit and

pushed by others occasionally, while 43 percent students said it never happened to them. And 6 percent of students said they get hit and pushed by others very frequently.

4.4.3 Others make fun of me

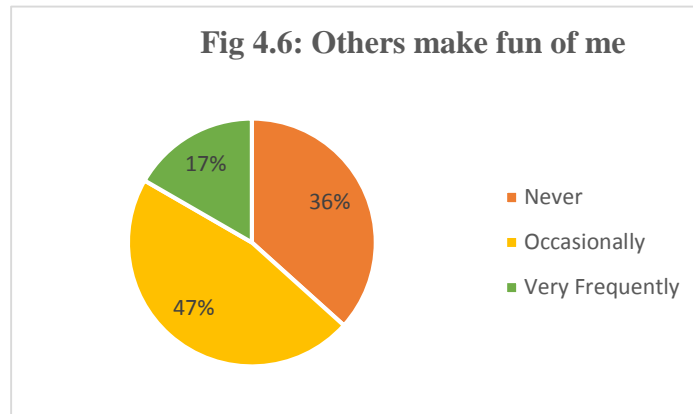
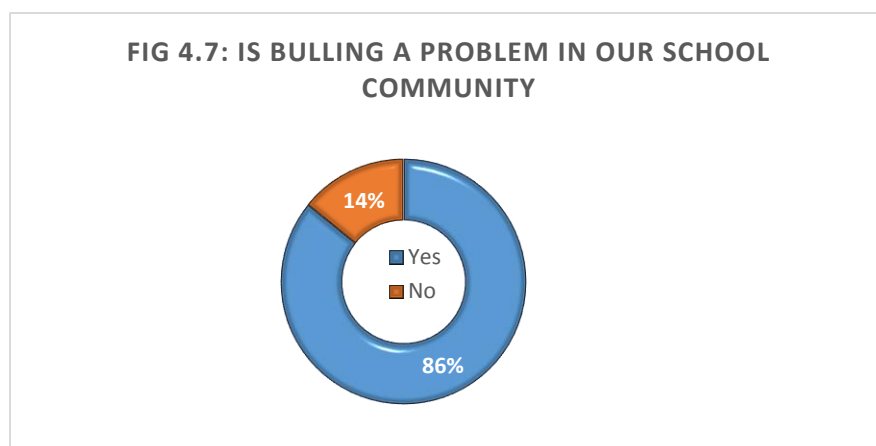


Chart shows that percentage of students who were been victimized by making fun of them. It shows that 47 percent students were being victimized occasionally, while 17 percent say others make fun of them very frequently. And 36 percent of students said it has never happened to them.

4.5 Students knowledge regarding bullying in school community



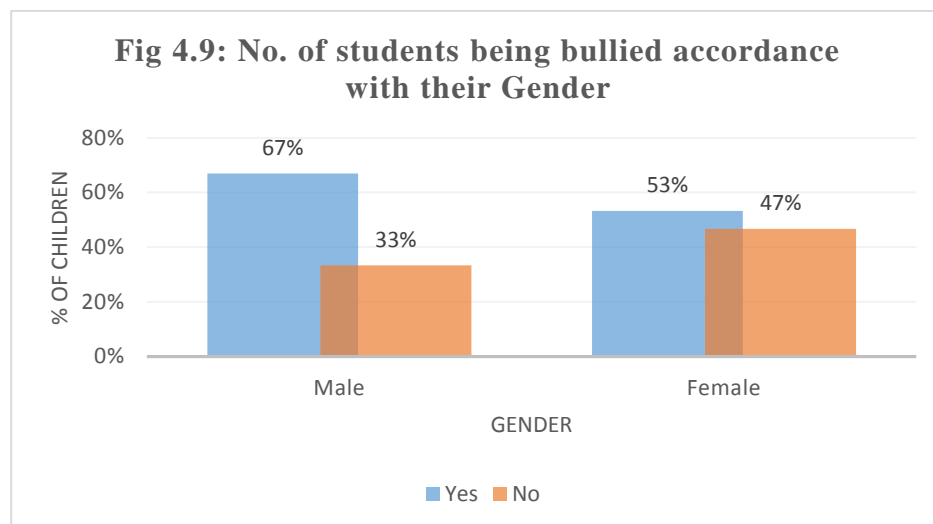
Study results showed that 103 (86 percent) students agreed that bullying is a problem in school community, while 17 students, which is 14 percent of students who participated in this study said it is not a problem for them.

4.6 Percentage of students who were been bullied



Chart shows that percentage of students who were been bullied by someone in school. According to the study 72 students, which is 60 percent of participants, said that they were been bullied by someone in school community, while 40 percent (48 students) said they have never confronted with bullying.

