

Causes of Victims of Campus Bullying Behaviors and Study on Solutions

Shao-I Chiu

The Center for General Education, Taipei College of Maritime Technology, Shilin District, Chinese Taipei
Email: shaoi.chiu@msa.hinet.net

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Campus bullying behavior is increasingly attracting people's attention in recent years. The main objective is to discuss the causes of victims of campus bullying behaviors, to analyze their needs and correlation, and to offer suggestions on preventive strategies for victims. The research uses in-depth interview of the qualitative research methods, and directs the interview by a semi-structured interview outline from 5 participants. The research concludes the following main findings: Relevant factors influencing the students being bullied in the public junior high school, and the styles of bullying behavior are numerous, including verbal and physical bullying. Preliminarily, bullying behaviors mainly occurred after class, and the usual site was in the classroom.

Keywords: Campus Bullying Behavior; Parents' Teaching Style; Parent-Child Relationship; Characteristics of the Victims; Qualitative Research Methods

Introduction

Research Motivation

Campus bullying behavior is increasingly attracting people's attention in recent years. At present, the campus bullying behavior learned by the public includes malicious bullying, hurt and devastating violence, mostly occurred between students, but sometimes between teachers and students. The occasion of bullying behavior was not limited to the campus, sometimes it happened outside the campus. Commonly speaking, people of any age or social rank may suffer bullying behaviors at any places, even at working places or in prisons (Ireland, 2000), or it may occur on the street, in the park, on the playground near one's home, or at other places (Boulton & Underwood, 1993). In terms of frequency of its occurrence, the data of primary school and university is far less than that of secondary school. In other words, campus bullying behavior often occurs among teenagers aging from 13/14 years old to 17/18 years old at schooling years.

Those who often bullied the small or the weak ones are likely to face adaptive and development difficulties in the future. The research suggests that the campus bullies may form a habit and continue to bully others on occasions outside the campus, and finally may commit a crime (Bowers, Smith, & Binney, 1994; Farrington, 1993; Rutter, 1995). Meanwhile, the bullied may also face adaptive and development problems, the hurts at the young age may be imprinted in their minds which cannot be healed, and thus lead to unconfident, frustrated and overcautious personality. Greenbaum (1989) pointed out in his research: The likelihood for children who were once bullied at schooling age committing severe crimes is five times more than those who were not. When these children grow up and become

members in the society, they may exert negative influences on their living and working environment.

Therefore, both the bullies and the bullied will cost more society resources. In recent years, domestic campus violence emerged endlessly. According to the research by Ireland (2000), about 70% students committed verbal attacks against others, but only few students committed other harmful attacks (about 1.5%).

Based on the above facts, campus bullying behavior has deeply rooted for years, and tends to go further, which has aroused concerns from people in education, psychology, tutoring and social works, and become a common educational issue in the world. Thus, to study the causes of victims of campus bullying behaviors and the status quo, to explore the approaches of prevention and solution, and then to provide references for psychological tutors and educators to plan education measures or draft tutoring schemes are the motivations for the researcher to focus on the campus bullying behavior as the subject.

Research Objective

The main objective of the research is to discuss the causes for victims of victims of campus bullying behaviors, to analyze their needs and correlation, and to offer suggestions on preventive strategies for victims on the basis of research findings, so as to provide references for school education. The research objectives are listed respectively as follows:

- 1) Analyze the causes of the victims of campus bullying behavior;
- 2) Discuss the forms of the victims being bullied;
- 3) Discuss the time and place of the victims being bullied;
- 4) Learn the feelings of victims to campus bullying behaviors;

5) Provide suggestions on solutions to prevent the students in the Public Junior High School from being bullied as references for education administration, school education, family education and psychological instruction.

