

**BULLYING PREVALALNCE AND ASSOCIATED FACTORS OF BULLYING AMONG
PUBLIC MIDDLE SCHOOL 6 AND 7th GRADE STUDENTS IN MALE' CITY**

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Abbreviations and Acronyms

BPQ	Bullying Prevalence Questionnaire
CDC	Center for Disease Control
HRSA	Health Resources and Services Administration
SES	Socio Economic Status
SEA	South East Asia Region
EA	East Asia
TAFBQ	Types and Associated Factors of Bullying Questionnaire
US	United States
WHO	World Health Organization
HRCM	Human Right Commition of the Maldives

2. The Body

2.1: Introduction:

The school bullying is a subset of youth violence which requires concentration and attention from health care professionals, policy makers and families. More than 1.3 million people across the world die each year due to violence in all its forms. The estimated rate of homicide in the world are found between age 15-29 years, 18.2 and 3.2 per 100 000 population among males and females respectively. In addition to this World Health Organization (WHO) says every 1 in 4 children have been physically abused. In South East Asia Region, estimated number of homicides are 78331 which accounts 4.3% per 100 000 population (Global Status Report on Violence Prevention, 2014).

Violence is an accelerating problem in Maldives. Deaths on the road are alarmingly high and situation has worsened. School bullying is a concerning problem which may promote gang violence in the country. Global School Health Survey, (2009) shows that 37.7% of students were bullied in Maldives. Further, amongst them 41.2% of Males and 34.2% of Female students are equally likely to be bullied one or more days.

US department of education, (2013) mentioned that direct bullying will peak in middle school and decline in high school years. Therefore, this study will focus on middles school students, as middle school students will continue school life for longer than high school and are able to conduct and evaluate the impact of interventions. It is known that the rate of bullying in school is high in Maldives. However, the prevalence, types and causes of bullying among middle school students are unknown. There for, this study will helps to provide evidence-based information about the prevalence, common types and associated factors causing bullying among Public middle school 6 and 7th grade students in Male' city.

In addition to this identifying the causes and reasons students become involved with bullying and its types are essential to develop anti bullying policies and coping strategies, appropriate

parenting skills and other preventive interventions to minimize the burden of bullying in Maldives.

2.2. Purpose of the study and objectives

To identify the prevalence of bullying, most common types and associated factors leading for bullying among public middle school 6 and 7th students in Male' city. The lack of information and research on the facts of school violence in the Maldives is one of the main reasons which mislead people into believing that violence is not an important issue here.

Further, it is necessary to understand the evidence-based data to develop anti bullying policies and school based interventions to prevent violence in school.

2.2.1. General objective

To identify the prevalence, the most common types and associated factors leading for bullying among public middle school 6 and 7th students in Male' city.

2.2.2. Specific objectives

1. To identify the prevalence of bullying among public middle school 6 and 7th grade students in Male'.
2. To understand the most common types of bullying among public middle school 6 and 7th grade students in Male'.
3. To identify the associated factors leading to bullying among public middle school 6 and 7th grade students in Male'.

2.2.3. Research Questions

1. What is the prevalence of bullying among public middle school 6 and 7th grade students in Male'?
2. What are more common types of bullying reported among public middle school 6 and 7th grade students in Male'?
3. What are the associated factors causing bullying among public middle school 6 and 7th grade students in Male'?

Part 3: Review of the literature

The purpose of the study is to identify the prevalence, the most common types and associated factors leading for bullying among public middle school 6 and 7th students in Male' city.

To support the rationale of the study, a review of the literature will illustrate the definition of bullying global and national burden of bullying, most common types among middle school students, theoretical perspective: Social ecological theory. Further, it includes factors associated with bullying and summary of identified gaps in the reviewed literature.

3.1 Definition of Bullying

The several studies reveals that Dr. Olweus defined bullying as "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself." (OLWEUS Bullying Prevention Program, 2013)

This stud will focused on school bullying as it has several consequences which need extra attention and important to know reasons behind bulling. School bullying is defined as unwanted, aggressive behavior among school aged children that involve a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying is allied to many negative outcomes including impacts on mental health issues, substance use, and suicide. Furthermore, kids who are bullied will go through several negative experiences which will affect their studies and long lasting mental issues. In addition, Kids who are bullied are more likely to experience decreased academic achievement, school participation and more prone to miss, skip or drop out of school. Moreover, increases health complaints, depression and anxiety, feel more lowliness and changes in sleep and eating patterns (U.S. Department of Health & Human Services)

3.2 Global and National Burden of Bullying

World Health Organization mentioned that worldwide, an estimated 200000 homicides occur among youth 10-29 years of age each year as a result of violence (Youth Violence , 2015). Similarly, the cross sectional study which was done to examine the association between bullying and physical and psychological symptoms among adolescents in 28 countries reveals that, the proportion of students being bullied varied extremely across countries. The highest prevalence

was observed in Lithuania 41.1% and 38.2% boy and girls respectively. Moreover the lowest prevalence was found in Sweden 6.3% and 5.1% boys and girls accordingly (pernille Due, 2015)

The bullying status of developed country is known from the study conducted in 16 countries of Latin America, as it is serious problem with over half (51.1%) of sixth-grade primary students had been robbed, insulted or struck by peers at school during the month prior to the data collection. The most frequent sort of aggression was theft (39.4%), followed by verbal violence (26.6%) and, lastly, (16.5%) physical violence (Murillo, 2011)

In addition to this, during 2014 UNICEF states that, meta-analyses shows that violence against children is widespread across the East Asia (EA) and pacific region with 17-35% prevalence in low and middle income countries and lower prevalence rate 1-13% in upper middle and high income countries (Violence against Children in East Asia and Pacific, 2014) . Furthermore, in South East Asia (SEA) Region, the homicide rate reached 4.3 per 100000 population, the fourth highest of WHO regions in 2012 (Violence prevention in South-East Asia Region, 2014). Other than that, the international youth development study conducted in India shows comparison of bullying prevalence in different nations. Study concludes as the prevalence rate for violence victimization were lower in Mumbai grade 5 (31%) and Grade 7 to 9 (25%) compared to the Melbourne Australia and Seattle US grade 5 (45%) and (41%) in 7 and 9th grade (R. J. Solomon)

According to Global School Health survey (2009), conducted in Maldives discloses that in Maldives, 19.9% of students seriously considered attempting suicide and 22.2% of students made a plan about how they would attempt suicide.. In addition to this national bullying rate is considered as 37.7% of students were bullied with 42.8% from atolls and 26.3% of students from Male' (Shifa, 2009).