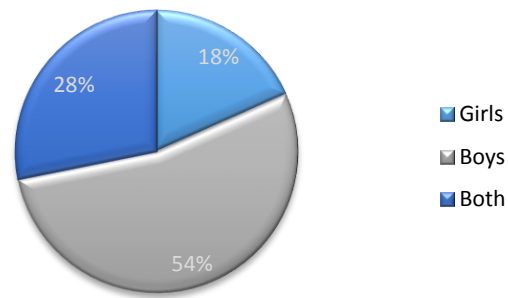
4.7 Percentage of students being bullied accordance with their gender



Bar chart shows percentage of students being bullied accordance with their gender. The chart shows 67 percent of male students were being bullied and 53 percent of girls were also being bullied.

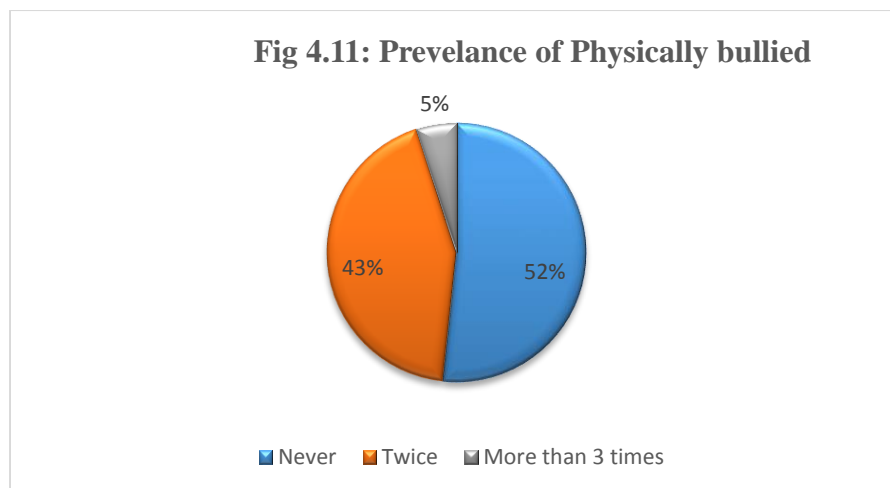
4.8 Percentage of students who were bullies, accordance with gender

Fig 4.10: Being bullied by whom



On this study, 54 percent (38) students said they were bullied by boys, and 18 percent (13) students said it was girls who bullied them. In addition, 28 percent (20) students said they were victimized by both the genders.

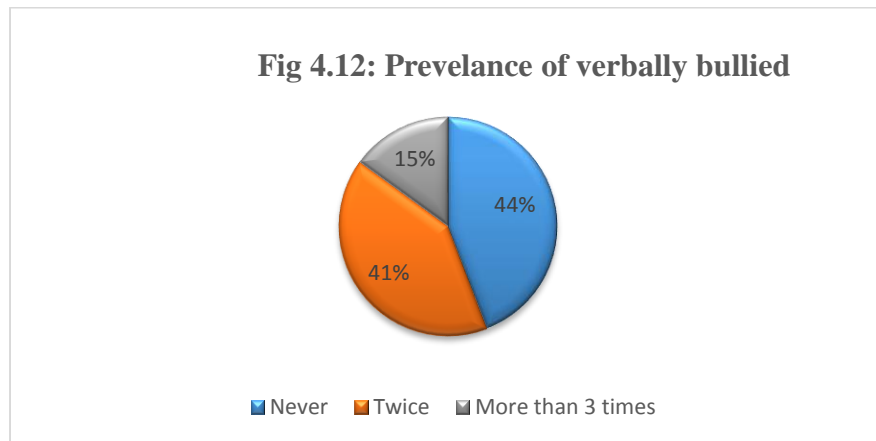
4.9 Percentage of students who were been bullied physically during past 3 months



The pie chart shows percentage of students who were been bullied during past 3 months. The results show that, 52 percent (62) students said they were never bullied physically, while 43 percent (52) students said it happened twice in past three months.

And 5 percent (6) students said they were being bullied more than 3 times, during past 3 months.

4.10 Percentage of students who were verbally bullied during past 3 months



Study shows 44 percent (53) students were never bullied verbally during past three months, however 41 percent (49) students said they were bullied verbally twice in past three months. And 15 percent (18) students said it happened more than 3 times during past three months.