Literature Research

Definition of Bullying Behavior

Bullying behavior is a kind of attack including occasional, short-term or frequent, long-term deliberate hurts, which is repetitive and ranging from slight teasing to serious collective violence (Clark & Kiselica, 1997; Farrington, 1993; Ireland, 2000; Sharp, Thompson, & Arora, 2000; Tattum, 1997). Bullying behavior may cause physical, oral or mental attacks against victims, thus it may easily psychologically terrify and hurt victims (Espelage, Bosworth, & Simon, 2000; Hoover, Oliver, & Thomson, 1993; Ireland, 2000; Oliver, Oaks, & Hoover, 1994; Peterson & Skiba, 2001).

According to the internationally prestigious scholar, Dan Olweus' point of view after researches, bullying behavior includes hurtful and deliberate attack behaviors, and the behaviors often last for several weeks, months even years (Olweus, 1993). From Olweus' definition on bullying behavior, it can be summarized from three aspects: First, on motivation, it is deliberate, hurtful attack behavior with objective and intention; Second, on assessment of behavior result, it may hurt the victim physically or psychologically to some extent; Third, on accumulation of occurrence frequency, it is not occasional but a continuous behavior in certain period of time (Sharp, Thompson, & Arora, 2000).

Impacts of Campus Bullying Behavior to Students in the Public Junior High School

Campus bullying behavior can be dated back to ancient times, not something surprising, but current campus bullying behavior is significantly changing in terms of nature and quantity, thus it deserves our research on its impacts and exploration on its causes to prevent it from occurrence and spreading. The campus bullying behavior not only hurts victims, but also exerts short-term and long-term negative influences on the victims, witnesses, families and criminal behaviors. This section focuses on discussion on impacts of students' bullying behaviors.

On the Bully

Because the bully may form a habit or misunderstand that attack and bullying behaviors are effective, they may commit more serious attacks, bullying behaviors and criminal behaviors in the future. Peterson & Skiba (2001) believed that students who attacked or bullied would easily turn into criminals after adolescence. Eron and Huesmann (1984) pointed out in their research that the students regarded as bullies by their fellows were likely related to criminal records after they grew up. The criminal rate of previous "campus conqueror" is usually much higher than that of students with no bullying behavior (Olweus, 1991). Another research suggests that 60% boy bullies from Grade 6 to 9 were sentenced to one-year imprisonment until the age of 24 years old, among whom 35% to 40% were sentenced for more than three years of imprisonment (Hoover & Hazler, 1991).

From the above facts, it can be learned that the bullying be-

havior not only influences one's behaviors in the process of growth, but also will extend to the future, such as bad behaviors, crimes and family problems, even will hamper societal security.

On the Victim

Usually, when the bullying behavior occurs, the bullied does not dare to publicly tell or appeal to the teacher in afraid of retaliation, thus the bullying behavior becomes more and more severe. The students often suffer from bullying behavior at school are usually the ones who cannot accommodate to collective life, being characterized by slow in action, small and weak body building, reserved, willful and unsociable personality. Hence, these students are likely to be late, be in low self-respect and confidence, as well as fall back on academic achievements, thinking lowly about themselves and looking down upon themselves. Thus they can hardly make friends and know how to acquaint with others, gradually they may lose their interest in school, regarding it as an unhappy, unfriendly and terrible place (Clarke & Kiselica, 1997). In addition, the students being bullied at young are more likely to face the challenge from adaptability in life, such as family violence, violence crime and traffic violation (Hetherington & Parke, 1999).

For the victim of bullying behavior, they know they may suffer from occasional bullying, worrying is the constant mental state. Once being bullied they may feel "relaxed", (at least they do not need to worry about it any more), gradually they may only confront the bullying behavior with somewhat "indifference", thinking this approach can relieve their pain. This kind of defense mechanism is actually similar to that of the victim of "Post-Traumatic Stress Disorder" (or PTSD). Brown (1996) also believes that the victim may develop the symptom of PTSD for being exposed to the threats of violence for long (Bosworth & Espelage, 1999).