3.3 Most Common Types of Bullying among Middle School students

3.3.1 Verbal Bullying

The study conducted among US adolescent shows that prevalence of verbal bullying is higher compare to other types. The nationally representative sample of grade 6 to 10 reveals that prevalence of 53.6% of students bullied verbally (Jing Wan., 2009).

Further, the cross sectional study done to identify the magnitude and impact of bullying among school pupils in Muscat, Oman shows that the most common type of bullying encountered in that study was verbal bullying (47.7%). The majority of the participants were 13 and 14 year olds were adequate representation of Muscat government region (Muna Al Saadoon, 2014).

Similarly, the result of the population-based survey conducted in Netherlands shows that verbal bullying (22%) and verbal victimization (11%), were highly common behaviours in early elementary school (Pauline W Jansen M. V.-v., 2012). Nonetheless, the study conducted in Northern eastern region of the United States found that middle school students predict adaptive coping strategies for themselves if they are verbally or socially bullied and students who expect to engage in more adaptive coping strategies are more willing to report bullying at school (Christopher Donghue, 2014).

3.3.2 Physical Bullying

The result of the conducted among sixth, seventh, and eighth graders from middle schools in southern California during fall 2004 and spring 2005 shows that 34% reported having experienced physical bullying (Shannah Tharp-Taylor, 2009). Similarly, the study conducted in US as assessment and management of bullied children in the emergency department cited that in 2001 national survey of grades 6 to 10 students 11.6% has experienced physical form of bullying (Muhammed Waseem, 2015). Furthermore, physical bullying is more common among boys. Physical bullying can include kicking, punching, hitting or other physical attacks (Kopasz, 2005).

3.3.3 Relational Bullying

Relational bullying is a form of bullying which is more common amongst youth, particularly within girls. Relational bullying refers to harm within relationships which cause manipulative behaviours (Ellie L. Young, 2010).

The result of the cross-sectional study was conducted amongst total of 23,877 high school students in six cities in Guangdong Province shows that 52.72% of students experienced relational bullying more than three days (Ying Zhou, 2015). Furthermore, the nationally representative study conducted among US adolescent's found that the prevalence of 51.4% of relational involvement in bullying others, being bullied, or both. Relational bullying is second most common types of bullying among US students (Jing Wang, 2009).

3.3.4 E- Bullying /Cyber Bullying

Cyber bullying is “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against victims who cannot easily defend themselves” (Swearer, 2014). Further, Maldives has highest penetration in the SEA region, and as of June 2011, had over a100 000 registered Facebook users which may increase possibility of cyber bullying in Maldives (Naseem, 2011).

The prospective study conducted in Netherland reveals that 5.1% was victim of cyber bullying and cyber bullying victims were more likely to also be traditional bullying victims compared to non-cyber bullying victims. For the girls who had been a cyber-bullying victim was significantly related to mental health problems after controlling for baseline mental health (OR 2.38; 95% CI 1.45–3.91) (Rienke Bannink S. B., 2014). In addition to this, the study which examines electronic aggression victimization found that most frequently experienced electronic aggression was making rude or nasty comments (32%), followed by rumour spreading (13%), and then by threatening or aggressive comments (14%)((Hertz, 2009).

3.4 Theoretical perspectives on Bulling (Social Ecological framework)

The theoretical framework utilized in this study is Social Ecological Model which was first introduced in late 1970s. The model includes four levels for better understanding and prevention of violence which results from combination of multiple influence or behaviors. Furthermore, social ecological module gives visual depiction of the range of factors that put student at risk for violence or bullying victimization. Violence or bullying is result of the complex interplay of individual, relationship, community and social factors. Understanding these factors is most important step in the public health approach to preventing them (Etienne G. Krug, 2002). Further, the use of ecological approach concurrently examine the various systems of student’s lives can provide a holistic understanding of successfully intervention. It also posits that students exist and interact within a complex ecological system ((Stephanie L.Aers, 2014)

3.5 The associated factors causing bullying victimization

3.5.1 Individual

3.5.1.1 Gender

The risk of occurrence of different type of bullying varies by gender. Likewise bullying victimization rate was high among Males than Females. The study carried out in 2010, in Bragança shows that more frequent victimization situations are higher among boys with 20.1% than (8.2%) girls (Marta Angélica Iossi Silva, 2013). Furthermore, consequences of bullying victimization is also varies by gender. For example being a victim of cyber bullying was not related to mental health problems among boys, while cyber bullying victimization was significantly related to mental health problems among girls (Rienke Bannink z. B.–J., 2014).

3.5.1.2 Fundamental motor skills

Children with poor gross motor skills are often being bullied. The study conducted among the Swedish adults reveals that 22.9% of participants were involved in bullying perpetration. Among them 63.0% were pure bullies and 37.0% were bully victims. From the pure bully group, 86.2% reported average or superior motor skills and 13.9% reported poor motor skills. However, in pure victim group 32.4% reported as poor motor skills (Susanne Bejerot, 2013).

Other than that, Susanne Bejerot and Mats B Humble (2013), found a significant independent association between reportedly poor childhood gross motor skills and peer victimization with adjusted odds ratio: 2.97 with 95% confidence interval: 1.46-6.07 (Humble, 2013).