4.11 Percentage of students who were indirectly bullied during past 3 months

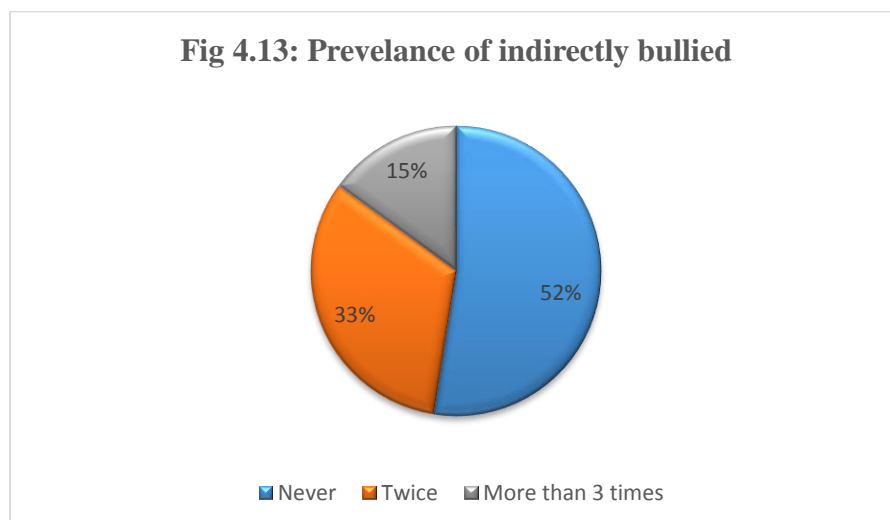


Chart shows that 52 percent (63) students were not bullied indirectly during past 3 months, while 33 percent (39) students said they were bullied twice during that period. Moreover, 15 percent (18) students said it happened more than three times in past three months

4.12 Relationship between bullying and body image

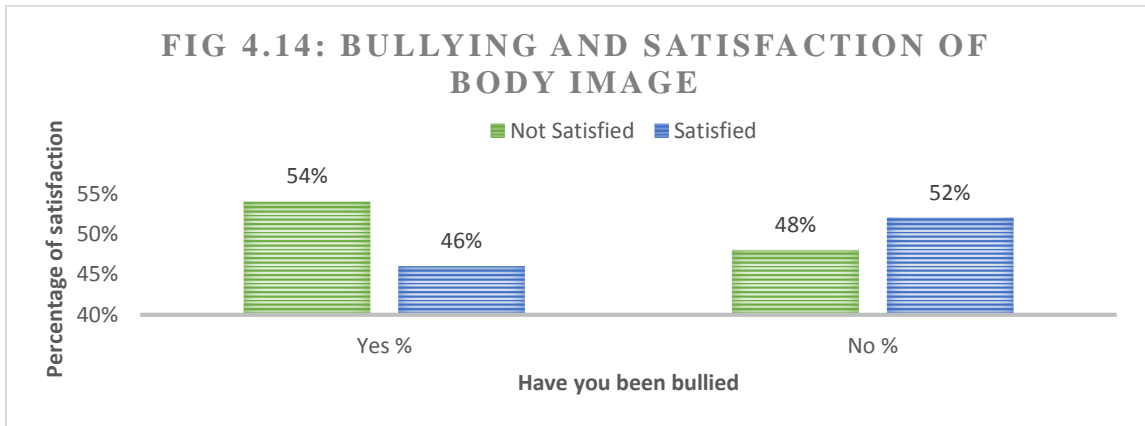
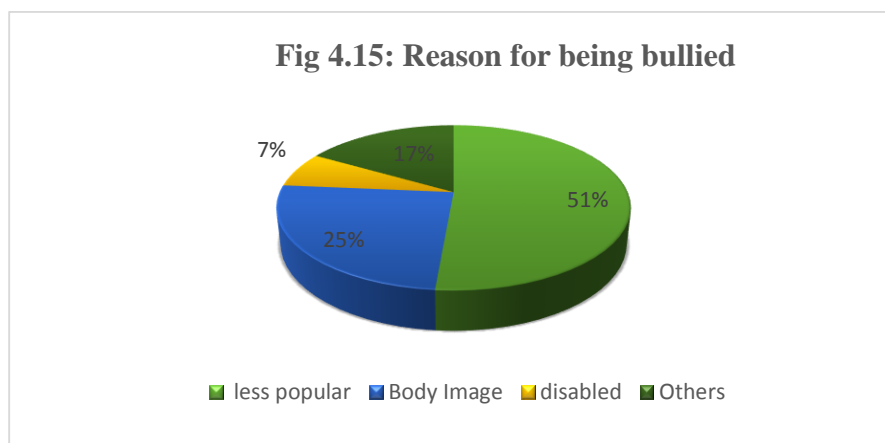


Chart shows that 54 percent of students who were being bullied and 48 percent student who were never being bullied are not satisfied with their body image. While, 46 percent of students who were being bullying and 48 percent of students who were never being bullied said they are satisfied with the body image.

4.13 Reason for being bullied according to student own view



The pie chart shows the causes that the victims of bullying highlighted as the reason of them being bullied. It shows that, 51 percent (37) students who were being bullied said they were bullied because they are less popular among the students. In addition, 25 percent (18) students says it is because of their body image, either fat or thin. Moreover, 7 percent (5) students said it is due to their disability, while 17 percent (12) students said they were being bullied due to several other reasons.