One research shows that 29% victims once thought to leave school, for they are afraid of going to school, 10% of them even did so; Furthermore, the bullies often cause the victims' low self-respect, a sense of insulation and social withdrawal; these influences may extend to their social anxiety, melancholy and difficulty in dealing with relations of the other sex in their adulthoods (Clarke & Kiselica, 1997). Some victims may commit suicide to finish the sufferings under the unconfident, insulated and helpless situation (Peterson & Skiba, 2001; Roberts & Coursol, 1996).

On the Witness

As the bullying behavior occurred on campus, if other students happened to see or witness the scene, while the bullying behavior was not appropriately stopped or responded, the witness may have fallen into victims as well. Some witnesses may have been forced to be another bully, and may have been the next victim for being afraid or refused to join in (Atlas & Pepler, 1998). Some students may have kept silence or run away for being afraid to be the next victim; some may have imitated to become another bully; or have formed irrational or deviated attitude or concept (Rigby, 1996).

Bosworth & Espelage (1999) believes when the victim is only one person, the stander-bys may easily become temporary "oppressor" or "bully" under the pressure of "conformity". The sociological concept of "responsibility diffusion" can be used to explain the phenomenon i.e. when many people jointly do

something, the responsibility can thus be diffused on all participants, without being shouldered independently, then the likelihood to just do it may increase.

On the Family

Family is of decisive and inevitable influences to teenagers' future developments. It can be proved that bullying behavior is just like the involving door of effect, the one who is a bully at school usually tends to be a victim at home (Floyd, 1895; Greenbaum, 1989). The bullied children may vent their frustration and anger from the bullying behavior to their parents or family members; If "*the parents do not further ask for the cause and respond to their unusual behavior*", the parent-child and family relations may be affected (Ambert, 1994). And the adolescent bullying behavior is usually the source of family violence and social violence in adulthood. In addition, Greenbaum (1989) pointed out in his research: The children often being bullied in childhood may easily bully their wives and beat their children in adulthood. Similarly, many bullies may extend their early behaviors to their adulthoods, which may even affect their families. Usually, if their early bullying behavior extends to the next generation, or they directly bully, abuse or use violence against their spouses and children, which may form serious "*family violence*" (Clark & Kiselica, 1997; Farrington, 1993; Scott, 1998).

The Form of Bullying Behaviors

On campus, the common bullying behaviors include: hide other's articles to embarrass him/her; loudly call other's embarrassing nickname to tease at others; order him/her to buy something for others at welfare shop; write or paint insulting words or pictures on the blackboard or wall; even extort money or property or threaten others to steal (Clarke & Kiselica, 1997). Thus it can be acknowledged that bullying behavior is not only limited to physical attack, but also psychological attack, while campus bullying behavior often occurs in the form of "*group bullying individual*", in contrast to less "*individual bullying individual*". In bullying form, verbal bullying is more usual than physical bullying (Boulton & Underwood, 1992; Kochenderfer & Ladd, 1996; Perry et al., 1988), and this result is similar to that of domestic researchers (Clarke & Kiselica, 1997).

Ireland (2000) divided bullying behavior into direct and indirect. The direct bullying behavior includes: verbal abuse, physical attack, threat etc; indirect bullying behavior includes: teasing, exclusion, gossip spreading or rumor running. Whether being direct or indirect bullying behavior, the victim cannot defend himself/herself under the circumstance (Atlas & Pepler, 1998). Boulton and Underwood (1993) pointed out in their research: 58% students said they were once teased, 33% students were kicked or beat, near 10% were bullied in other ways, such as being pulled hair or abused by dirty words. Sharp, Thompson, & Arora (2000) believes there are not only one form of bullying behavior, but includes verbal and physical ones instead. It may be some indistinct mischief or jokes preliminarily, the commonest form is to nickname others viciously, then it may further to be assaults as teasing, insult or threat. If the bullied or stander-bys does not fight against or stop it, the verbal bullying may turn into physical bullying as beat, kick, push, bump, rob or damage other's articles, and sexual harass or other violence may occur as a result. Sharp and Smith (1994)

categorized bullying behaviors as three: 1) Physical bullying: beat, kick or damage other's clothes; 2) Verbal bullying: abuse, insult, repeated teasing, or ethnic gossip; 3) Indirect bullying: rumor running or repulsion against others.