3.5.1.3 Body Image

Body weight is also a contributing factor for bullying in school. It is more common among students with overweight and obese.

The result of the study conducted among weight loss program in US indicates that 64.5% of the participants reported experiencing weight based victimization. Furthermore, verbal victimization (75-88%) was the most common form weight based buying, followed by relational (72%-782%) (Rebecca M. Puh, 2012).

The findings of the study conducted among adolescents in Seychelles suggest that perceived weight is more strongly associated with being bullied than actual weight (Michael L. Wilson, 2013).

The result of the study conducted among Brazilian indicates that the appearance of their body was the reason they suffered bullying and bullying rate as high among those reporting they were either too fat or too thin, 19.2% and 12.1% respectively (Wanderlei Abadio de Oliveira, 2015).

3.5.1.4 Socioeconomic status of parents

A socioeconomic status indicator of the parents includes single parenthood, young parental age, low educational level of parents, and parental unemployment. The population based survey conducted in Netherland indicates that only low educational level of parents was associated with victimization (p-values for trend = 0.01 and 0.02 for maternal and paternal education, respectively) (Pauline W Jansen M. V., 2012).

Further, the prospective cohort (TRAILS) study conduct in Dutch concludes as children from low socioeconomic status families were more likely to be a bully, a victim, or a bully/victim and less likely to be uninvolved (Danielle EMC Jansen, 2011).

3.5.2 Relationship

3.5.2.1 Poor supervision from parents

Children who are exposed to negative parenting are more prone to experience per bullying and other violence in their childhood. Bullying is not only a problem which occurs in school, however parenting plays a huge role.

Negative or harsh parenting was linked to a moderate increase in the risk of being a 'bully-victim' and a small increase in the risk of being a victim of bullying. In contrast, warm but firm parenting reduced the risk of being bullied by peers (Suzet Tanya Lereya, 2013).

3.5.2.2 Maternal over protectiveness

Maternal over protectiveness may block the children's opportunities to learn new abilities and defend them. Stelios N. Georgiou, (2008) mentioned in his study that, the evidence in literature shows parental overprotection may block the child's initiative and limit her ability to defend herself or deal appropriately with victimization attacks by other children. The result of his study support to previous studies as overprotective mothering is associated with higher risk for child bullying or victimization. The study also indicates that highly anxious and awfully protective mothers turn their child into a passive and submissive individual who is unable to control his or her own affairs and difficulties. Consequently, the child becomes an easy target for bullies (Georgiou, 2008)

3.5.2.3 Peer relationship and Social Isolation

Peer relationship is considered as protective against bullying victimization. Students who have no reciprocal best friend or friendships which are low in supportiveness and protection are more likely to experience rejection and isolation by peers and be victimized by bullies. Furthermore, they are more likely to be marginalized, making it easier and more socially acceptable for bullies to target them (Shetgiri, 2013).

A nationally-representative study conducted in US to examine associations between bullying and family, peer, and school relations for White, Black and Hispanic adolescents identifies that bullies experienced less social isolation (RRR=0.45), whereas victims experienced more (RRR=1.42). Furthermore, victims, bully-victims and bullies, all reported worse classmate relations and less feelings of security at school than non-involved counterparts (Ronald J. Iannotti, 2007).

3.5.3 Community

3.5.3.1 Student's location

Student's location also reported as a contributing factor for bullying victimization. The result of the study conducted among Brazilian reveals that the mixed race (3.8%), Caucasian (3.1%), and Asian (4.7%), reported bullying is experienced less frequently (Wanderlei Abadio de Oliveira, 2015). Furthermore, in Latin American School all forms of bullying are more widespread in urban than in rural areas based student socio-demographic variables and their relation with physical or verbal aggression (Murillo M. R., 2011).

However, Valarie Mechell McCaskill cannot find any significant difference between the numbers of students who identified themselves as bullies at urban or rural schools in his study conducted among Mississippi schools. The study results shows that 11% of the participants from urban schools and 12% of rural students noted that they had only been bullied once (McCaskill, 2013).

3.5.3.2 Religious or political opinion of parents

Religious belief also sometimes leads to be victim of bullying at school. Religious bullying can take on many different forms, such as sometimes Muslims may be bullied due to differences in their culture, dress and religious beliefs. Furthermore, Muslim children may face bullying due to acts of terrorism that have been associated with the Muslim religion and the resultant misconceptions about their beliefs. Further, many Muslim families have suffered due to the appalling actions of obsessive minority within their faith. As a result, Muslim children and teens who are innocent and have nothing to do with terrorist activity feel the trouble of religious bullying from their peers (NoBullying.com, 2014)

3.5.3.3 Level of academic performance

The study conducted to identify risk factors associated with the highest and lowest prevalence of bullying perpetration among US children indicates that the Children with good or average or below average (vs. very good) academic performance had higher odds of moderate bullying. Moreover, among children with frequent bullying perpetration, below average (vs. very good) academic performance was associated with more than double the odds of bullying (Rashmi Shetgiri, 2012).

Many studies have shown that academic failure was a predictor of traditional bullying. The findings of the study conducted among Australian secondary school confirms the results of other studies showing associations between poor academic performance and problem behaviours including bullying at school (Sheryl A. Hemphill, 2012) .

3.6 The gaps in the review of literature

However, the above studies have shown association factors of bullying; it will be difficult to fully rely on these associational factors due to various limitations such as sample bias and other methodological issues. Likewise, some studies used are based on data gathered previous studies.

These studies have limitations such as, cyber bullying emerges as a new form of bullying, and researchers have a sought to understand the association between traditional bullying and cyber bullying. Further, in some studies did not differentiate between various subtypes of traditional bullying and combined physical bullying, verbal, social exclusion and spreading rumors into single traditional bullying construct (Jing wang, 2013)

Part 4: Methodology

This chapter will describe the research method which will use in this study. It involves the specific area where the study will conduct, the study design, study population and sampling technique. Furthermore, the instrument which will be used to collect data and data analyzing process will be described.