4.14 Type of Disabilities Students have

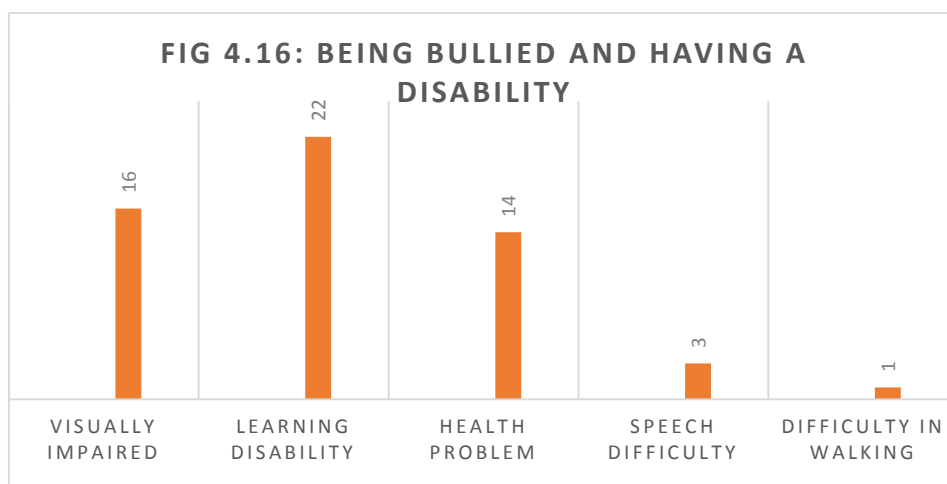
Type of disabilities

		Difficulty in Walking	Visually Impaired	Hearing problem	Learning Disability	Mental health illness	Speech difficulty	Health Problem
Number	Valid	1	24	3	28	0	7	19
	Missing	119	96	117	92	120	113	101

Table 4.1: Multiple responses

Above table shows analysis of multiple responses on type of disabilities. This question was generated for all the students participated, without considering if they are being bullied or not. However, there are children who were being bullied and having disabilities with more than one problem. Details of the relationship between disability and bullying will be shown in fig 4.15.

4. 15 Being a bullied victim and having a disability



The bar graph shows the students that has been bullied who are having disabilities and difficulties. Out of 72 students who has been bullied, 56 students have one or two type of disabilities. From the graph it shows that 22 (31 percent) of students has learning disability, 16 (22 percent) are visually impaired. 14 (19 percent) has a health problem, while 3 (4 percent) has difficulty in speaking and 1 student which is 1 percent is having difficulty in walking.

4.16 Frequency and percentages of bullying among 5 Schools

Schools		Have you been bullied by someone in the school	
		Yes	No
Thajudheen School	Count	16	8
	% within School	66.7%	33.3%
Kalafaanu School	Count	11	13
	% within School	45.8%	54.2%
Iskandar School	Count	11	13
	% within School	45.8%	54.2%
Jamaaludheen School	Count	17	7
	% within School	70.8%	29.2%
Ghiyasudheen School	Count	17	7
	% within School	70.8%	29.2%
Total	Count	72	48
	% within School	60.0%	40.0%

Table 4.2: percentage and frequencies of bullying among five schools.

Table 4.2 shows percentage and frequencies of bullying among five schools. In this study 24 students participated from each school. From Jamaaludheen school and Ghiyasudheen International school there were 70.8 percent (17) students who were being bullied, and 29.2 percent (7) students said they were never being bullied. While in Thajudheen school, 66.7 percent (16) students said they were bullying victims and 33.3 percent (8) students said it never happened with them. While in Kalafaanu school and Iskandar school there are 45.8 percent (11) students who said they were being bullied and 54.2 percent (13) students said they have never confronted with bullying.

4. 17 Association between model of bullied with the variables of marital status of parents

Variable	Being bullied			Crude OR	95% CI		X ²	p-value
	n	Yes (%)	No (%)		Low	Upper		
Marital Status of Parents				0.552	0.210	0.1455	1.467	0.164
Married	72	76.4	85.4					
Divorced	48	23.6	14.6					

Table 4.3: association between being bullied and Marital status of parents

Table 4.3 demonstrates the association between being bullied and Marital status of parents. However, in this study it does not shows any association between the dependent variable bullying and the independent variable marital status of parents since the P value is higher than 0.05.