Causes of Bullying Behaviors

Campus bullying behavior has aroused close concern and emphasis of all social ranks. Many factual research results showed most believed that campus bullying behavior was attributed to family, emerged at school and deteriorate in society. Today's adolescent campus bullying behavior is so common, the cause is multiple, complex instead of single factor. Bullying behavior is formed gradually. Once a child is found to commit bullying behavior, it may cause many negative impacts to their adulthood if not being early corrected or prevented (such as antisocial behavior and criminal behavior) (Hazler, 1998; Olweus, 1984).

From the theoretical perspective of psychological frustration attack, when people are suffering frustration, they may easily attack others. The more the frustration accumulates, the easier to cause attacking behavior, and bullying behavior is one of the main approach of human attacks. The so-called frustration refers to the serial behaviors from an individual being impaired to certain destination (Ireland, 2000). Hence, when the students face setbacks at school (such as poor academic performance, and low spirit for self-worth), the campus bullying behavior may thereby occur. Duncan (1999) thinks if there is bullying behavior between brothers and sisters, then there is more similar bullying behavior between fellow students.

From the theoretic perspective of social learning, Bandura (1977) thinks human behavior is from observation, imitation and learning. Bullying behavior, same as other behaviors, is caused by learning, while observation and imitation are the main learning processes in teenagers' growth. Olweus (1984) thinks bullying behavior may come from the influence of one's fellow group through observation and imitation. Patterson (1986) suggests in his research that the child will imitate bullying behavior, if he/she found that people of higher social ranks practiced bullying behavior but praised and encouraged instead of being punished. Many bullies extend their early bullying behavior into their adulthood. From the above points of view, schoolchild's bullying behavior originated from their family to prevent and correct the bullying behavior or instruct victims should start from family.

Analysis on the Characteristics of the Bullying and the Victims

Characteristics of the Bullies of Campus Bullying Behaviors

After summarizing some researches of bullying behavior, we can find that the bullies have the following common characteristics (Besag, 1989; Bosworth & Espelage, 1999; Boulton & Smith, 1994; Duncan, 1999; Olweus, 1994; Peterson & Skiba, 2001; Rigby & Slee, 1992; Salmon & James, 1998).

The bullies are usually impulsive and bad-tempered (Bosworth & Espelage, 1999; Hoover & Hazler, 1991; Olweus, 1994), extroverted (Rigby & Slee, 1992), highly depressed (Peterson & Skiba, 2001; Salmon & James, 1998), and aggressive to teachers, parents, fellows, brothers and sisters (Besag, 1989), but unhappy inside (Rigby & Slee, 1992) and less anxious (Besag, 1989; Salmon & James, 1998).

The bullies are usually strong, forceful, vigorous, confident

and older than the victims (Besag, 1989).

1) They lack of empathy towards the victims: when bullying others, they often feel they are playing jokes instead of experiencing other's hurts on the victims' positions, i.e. they do not feel guilty or shameful, and do not show sympathy towards the victims (Besag, 1989; Olweus, 1994). But the bullies will not be repulsed by their fellows, since they do not bully others causelessly and aimlessly, thus they are not repulsed by the most (Hoover & Hazler, 1991);

2) They are often good at communication and quick-witted (Besag, 1989), but reluctant to accept other's ideas, poor in cooperation with others, and uncompromising to others in playing (Hoover & Hazler, 1991);

3) Their family functions are usually unhealthy and incomplete (Besag, 1989), with poor relationships among parents, brothers and sisters. Their families usually provide less emotional supports and lack of family cohesion (Bowers, Smith, & Binney, 1994; Rigby, 1994).