4.1 Research Design

A descriptive cross sectional study will be conducting to identify the prevalence, most common types and associated factors leading to bullying among public middle school 6 and 7th grade students in Male' city.

The cross sectional study will be used, because it is easier to learn about the characteristics of population and can be assessed many outcomes and risk factors. It can also be used to estimate the prevalence of the outcome of interest for a given population. In addition to this, cross sectional study can be conducted over a short period of time with fewer expenses.

4.2 Definition of terms

Bullying: Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.

Verbal Bullying: Verbal bullying occurs when someone uses language to gain power over his or her peers.

Physical Bullying: when a person uses overt bodily acts to gain power over others.

Relational Bullying: Relational bullying refers to harm within relationships which cause manipulative behaviours.

E- Bullying /Cyber Bullying: Cyber bullying is “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against victims who cannot easily defend themselves

Individual Factors: Factors in an individual's biological and personal history that increase the possibility of becoming bullying victimization

Relationship Factors: The close relationships that may increase the risk of being bullied.

Community Factors: Factors on the community level such as relationships with schools and neighbourhoods that may increase the individual's risk.

Male City: Male' Hulhumale' and Villigili

4.3 Delimitations and limitations of the study

This study will include detailed data from the past 3 months to determine the magnitude of bullying among public middle school 6 and 7th grade students in Male' city by using self-administered questionnaire. It also identifies the more common types of bullying among them. Further, to identify the associated factors leading to bullying would be assessed by using set of questionnaire and statistically analysed to find association and contributing factors.

This study will be covered only the public middle school 6 and 7th grade students. It will not include other areas of Maldives. Therefore, the study will not generalize to whole Maldives. However, it can be highly representative of the study population as each school and student will be provided equal opportunity of being chosen. Besides, the study can identify only most common types and associated factors; it may be useful to identify the consequences of bullying among them. Further, there is a possibility of recall bias as it collects data since last three months. Despite the survey's validity and reliability, its cross-sectional design hampers fundamental or chronological inferences between exposure and involvement with school bullying.

4.4 Significance of the study

There are limited number of studies done in Maldives to identify prevalence, most common types and associated factors of bullying among public middle school 6 and 7th students. However, it is important to identify and focus more on the contributing factors and characteristics of bullying to implementing coping strategies on human development and health promotion in school context.

The bullying may lead students to experience psychological distress, the teaching and learning process will be compromised and influence how individuals respond to social demands over the track of their lives (Wanderlei, et al, 2015).

This study will be benefited for ministry of health and ministry of education to develop policies and strategies to enhance school health programs in terms of providing students friendly environment and fundamental rights of children. Further, it will be useful for future related researches.

4.5 Sample, population or subjects

4.5.1 Study Area

The study will be conducted in Male city (including Hulhumale and Villimale) the capital of Maldives as significant part of Maldives population is located in Male city.

4.5.2 Target Population

The study population will be students enrolled in government primary schools in Male' city. The government schools will be chosen, because a vast number of studies have been conducted to identify the factors associated with bullying among government middle schools in other countries, but there is no specific study done in Maldives to see the associated risk factors of bullying among government middle school students in Male'city. Total eight of thirteen government school located in male' city are having both grade 6 and 7. The target population is 2717 students with 1369 female and 1348 male students (School statistics, 2014). Following table shows the detailed study population.

School	Grade 6		Grade 7	
	Male	Female	Male	Female
Thajudheen School	79	78	96	92
Iskandhar School	104	122	140	143
Jamaludhin School	136	125	134	131
Kalaafanu School	111	118	119	127
Imaadhudin School	91	101	71	58
Arabiyathul	23	35	34	27
Gazee School	77	63	68	76
Muhyiddin School	33	35	32	38

4.5.3 Sampling technique

The study will be employed a stratified two-stage cluster sample design to produce a representative sample of students in grade 6 and 7 public middle schools in Male' City. From thirteen public schools eight schools will be fit to participate in this study. Hence, Schools will be selected with probability proportional to school enrolment size.

The second stage of sampling will be consisted of randomly selecting classrooms (using a random stat) from each school to participate. All classes in each selected schools will be included in the sampling frame. All students in the sampled classrooms will be eligible to participate in the study. Sampled classes refuse to participate may not be replaced.

Random sampling method will provide an equal opportunity of being chosen, as well as it offers an unbiased selection. Moreover, samples will highly representative of the study population and will increase the external validity of the study.

Inclusion criteria

- Government schools located in Male' city, having grade 6 and 7.

Exclusive criteria

- Government schools located in Male' city, does not having grade 6 and 7.
- Private and community schools located in Male' city.
- All the schools located out of Male' city

4.5.4 Sample Size

Within the sampling frame of eight schools, 4 schools (50%) will be selected for the study using simple random sampling technique. Random number will be generated by using stat trek random number generator. As each school will sampled, two replacement schools are also sampled. These are held in reserve in case the original school refuses to participate. Following table shows the sampled schools with their population

Sampled School	Total Population	Reserved schools	Total Population
Thajudheen School	345	Kalaafanu School	475
Iskandhar School	509	Arabiyathul	119
Gazee School	284		
Muhyiddin School	138		

4.6 Instruments and materials

The instruments for the study will be two structured questionnaires namely Bullying Prevalence Questionnaire (BPQ (1994) which was developed in Australia by Ken Rigby and Philip Slee to assess the prevalence of bullying among public middle school grade 6 and 7 students. It measures bully or victim problems between school children. The questionnaire will contain 20 questions including 3 subscales with several filler items.