4.18 Association between model of being bullied with 4 different variables

Variable	Being bullied			Crude OR	95% CI		X ²	p-value
	n	Yes (%)	No (%)		Low	Upper		
Feel lonely in school								
Never	72	42.6	29.4	0.371	0.169	0.816	6.260	0.01*
Always	48	72.9	27.1					
Feel sad and hurt at school								
Never	72	30.6	69.4	0.147	0.064	0.334	22.78	0.001*
Always	48	75.0	25.0					
Low academic performance								
Never	72	52.8	52.1	1.028	0.495	2.136	0.006	0.0544
Always	48	47.2	47.9					
Low self esteem								
Never	72	52.8	54.2	0.946	0.455	1.967	0.022	0.515
Always	48	54.2	45.8					

*P-value = <0.05

Table 4.4 Association between model of being bullied with the following 4 variables

Table 4.4 verifies the association between being bullied and feeling of lonely in school, feeling of sad or hurt, academic performance and low self-esteem. However, the table reveals that only 2 of the variables has an association among the 4 variables. Those variables are feeling lonely in school and feeling sad and hurt in school. Being bullied and feeling of lonely in school has an odd ratio of 0.371 and a P value < 0.01. This indicates that there is a significant association between being bullied and feeling of lonely at school. Being bullied and getting sad at school shows a P value < 0.001 which indicates that there is a very high significant association. Rest of the 2 variables, low academic performance and low self-esteem does not show any association with dependent variable bullying.

4.19 Multiple logistic regression model of bullied with variables, feeling lonely and feeling sad and hurt at school.

Variable	Adjusted OR	95 % CI		P-value
		Lower	Upper	
Feel lonely in school				
Never	1			
Always	1.353	0.553	0.934	0.014*
Feel sad and hurt at school				
Never	1			
Always	3.103	0.401	0.694	0.001*

*P-value = <0.05

Table 4.5 Multiple logistic regression model of bullied with variables, feeling lonely and feeling sad and hurt at school

Table 4.5 indicates results of the multiple logistic regression of the 2 variables, Loneliness and Feeling sad with the dependent variable bullying. These are the only 2 variables which showed a significant association from the Chi-square test. The result revealed that there is a high chance (Adjusted OR 1.353) to be lonely among the group who are bullied than those who are not bullied. Variable feeling sad and hurt at school has a high significant association with a P value of 0.001 with an (Adjusted OR 3.103). This indicates that those who have being bullied have 3.103 times higher chance of feeling sad than those who are not bullied.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1 Summary of Main Findings

The purpose of the study was to find out extend of bullying and victimization in adolescent students, in primary schools of Male'. The total sample size for the study is 120 students aged between 11 to 13 years, who were divided in to 5 schools in Male'; 50 percent boys and 50 percent girls. The study has shown that 72 students were being bullied from which, boys are bullied more than girls. Furthermore, 54 percent of the victims said they were being bullied by boys, which is 36 percent higher than the girls. From the study it is found that, there is no relation between being bullied and marital status of their parents or whom the students are living with.

Looking into prevalence of bullying, most of the students were bullied verbally, followed by physical bullying and indirect bullying. It is found that most victims are not satisfied with their body image or they are not popular among the students. Likewise, there is a correlation between bullying and emotional feelings of the student. Furthermore, there is not much affect found on academic performance and self-esteem of students due to bullying. With regards to the knowledge and seriousness of this issue, 86 percent of the students agreed that bullying is a problem in school community, while 14 percent students said it does not bother or it is not problem for them. Therefore, it should be requirement for the schools to activate anti-bullying policies and other required measures to reduce or stop bullying in school communities.

5.2 Discussion

The purpose of this study was to know the extent of bullying and to identify the prevalence of school bullying, contributing factors of bullying and their impacts in adolescent students, in primary schools of Male'. The result of this study clearly showed that a high number of students, which is 60 percent of the participants, professed they have been bullied and victimized at school and school community. The samples were taken from students of ages 11-13 years, studying in grade 6 and 7, from 5 different schools of Male. They are Jamaaludheen School, Ghiyaasudheen International School, Thaajudheen School, Iskandhar School and Kalaafanu School. Average percentage of students being bullied are higher than the percentage of students who were not being bullied in each school. Similarly, a survey conducted for same age group of students, by ARC (2012), in which all the schools in Male', Villimale' and Hulhumale' participated, showed that 61 percent of students were being bullied and 80 percent of the student saw the incidence of another student being bullied. Another study conducted in Sweden with similar sample age group of school children, by (Frisen, Jonsson, & Persson, 2007) shows that 67 percent of the students were victims, bullies or bully-victims.

Surprisingly, the results showed that there is no relation between the marital status of parents of the respondents. Moreover, there is also no significant relation with students being bullied and where they live, whether it is with both their parents, one of them or other relatives. This result may be shown because, Male is small place and if parents are separated also, there is huge probability for the students to meet them every day. However, a research by Papanikolaou et al., (2011), disagree with this factor. In their study, it showed, living with parents as a significant factor for bullying and victimization. As students seems to become more vulnerable to victimization if they do

not live with both parents or living with single mother. The study also says that the probability of getting bullied is significantly lower for the students who live with their father, because most fathers teach their children, how to interact with those situations and how to remain secured against victimization.