The Characteristics of the Victims of Campus Bullying Behaviors

After summarizing some researches on bullying behavior, we can find that the victims have the following common characteristics (Besag, 1989; Bosworth & Espelage, 1999; Clarke & Kisekica, 1997; Duncan, 1999; Hoover & Hazler, 1991; Olweus, 1994; Peterson & Skiba, 2001; Rigby & Slee, 1992; Salmon & James, 1998):

1) The victims are usually anxious (Olweus, 1994; Peterson & Skiba, 2001; Salmon & James, 1998), lacking of a sense of security (Besag, 1989; Peterson & Skiba, 2001), highly depressed (Olweus, 1994), low self-respected (Olweus, 1994; Peterson & Skiba, 2001; Rigby & Slee, 1992), less confident (Hoover & Hazler, 1991; Perry, Kusel, & Perry, 1988), unpopular (Peterson & Skiba, 2001), relatively introverted (Olewus, 1993), relatively quiet (Siann, Callaghan, Lockhart, & Rawson, 1993), relatively reserved (Olewus, 1993), and unhappy (Rigby & Slee, 1992);

2) The victims are usually younger than their fellows, physically thin and weak (Olweus, 1993) and strange-looking (Hoover & Hazler, 1991). Once being bullied at school, they usually cry or escape (Peterson & Skiba, 2001);

3) At school, the victims are sometimes insulated or repulsed by their fellows (Hoover & Hazler, 1991; Perry, Kusel, & Perry, 1988; Peterson & Skiba, 2001), poor in academic achievements or logging behind, afraid of going to school or reluctant to go to school, often late for school, or they suddenly change previous habit to go to school by bus or train, or change previous route to school (Besag, 1989);

4) The victims may show increasingly lower confidence after being repeatedly bullied (Hoover & Hazler, 1991), and more and more overcautious and helpless, giving others a feeling of vulnerability to hurt and criticism (Floyd, 1985). The vicious circle makes him/her become the object of bullying more easily, thus causes the bullies become more and more aggressive (Peterson & Skiba, 2001);

5) The victims' family functions are usually not so good, and they are usually not on good terms with their mothers (Rigby, 1993), although they are overprotected and spoiled (Oliver, Oaks & Hoover, 1994; Olweus, 1993).

Research Approach

Method of Data Collection

The research uses in-depth interview of the qualitative re-

search methods, and directs the interview by semi-structured interview outline.

Interview

Interview is one of the important methods in ethnographical research, the researcher not only observes and studies the external behaviors of the objects, but also understands internal viewpoints of them, and to further discuss their beliefs, dreams, motives, judgments, values, attitudes and emotions (Ambert, 1994).

The interviews can be divided into informal and formal ones:

1) Informal interview: Informal interview is a kind of free and natural talk, whose topics are completely chosen from natural circumstances, just like chatting without preset goals but going freely consistent with emotion, and the topics may cover everything;

2) Formal interview: After the researcher and the participant fully established relationships, the talking style tends to be formal. The content of interview is well structured, starting from issues needed by the researcher to collect data by a set of systematic and ordered questions. In the research, five participants were interviewed individually according to the preset interview outline.

Semi-Structured Interview Outline

The semi-structured interview outline provides basic list of interview subjects, instead of pre-setting any standardized questions, whose order is determined according to actual circumstance in the interview. This kind of interview makes the data collection more systematic and flexible.

Research Objects

The research aims at victims of bullying behaviors in the Public Junior High School. The interviewed victims in the school are those who were "often bullied by others at school".

Sampling Method

Although there are many victims of bullying behaviors in Public Junior High School at present, we used "convenient sampling" method in consideration of the willingness of cooperation by the school and students. The researcher first obtained consents of the headmaster and dean of the school, then looked for the victims receptive to interview with the help of the head of the material group. At last, total five students participated the interview.