The second questionnaire is self-structured questionnaire called based on social ecological framework with 40 questions to identify the most common types and associated factors for school bullying. The questionnaire includes 5 sections namely demographic information reflecting question 1-5, types of bullying section will identify common types both bully and victim from Q6-Q19, section three is to determine individual factors contributing to bullying from Q20-Q27, section four is to identify relationship factors from Q28- Q35 and last section is for community factors from Q36 –Q40.

4.6.1 Data Collection

To protect the privacy of the students, anonymous questionnaires will be administered by trained interviewers in the absence of the teachers (to avoid any potential information bias).

4.7 Data Analysis

The proportion, Pearson correlation, chi square test and odds ratio will be calculate with confidential interval of 95% (CI 95%) Further, statistical analysis will be performed using statistical software of SPSS version 21.

Objective	Question	Sources of Data	Types of Data	Technique of Analysis
To identify the prevalence of bullying among public middle school 6 and 7 th grade students in Male City. .	What is the prevalence of bullying among public middle school 6 and 7 th grade students in Male City?	BPQ Questionnaire	Primary Data	SPSS
To understand the most common types of bullying among public middle school 6 and 7 th grade students in Male City.	What are more common types of bullying reported among public middle school 6 and 7 th grade students in Male City?	Self-structured Questionnaire	Primary Data	SPSS
To identify the associated factors leading to bullying among public middle school 6 and 7 th grade students in Male City.	What are the associated factors causing bullying among public middle school 6 and 7 th grade students in Male City?	Self-structured Questionnaire	Primary Data	SPSS

4.7.1 Validity and Reliability

The BPQ structured questionnaire was already pre tested and internationally used instrument. The self-structured questionnaire was given to a psychologist, the items of the instrument to ensure they were relevant, clear and capable of eliciting the required responses and ensure validity and reliability.

4.8 Dissemination

Final report of this study will be shared with ministry of health, school health section of health protection agency and ministry of education to implementing coping strategies on human development and health promotion in school context. .

Part 5: CV and training

Researcher of this study is Aishath Hassan with national ID A200834, a student of Maldives National University doing Masters of public health. Supervisor will be selected after approving research proposal. CV will be attached in appendix.

5.1 Training and pre test

Three research assistant will be trained for data collection. Before the start of the study, all the team members will be briefed about the aims and objectives of the study and standardization of the study protocol will be carried out.

Further, the Questionnaires of this study will be pre tested among group of 10 students from Kalaafaanu School grade 6 and 7. Purposely five students will be selected from each grade. The following questions will be asked for their feedback when they have finished answer all questions.

1. Did any of the questions make you feel uncomfortable?
2. Did you understand all of the words?
3. How clear was the intent of the questions?
4. Did you know what was being asked?
5. How could we make it clearer?

Part 6: Projected Costs and time frame

Estimated Budget

Code	Description	Rate	Subtotal	Total (MVR)	Total in USD(\$)
Personnel					
001	3 research assistant for 2 weeks	100	4200	4200	273
002	Hall for rent	2500	2500	2500	162
Travel					
003	Transport via taxi	2000	2000	2000	130
Materials and Supply					
004	Photo copy and printing	3000	3000	3000	195
005	Pen	500	500	500	32
006	Pencils	250	250	250	16
007	Other stationary	500	500	500	32
				12950	840
Contingency amount at 5%				647.5	42
Grand Total				13597.5 MVR	882 \$

Work plan

	JULY	AUG	SEP	OCT	NOV
Training Assistants		July			
Pre testing and review questionnaire		July- Aug			
Data Collection		July- Aug			
Data cleaning and analysing				Sep	
Draft report					Oct
Final report and presentation					Oct – Nov

Part 7 Ethical Considerations

To ensure the ethical clearance this proposal will send to National Health Research Committee for approval. Moreover, written permission to conduct this study will be collected from Ministry of Education. Participants and parents will be fully informed of the purpose of the study, knowledge of relevant risks and benefits, expected duration and procedure of the study and will be invited to participate voluntarily. Written consent letters will be obtained from the school, each participating student and either of the student's parents. Each sampled school and students will be given rights to decline and to withdraw from the study anytime.