Research conducted in Portugal by Silva, et al., (2013), with similar age group of school children, showed that boys are more prone to be both bullies and victims of bullying. It also showed that boys are more into physical bullying rather than verbal or indirect bullying. Likewise, in this study also it showed that the involvement of bullying activities is higher in boys than girls. It also shows that, more than 50 percent of the aggressors were boys and 67 percent of boys were victims of bullying. Another study conducted in Greece, with identical sample size and age group, shows that boys engage in bullying more often than girls do, and girls use primarily verbal or indirect bullying (Athanasopoulos & Koumitzis, 2010). Furthermore, it also says that boys were more into physical aggressive and violent behaviors and girls were more into both verbal (such as mocking) and indirect bullying (like betraying secrets and spreading rumors), or bullying that has to do with social relationships. Therefore, in contrast of all the three studies it can be concluded that gender is a prevalent factor of bullying.

Looking prevalence of bullying in this study, 48 percent of students said they were being bullied physically, and 56 percent students said they were verbally bullied. Furthermore, 48 percent students also said that they were being bullied indirectly during past 3 months. Moreover, 74 percent of students who got bullied, said that they were called by other names which they don't like to be called, while 57 percent of students got hit or pushed by others. And 64 percent of victims said others make fun of them. Therefore, verbal bullying is more common in schools in Male, although it is not much more than physical and indirect bullying. Similar results were also found on the

ARC (2012) survey, where 28 percent students noted that they were being bullied by spreading lies and rumours about them, while 32 percent noted hurtful teasing or calling by the odious names. Only 15 percent students reorted that they were physically hurt. Thus, the results of this study seems to be more valid, as a study conducted in New Zealand, using school children, shows similar results, where 47 percent of the students were being bullied verbally, whereas, only 25 percent got bullied physically (A. Green, Harcourt, Mattioni , & Prior, 2013).

The present study indicates that most victims (54 percent) are not satisfied with their body images and 25 percent of the students says that there were being bullied because they are either fat or too lean. Additionally, it is observed that being bullied was associated with both measured obesity and perceived overweight. Likewise, a study by Brixval, at al., 2011, states that students who are overweight and obesed have risk of being bullied compared to normal weight class mates. Furthermore, it also says that the risk of boys being bullied are more, if they have too lean body, and for girls, they have high risk of getting bullied if they are too fat. Also a study held in Seychelles, by Wilson, at al., (2013), states that, being bullied is associated more strongly with the perception of being overweight compared to actual overweight status.

The present study also shows that students who were being bullied are having less friends or less popular among class or in school community. In questionnaire, there was a question, “I have been bullied, because?”, and 51 percent of the students wo were being bullied have chosen that, it is because they are less popular among the students. Therefore, we can suggest that if a student is less popular or having less friends have too much haters. According to Nansel, at al., (2001), poor relationships with classmates and increased loneliness, on the other hand, were associated with both being bullied

and coincident bullying/being bullied. The study also says that ability of victims to make new friends are low and for aggressors, it is an easy task to make new friends.

With regards to the impact of bullying, the present study shows that there is no significant relation between academic performances and self-esteem with regard to being bullied. This may be because, students are too sensitive regarding their grades and leadership, and they might want to keep it secret rather than sharing it on a questionnaire. However, a research by Brito & Oliveira, (2013), self-esteem scores are lower in victims, while self-esteem scores are higher in aggressors. And when related with gender, it showed that males surpass the threshold of high self-esteem when they assume the dual role of victim/aggressor, whereas females remain classified as low self-esteem in all situations of bullying, compared with those who are not involved. With regards to academic performances, a study by Román & Murillo, (2011), shows, over 50 percent of the students are involved in bullying at some extent, and the academic performances, like math and reading, are significantly lower in the children who were being bullied than those who does not encounter with such act. It also shows that children who are in classes which are more violent and aggressive have low academic achievements than the children in less violent and quiet class rooms. Also, another study by Juvonen, conducted in California, shows in middle school years, academic results of victims decrease at significant levels.

Several researches states that, children who experiences bullying at some form, (bullies, victims, or bully-victims), feels some kind of sadness or loneliness in their life, due to bullying. Current study also shows, 73 percent of students who were being bullied said they feel lonely in school, while 75 percent students said they feel sad and get hurt at school. Therefore, there is a huge emotional impact on students due to being bullied. A study conducted for middle-school students in low and middle income

countries, by Fleming & Jacobsen, (2009) shows that, 45.6 percent of bullied students and 27.6 percent of non-bullied students said they felt sad or hopeless for more than two weeks in the one year, from which girls at higher rate than boys. And in 16 of 17 countries who took part in the study, it shows that, bullied students had a higher rate of sadness and hopelessness than non-bullied students.

It must be highlighted that this study does not exhaust the discussion on this phenomenon, but it would help to know the extent and situation of bullying and to develop projects and actions that can be taken, involving the entire school community.

5.3 Implications

The study shows there is a high percentage of student's victimized n bullying. If this issues are neglected, there could be serious consequences such as involving high-risk behaviors and violence. The study result found high necessity to have anti bullying campaign in schools, as there is a high impact of social and emotional imbalances in student behaviors. However, to reduce further risks, schools should strengthen their anti-bullying policies and educate students about bullying and victimizations and their risks. Schools should not overlook the problem in order to prevent further consequences.