Basic Data Information of Interviewees

Total 5 students were interviewed in this research, their data was listed in **Table 1**.

Research Tool

The researchers personally talked with each interviewee separately according to a self-made interview outline, and recorded the whole process upon the consent of the interviewees. Afterwards they transcribed the records into literal scripts as foundation for encoding analysis after collation by the researchers themselves.

Table 1.
Basic data information of the interviewees.

Interviewee	Sex	Grade	Code
Case I	F	2	21
Case II	F	1	22
Case III	F	2	23
Case IV	M	1	11
Case V	M	3	12

Material Settlement & Analysis

The researchers encoded according to the interviewees' answers after careful reading of each interview script, then categorize, settle, and organize the collected materials, then the materials became useful resources.

Research Limitations

The research only interviewed 5 students being frequently bullied by others as the limitation of time, willingness of the school and the students for cooperation. The research findings cannot be extended to other victims of bullying behavior in the school, for its focus lies on finding phenomenon but not making any deduction. Since the interview method can only collect "self-reporting" materials, the interviewees may be reluctant to provide actual data for once suffered negative school life or being limited to oral expression ability and memories (Chow et al., 1996).

Research Findings

No. 1 Student (Code 21)

Family Structure

No. 1 student is now studying in Grade 2 of the Public Junior High School, and living with "her father, mother and sister" (21-014), her "parents are working in the insurance company" (21-030)

Economic Status

No. 1 student is not taking remedial courses, "...before I did take, but now I do not." (21-008) "My mother cannot afford it, the more remedial course I took, the worse my study was, I once took Maths course, the more, the worse, but my English was not like that, now I am not taking English remedial course because my mother cannot afford the cost." (21-010)

Parents' Education Style & Parent-Child Relation

No. 1 student "sometimes did, sometimes did not" (21-034) chat with parents at home, usually "talked about something at school" if we chatted (21-036). As for the problems she encountered in daily life, "...I would not tell my mother, except something very serious." (21-042) Before, her parents were not very strict to her, "...but now they rule me with a rod of iron because of my study." (21-048) My father once beat me at home, "my sister likes to go shopping, I wanted to go with her, but she didn't want me, I wouldn't listen to her regardless of her refusal, my father then beat me with a stick." (21-058)

Relationship with Her Sister

I am not on good terms with my sister, "...sometimes we kept quarrelling with each other until my parents stopped us." (21-016), "She beat me each time we quarreled, if I cried." (21-022) The reason for quarrelling was usually that "she scolded me when I wanted to buy something, I would talk back that why you could but I couldn't." (21-018).

Relationship with Classmates and Teachers

She felt that her teachers treated her "very well" (21-112), and did not have good friends in her class, "...I am excluded always." (21-134) "Because they think I am very strange and difficult." (21-136) But she got no way to learn why they thought like that, "...they only think I am weird." (21-138)

Time, Site and Cause of the Bullying Behavior

No. 1 student was bullied by her classmates from the "second semester in Grade 1 in the school" (21-090), "...now I am often bullied, too." (21-072). Usually the bullying happened when we "did cleaning or class finished." (21-100), and the site was usually "in the classroom" (21-098). The cause "should have been I often complained to our teacher, I did so in the second semester of Grade 1." (21-092) "...Also I often cried, so they did not want to make friends with me." (21-140)

Form of Being Bullied

"...Once, someone numbered as No. 6, but he wrote down as No. 36, our teacher asked me about that, I told that it was not me, then said nothing more. Then our teacher asked others in the classroom, all the others said they disliked me." (21-088) Besides, they "cursed me...as dirty and ugly." (21-074)

Handling Style of the School and the Parents

No. 1 student usually didn't tell her teacher after she had been bullied at school, other students did not tell the teacher, "either" (21-108) even they did saw everything, "...so the teacher had not known the matter." (21-106) As for her parents, "they often told me not to care about it." (21-122)