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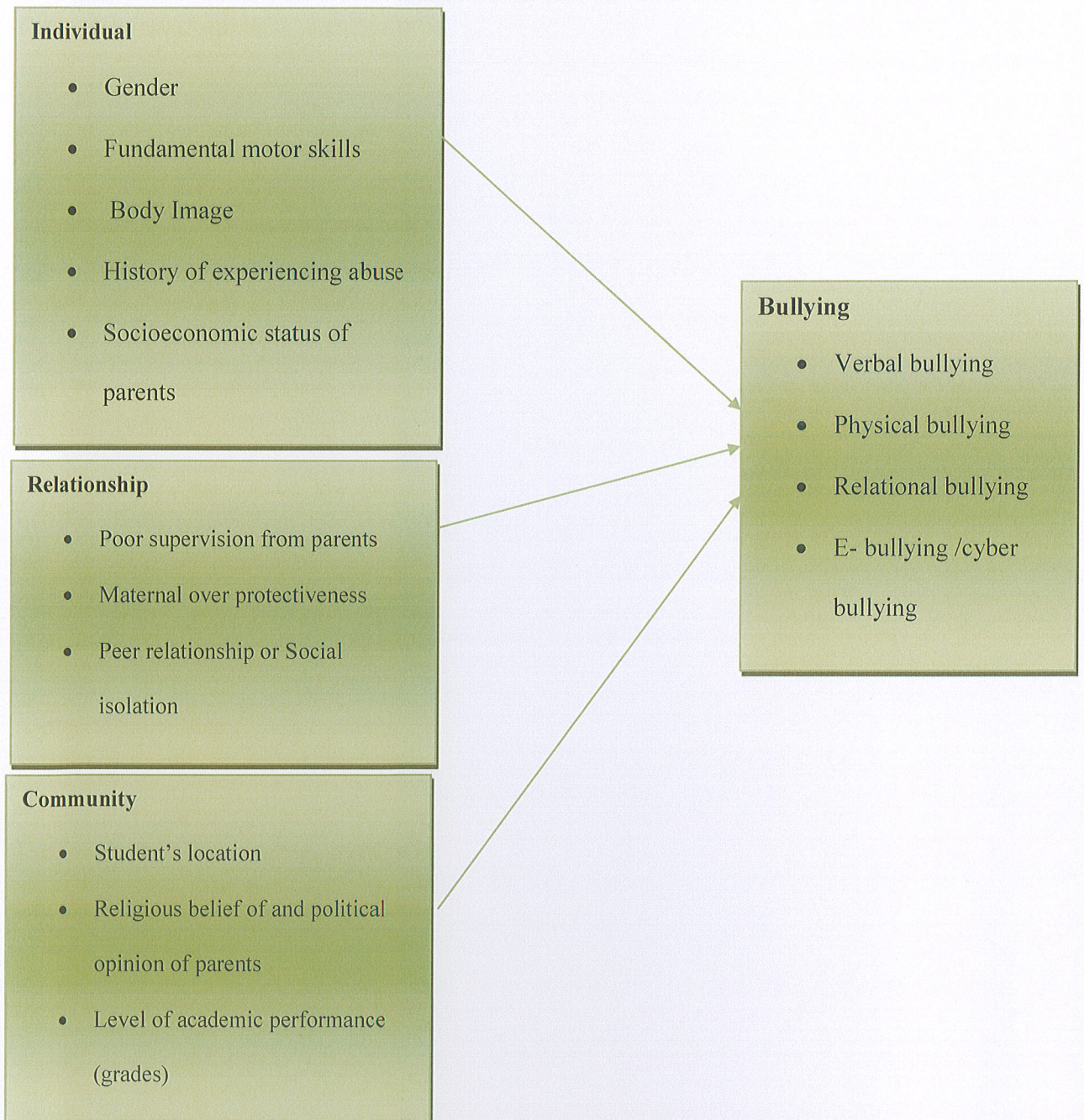
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Part 9: Appendices

Appendix A: Conceptual Framework

Independent Variable

Dependent Variable



Independent Variables

Independent variable is divided into three subgroups namely individual, relationship and community.

Individual

The first level of this model identifies the biological and personal history factors that increase likelihood of becoming a bullying victimization. Amongst them, this study will focus on gender, fundamental motor skills, body image, history of experiencing abuse and socioeconomic status of parents.

Relationship

The Second level of ecological model explores the close relationships that may increase the risk of being bullied. The relationship factors which will investigate in this research include poor supervision from parents, maternal over protectiveness and peer relationship or isolation.

Community

The Community level explores the settings in which social relationships take place, and identifies the characteristics of those settings associated with becoming bullying victimization. The community factors which will focus on this study include student's location, religious belief of parents and level of academic performance (grades).

Dependent Variable

Dependent variable is bullying which includes verbal, physical, and relational and e bullying or cyber bullying. These variables are measured by its operational definitions.

APPENDIX B
QUESTIONNAIRE

READ BEFORE START ANSWERING

This survey is about your health behaviors that may affect your health. Students like you in some other government school in your grade are doing this survey. The information you give will be used to develop better health programs for young people like yourself.

DO NOT write your name on this survey or the answer sheet. The answers you give 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 or not you answer the questions. If you do not want to answer a question, just leave it blank.

Make sure to read every question. Tick on the answer box on your answer sheet that matches your answer. When you are finished, follow the instructions of the person giving you the survey.

Section 1: Demographic Information

Q 1	What is your sex? A. Male <input type="checkbox"/> B. Female <input type="checkbox"/>
Q2	How old are you? A. 11 years old or younger <input type="checkbox"/> B. 12 year old <input type="checkbox"/> C. 13 year old <input type="checkbox"/> D. 14 year old or older <input type="checkbox"/>
Q3	In what grade are you? A. Grade 6 <input type="checkbox"/> B. Grade 7 <input type="checkbox"/>
Q4	Your place of residence is .. A. Male City <input type="checkbox"/> B. Atoll <input type="checkbox"/>
Q5	What to school do you go to? A. School A <input type="checkbox"/> B. School B <input type="checkbox"/> C. School C <input type="checkbox"/> D. School D <input type="checkbox"/> (Once the sample schools known will edit)

Section 2: Types of bullying	
Q6.	<p>During the past 30 days, how many times did another student tease or call you names?</p> <p>A. never <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more times <input type="checkbox"/></p>
Q7	<p>During the past 30 days, how many times did another student mimicking or making fun of you?</p> <p>A. never <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more times <input type="checkbox"/></p>
Q8	<p>During the 30 days, how many times did another student spread rumors about you?</p> <p>A. 0 times <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more time <input type="checkbox"/></p>
Q9	<p>During the 30 days, how many times did other students not let you join in what they were doing?</p> <p>A. 0 times <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more time <input type="checkbox"/></p>

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Q9	<p>During the 30 days, how many times did other students not let you join in what they were doing?</p> <p>A. 0 times <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more time <input type="checkbox"/></p>

Q 10	During the 30 days, how many times did another student push, shove, slap, hit, or kick you on purpose? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>
Q 11	During the 30 days, how many times did another student pass text messages to hurt you? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>
Q12	During the 30 days, how many times did another student posted a picture or video clip on social media to insult you? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>
Q13	During the past 30 days, how many times did you tease or call another student names? D. never <input type="checkbox"/> E. 1 or 2 times <input type="checkbox"/> F. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>