5.4 Limitations of the Study

The results of the study showed that 60 percent of the students we being bullied in primary schools in Male'. However, these results may not show the actual picture of the extent of the issue. Because, for this study only 5 schools were used for data collection and the rest of other primary schools of Male' were omitted due to the time constraints. The total population for the study was 2061 students from the selected 5 schools, which would be much more if all the schools were included. However, this

amount was reduced to 120 students which is 5.8 percent of the total target population. As it would be difficult to collect, analyze and interpret the results of the data from such a large population. Therefore, the sample that was selected is inadequate for a broader subject like bullying and such a larger population. Moreover, when completing survey questionnaire, student's mood may affect the response and there could be chances of recall bias, as students might not remember their feelings at the time of bullying or being bullied, as well as they might not express their true feelings. Moreover, in this study students were asked about the marital status of the parents and they might not know the exact status of them or they might not give the most appropriate answer. Furthermore, a study of broader subject like bullying cannot be justified, only using a simple questionnaire to students, interviews, tests and other relevant tools shall be used.

5.5 Directions for Future Research

This study is the beginning of a diagnosis of the problem of bullying in primary schools of Male'City, using a very small sample from five primary schools in Male'City. The result, therefore, cannot be generalized to any other places or schools in the city or even for the whole Male'. It is possible that in the future, the same study could be carried out with a larger sample, which could be on a regional scale in order to see how prevalent the phenomenon is throughout the city. In addition, to allow individual students to share how the bullying has impacted or affected them, the study could be carried out using a qualitative approach. Moreover, there is significant need to do broader research on bullies and aggressors, and to identify the causes for them to bully others and their emotional behaviors, as every research on bullying are concentrated on victims, and bullies are being neglected. Furthermore, it is very essential to investigate,

socio economics status of school children and how bullying is related to harassments, sexual abuse and drug abuse and more in-depth associate with psychological and emotional behavior of students.

5.6 Recommendations

In order to prevent and minimize bullying issue, management of schools should play a major role. For this, schools should maintain safe, friendly and a positive learning environment for all students. In order to achieve this goal schools should strive to:

- Strengthen the current anti bullying policies.
- Reduce, existing bully/victim problems among students in school community and find solutions for them.
- Prevent or minimize the development of new bully/victim problems.
- Encourage students to build healthier relationship with friends, teachers and others at school and create conditions that allow in particular, victims and bullies to get along and function better in and outside of the school community.
- Educating students, teachers and parents regarding bullying, factors, risks and impacts of bullying.
- Coordinate with government authorities and other associated organizations to organize and operate awareness programs, road shows, campaigns on bullying risks and preventions.

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APPENDICES

Appendix A: Work Plan

The following table contains the schedule of activities that are planned.

<u>Activity</u>	August 2015	September 2015	October 2015	November 2015
Announcements to find enumerators	✓			
Finalizing enumerators	✓			
Conducting of workshop to train enumerators	✓			
Pretesting questioner		✓		
Getting consent from schools and parents		✓		
Conducting the survey		✓		
Data interpretation and analyzing			✓	
Final evaluation			✓	
Program completion				✓
Final reports				✓

Appendix B: Budget plan

Item code	Description	Amount	Rate	Price
01	Questionnaire and stationeries			
01.01	Questionnaire printing (each Questionnaire contains 10 pages including the consent form for parents)	130	10	1300
01.02	Pen ball point(blue)	2 packs	30	60
01.03	Pencil	20	2	40
01.04	Eraser	20	2	40
01.05	Stapler	02	25	50
01.06	Staples (normal size)	5box	5	25
01.07	Paper file	5	05	25
01.08	Clip file	5	5	25
01.09	Highlighter	5	05	25
	Total	MRF		1590

02	Allowances and others			
02.01	Pocket money for enumerators for 07 days	07	75	3675
02.02	Food Allowance for enumerators 07 days	07	60	2940
02.03	Mobile phone allowance for enumerators for 07days	07	20	980
	Total			7,595
102	Others			1000
		Total	MRF	8595

Appendix C: Parents' Consent from (English version)

Consent Form

BULLYING AND VICTIMIZATION OF ADOLESCENT STUDENTS, IN PRIMARY SCHOOLS OF MALE'

My name is Aminath Azlifa (SID 21053). I am a student currently studying Bachelors of Primary health care course in Faculty of Health Sciences, Maldives National University. As part of my final semester project I am conducting a research on bullying risk factors and impacts on children among school of Male'. This research will be conducted from August 2015 - October 2015

The questionnaire involves answering some social-demographics questions, questions on prevalence, impacts of bullying and risk factors related to bullying. It is assured the information provided will be treated with total confidence and anonymity. The data collected through this questionnaire would be strictly used for academic purpose only. It will take about 20 minutes to complete this questioner.