Q14	During the past 30 days, how many times did you mimicking or making fun of another student? D. never <input type="checkbox"/> E. 1 or 2 times <input type="checkbox"/> F. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>
Q15	During the 30 days, how many times did you spread rumors about another student? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more time <input type="checkbox"/>
Q16	During the 30 days, how many times did you keep another student from joining in what you were doing? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more times <input type="checkbox"/>
Q17	During the 30 days, how many times did you push, shove, slap, hit, or kick another student on purpose? A. 0 times <input type="checkbox"/> B. 1 or 2 times <input type="checkbox"/> C. 3 to 5 times <input type="checkbox"/> D. 6 to 9 times <input type="checkbox"/> E. 10 or more time <input type="checkbox"/>

Q18	<p>During the 30 days, how many times did you pass text messages about another student to hurt them?</p> <p>A. 0 times <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more times <input type="checkbox"/></p>
Q19	<p>During the 30 days, how many times did you post a picture or video clip of another student on social media to insult them?</p> <p>A. 0 times <input type="checkbox"/></p> <p>B. 1 or 2 times <input type="checkbox"/></p> <p>C. 3 to 5 times <input type="checkbox"/></p> <p>D. 6 to 9 times <input type="checkbox"/></p> <p>E. 10 or more times <input type="checkbox"/></p>
Section 3: Individual	
Q20	<p>Where you regarded as talent in PE (ie throwing and catching a ball, running fast and smoothly)?</p> <p>A. Above Average <input type="checkbox"/></p> <p>B. Below Average <input type="checkbox"/></p> <p>C. About Average <input type="checkbox"/></p>
Q21	<p>Do you have any difficulty or do not like to participate in game sports?</p> <p>A. Yes <input type="checkbox"/></p> <p>B. No <input type="checkbox"/></p>
Q22	<p>How do you describe your weight?</p> <p>A. Very under weight <input type="checkbox"/></p> <p>B. Under weight <input type="checkbox"/></p> <p>C. Normal weight <input type="checkbox"/></p> <p>D. Lightly over weight <input type="checkbox"/></p> <p>E. Very over weight <input type="checkbox"/></p>

Q23	<p>Have you ashamed about your skin colour?</p> <p>A. Yes <input type="checkbox"/></p> <p>B. No <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p>
Q24	<p>Have you worried about your shape?</p> <p>A. Yes <input type="checkbox"/></p> <p>B. No <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p>
Q25	<p>What is your parent's educational status?</p> <p>A. Bachelors degree and above <input type="checkbox"/></p> <p>B. Diploma <input type="checkbox"/></p> <p>C. Certificate <input type="checkbox"/></p> <p>D. Higher secondary <input type="checkbox"/></p> <p>E. Lower secondary <input type="checkbox"/></p> <p>F. Primary School <input type="checkbox"/></p> <p>G. Literate <input type="checkbox"/></p> <p>H. Illiterate <input type="checkbox"/></p>
Q 26	<p>How do you think your family is doing financially?</p> <p>A. No financial difficulties <input type="checkbox"/></p> <p>B. Some financial difficulties <input type="checkbox"/></p> <p>C. Lot of financial difficulties <input type="checkbox"/></p>
Q27	<p>What is your parent's employment status?</p> <p>A. Public sector employed <input type="checkbox"/></p> <p>B. Private sector employed <input type="checkbox"/></p> <p>C. Self employed <input type="checkbox"/></p> <p>D. Unemployed <input type="checkbox"/></p>

Section 4: Relationship	
Q28	<p>Do you think that you can depend on your mother when u have problem?</p> <p>A. Never <input type="checkbox"/></p> <p>B. Rarely <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p> <p>D. Often <input type="checkbox"/></p> <p>E. Always <input type="checkbox"/></p>
Q29	<p>Does your mother allow time to talk you?</p> <p>A. Never <input type="checkbox"/></p> <p>B. Rarely <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p> <p>D. Often <input type="checkbox"/></p> <p>E. Always <input type="checkbox"/></p>
Q30	<p>Do you think, your mother wants to know where you are at all the time?</p> <p>A. Never <input type="checkbox"/></p> <p>B. Rarely <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p> <p>D. Often <input type="checkbox"/></p> <p>E. Always <input type="checkbox"/></p>
Q31	<p>Do you think your mother reluctant to let you play with other children because she afraid you may be hurt?</p> <p>A. Never <input type="checkbox"/></p> <p>B. Rarely <input type="checkbox"/></p> <p>C. Sometimes <input type="checkbox"/></p> <p>D. Often <input type="checkbox"/></p> <p>E. Always <input type="checkbox"/></p>

Q32	Do you think your mother more obsessive that something bad may happen to you? A. Never <input type="checkbox"/> B. Rarely <input type="checkbox"/> C. Sometimes <input type="checkbox"/> D. Often <input type="checkbox"/> E. Always <input type="checkbox"/>
Q33	Do you have trustable best friend? A. Yes <input type="checkbox"/> B. No <input type="checkbox"/>
Q34	How many close friends do you have? A. 0 <input type="checkbox"/> B. 1 <input type="checkbox"/> C. 2 <input type="checkbox"/> D. 3 or more <input type="checkbox"/>
Q35	Do you have adequate relationship with your classmates? A. Yes <input type="checkbox"/> B. No <input type="checkbox"/>