Contact information

If you have any further queries regarding this study, please feel free to contact me.

Aminath Azlifa

Mobile: 7919299

Email: axu_roxy@hotmail.com

I hereby, have no objection in participation of my child in this research, on the basis of the information provided to me.

Parents Name:

Sign:

Students Name:

Class:

School:

Appendix D: Questionnaire

Questionnaire

This is a survey about your health and things you do that may affect your health. DO NOT write your name on this survey. The answer you provide will be kept private. No one will know how you answer. Answer the questions based on what you really know or do. There is no right or wrong answers. Completing the survey is voluntary. Your grade or mark in this class will not be affected whether you answer or not. If you do not want to answer a question just leave it blank. Make sure you read every question and provide the answers inside the box near the question.

Section A: Personal Information

The first 4 questions will be asking you about your personal information and the next 2 will be about your parents. Choose the most appropriate answer

- 1) What is your age? 11 years
12 years
13 years
- 2) What is your sex? Male
Female
- 3) Which School are you studying in?
- 4) Which grade you are in? Grade 6
Grade 7

Parents Information

- 5) Marital status of parents? Married
Divorced
Separated
Widowed
- 6) Whom are you living with?
(Tick one answer) Mother and Father
Mother
Father
With Family relative
Other(Specify)

Section B

1) Bullying Prevalence Questionnaire (BPQ) Show how often the following statements are true of you. Tick one of the answers underneath each statement

	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Very Frequently (5)
1. I like playing sports					
2. I get called by names which I don't like					
3. Others make fun of me					
4. I get hit and pushed around by others					

Use this definition about bullying to complete the survey questions: Bullying is an act that is done on purpose. Bullies use their power (physical size, age, social status, computer skills, etc.) to threaten, harass, or hurt others. Bullying happens over and over to one person or a group of people.

1) Is bullying a problem in our school community?
(Tick only one answer)

Yes
No

2) Have you ever been bullied by someone in the school?
(Tick only one answer)

Yes
No

If Yes go to question 5 and if No go Section C

3) How often have you been bullied in school in the past couple of months?
(Tick only one answer)

It happened once or twice
2 or 3 times a month
About once a week
Several times a week
None

4) You have been bullied by?
 (Tick only one answer)

Girls	<input type="checkbox"/>
Boys	<input type="checkbox"/>
Both	<input type="checkbox"/>

Physical bullying happens when there is hitting, kicking, punching, taking peoples' belongings or acts that hurt people physically and that happen repeatedly.

5) How many **times** have you been **physically bullied** in the past 3 months?
 (Tick only one answer)

Never	Once	Twice	Thrice	More than 3 times
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verbal bullying happens when people are teased in a mean way or called hurtful names

6) How many **times** have you been **verbally bullied** in the past 3 months?
 (Tick only one answer)

Never	Once	Twice	Thrice	More than 3 times
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indirect bullying happens when people spread mean rumors about others, when people are others intentionally kept out of a "group," or when mean gestures are made towards .

7) How many **times** have you been **indirectly bullied** in the past months?
 (Tick only one answer)

Never	Once	Twice	Thrice	More than 3 times
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) I have been **bullied** because ?

I have not been bullied	<input type="checkbox"/>
I have few friends	<input type="checkbox"/>
I am less popular	<input type="checkbox"/>
I am Fat	<input type="checkbox"/>
I am disabled	<input type="checkbox"/>
I am thin	<input type="checkbox"/>
Others	<input type="text"/>

Section C

01) Are you satisfied about your body image?
(Tick only one answer)

Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied
1	2	3	4

03) Please tell us about yourself (You can choose more than one)?

Difficulty in walking	<input type="checkbox"/>
Visually impaired	<input type="checkbox"/>
Difficulty in hearing	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>
Mental health illness	<input type="checkbox"/>
Speech difficulty	<input type="checkbox"/>
Health Problem	<input type="checkbox"/>
I don't have any problem	<input type="checkbox"/>

04) How many good friends you have in school ? (Tick only one answer)

I don't have any friend	<input type="checkbox"/>
I have lot of friends	<input type="checkbox"/>
Few friends	<input type="checkbox"/>
No friends	<input type="checkbox"/>

05) Do other children want to be friends with you? (Tick only one answer)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

06) Do you feel lonely in school or left out in school? (Tick only one answer)

Never	Rarely	Often	Always
1	2	3	4

07) Do you get sad or hurt in school due to teasing, hitting, kicking, punching or spreading bad rumors about you? (Tick only one answer)

Never	Rarely	Often	Always
1	2	3	4

08) Do you get good marks or grades in school? (Tick only one answer)

Never	Rarely	Often	Always
1	2	3	4

09) Do you play up in class or make the first move to take part in class works such presenting group works? (Tick only one answer)

Never	Rarely	Often	Always
1	2	3	4

Thank You!