Section 5: Community	
Q37	<p>During past 30 days, how often you were made fun because of your parent's religious belief?</p> <p>A. Never <input type="checkbox"/></p> <p>B. 1 time <input type="checkbox"/></p> <p>C. 2-3 times <input type="checkbox"/></p> <p>D. 3-4 times <input type="checkbox"/></p> <p>E. 5 or more times <input type="checkbox"/></p>
Q38	<p>During past 30 days, how often you were made fun because of your parent's political opinion?</p> <p>A. Never <input type="checkbox"/></p> <p>B. 1 time <input type="checkbox"/></p> <p>C. 2-3 times <input type="checkbox"/></p> <p>D. 3-4 times <input type="checkbox"/></p> <p>E. 5 or more times <input type="checkbox"/></p>
Q39	<p>In last semester, what report did you get?</p> <p>A. A report and above <input type="checkbox"/></p> <p>B. B report <input type="checkbox"/></p> <p>C. C report <input type="checkbox"/></p> <p>D. D report <input type="checkbox"/></p> <p>E. E report <input type="checkbox"/></p> <p>F. F report and below <input type="checkbox"/></p>
Q 40	<p>How fluent are able to talk in English and Dhivehi language?</p> <p>A. Very poor <input type="checkbox"/></p> <p>B. Poor <input type="checkbox"/></p> <p>C. Good <input type="checkbox"/></p> <p>D. V. good <input type="checkbox"/></p> <p>E. Excellent <input type="checkbox"/></p>

Thank you for participating

The Bullying Prevalence Questionnaire (BPQ)

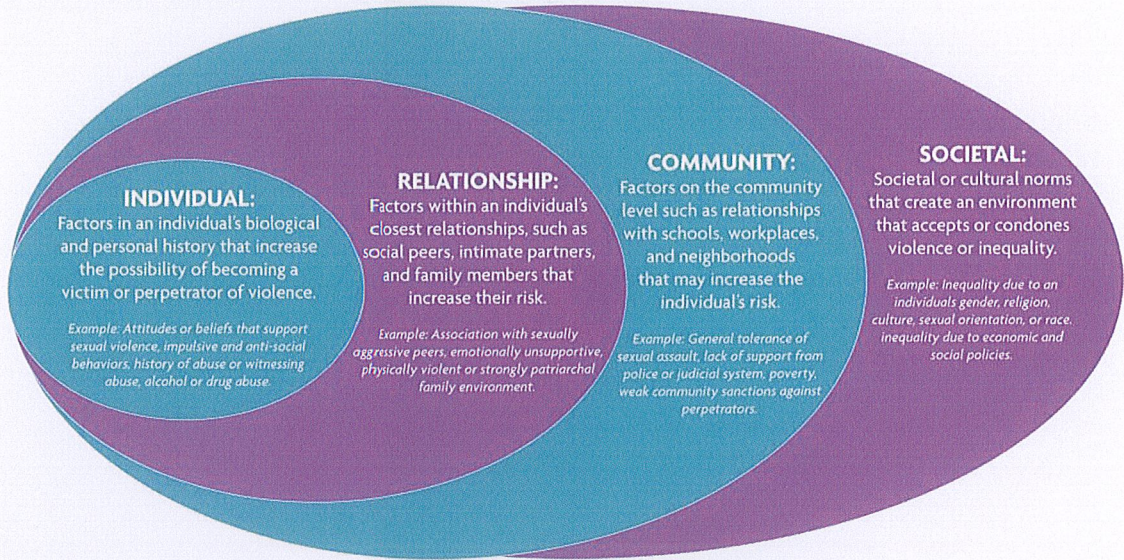
Show how often the following **statements** are true of you. To do this tick one of the answers underneath each statement.

	Never	Once in a while	Pretty Often	Very Often
1. <i>I like playing sport</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>I get good marks in class</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>I get called names by others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>I give soft kids a hard time</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>I like to make friends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>I play up in class</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>I feel I can't trust others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>I get picked on by others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>I am part of a group that goes round teasing other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <i>I like to help people are being harassed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>I like to make others scared of me</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>Others leave me out of things on purpose</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <i>I get into fights at school</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <i>I like to show others that I'm the boss</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <i>I share things with others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <i>I enjoy upsetting wimps someone I can easily beat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. <i>I like to get into a fight with someone I can easily beat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. <i>Others make fun of me</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. <i>I get hit and pushed around by others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. <i>I enjoy helping others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Ken Rigby & Phillip Slee, 1993)

APPENDIX E
Socio Ecological Model

SOCIAL ECOLOGICAL MODEL



Appendix F Curriculum vitae

Aishath Hassan

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Home Address:

M.Onigandu
3rd floor
Muragamagu
Male, Rep of Maldives

University address:

Faculty of health sciences
Maldives National University
Rahdhebai higun
Male, Rep of Maldives

Current Research

I am investigating the prevalence, the most common types and associated factors leading to bullying among public middle school 6 and 7th grade students in Male City.

My chief investigator will be selected after approval of research proposal and it is a partial fulfilment of the Requirements for the Award of the Degree of Master in Public Health, in the Faculty of Health Sciences, The Maldives National University.

Research ambition

This study will be benefited for ministry of health and ministry of education to develop policies and strategies to enhance school health programs in terms of providing students friendly environment and fundamental rights of children. Further, it will be useful for future related researches.

Educational qualifications

2014-2015	Full time student Faculty of Health Sciences Maldives National University	Master's in public health
2012-2013	Full time student Faculty of Health Sciences	Bachelors in primary health

	Maldives National University	care
2009	Full time student Centre for Information Technology Management	Certificate II in Office management
2006-2008	Full time student Faculty of Health Sciences Maldives National University	Diploma in primary health care
2003-2005	Full time student N. Atoll school	GCE O level IGCSE and SSC

Work experience

2014- present	Project Officer CDC grant Health Protection Agency Ministry of health
2013-2014	Course Coordinator Maldives institute for physiological Services Training and Research
2009-2011	Community health Officer N. Maalhendhoo health centre

Additional Skills

- Competent uses of Microsoft packages including PowerPoint, word, excel and access.

Conferences attended

April 2015	Regional workshop on implementation of the pandemic influenza preparedness Framework in the South East Asia Region
April 2015	Influenza surveillance work shop.
2010	Adolescent friendly health services training
2009	Essential new born care training

References

Muthau shaheem, Head of the Department, Faculty of health sciences, Maldives National University

Ibrahim Nishan Ahmed, Senior public health program officer, health protection agency, Ministry of health

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