Feeling & Idea on the Bullying

When being bullied by others, she felt "...very strange, why did they bully me?" (21-102) However, "I did not want to care about that" (21-082), "...I thought it had nothing to do with me, and I told myself not to care about it, otherwise it meant I admitted everything, so I ignored it at all." (21-084) "Just like nothing had happened, just live my own life happily." (21-144)

No. 2 Student (Code 22)

Family Structure

No. 2 student is studying in Grade 1 of the Public Junior High School at present, and now living with her "father, mother and younger brother." (22-018) Her "mother is a housewife and father works in a construction company." (22-032)

Parents' Teaching Style & Parent-Child Relation

No. 2 student "sometimes did" (22-034) chatted with her parents, usually talked about "something interesting." (22-036), but "seldom" (22-038) talked about things happened at school. My parents' education style could be told as "democratic." (22-042) Sometimes they beat me, "because I performed poorly,"

(22-052) “usually because of my study!” (22-056).

Relationship with Her Brother

“I am on good terms with my brother.” (22-020), I do not bully him intentionally, “sometimes I quarreled with him” (22-024), usually because “...he took my things away.” (22-028) I “did not beat him but scolded him verbally.” (22-030)

Relationship with Classmates & Teachers

She thought the teachers treated her “very well” (22-100) and “cared her very much” (22-102), she could “get along with half of the classmates well but bad with another half” (22-132), she felt she could get along with her classmates “without any difficulty” (22-134) and did not be “excluded.” (22-136)

Time, Site and Cause of the Bullying Behavior

No. 2 student was bullied by others from “the beginning of the second semester of Grade 1 in the Public Junior High School” (22-084), usually when “class was over” (22-094). And the site was usually “in the classroom” (22-092). Sometimes I quarreled with my classmates at school, usually because “he refused to lend me something I needed, then I quarreled with him.” (22-062) Sometimes my classmates “...abused me without any reason.” (22-066)

Style of Being Bullied

“They did not beat me, but abused me,” (22-088) “sometimes abused me without any reason.” (22-066) She would talk them back once being cursed. In addition, to her knowledge, some other students were often bullied by others, “boys often quarreled with each other and fought each other.” (22-124)

Handling Style of the School and the Parents

No. 2 student would “tell the teacher” when being bullied at school (22-072), the teacher would “called us together and told him not to bully others like this.” (22-074) In addition, her friends in the class knew that she was bullied sometimes and told her, “don’t behave like that, never do it again.” (22-116). As for her parents, they were “impossible” (22-104) to know she was bullied, because “...I did not tell them about it,” “I am afraid they would have been very sad.” (22-110)

Feeling and Attitude of Being Bullied

When being bullied by her classmates, she felt “very sad, why did they bully me?” (22-096) And she thought campus bullying behavior “cannot be stopped, because the school only care about scores, and does not care about students’ feeling at all, so there would be someone being bullied at school, I pitied those being bullied.” (22-138)

No. 3 Student (Code 23)

Family Structure

No. 3 student is now studying in Grade 2 of the Public Junior High School. “My father divorced my mother,” (23-012) “and I have no brother or sister.” (23-016). I often “watched TV, did some cooking and washing, or mopped the floor after class,” (23-008) because “I am living in a single-parent family, my father had to work outside, and I had to do everything by myself.” (23-010) Her father is “a passenger bus driver commuting between Taipei and Taizhong.” (23-018) “Sometimes he came

back home at night, sometimes did not.” (23-020) “Most of time he didn’t live at home, but in his dormitory.” (23-022)

Parents’ Education Style and Parent-Child Relation

My father was not very stern at home, his education style “should be called authoritative.” (23-028), she felt that her father “cared about me enough.” (23-034) As for her behavior at school, “I can discipline myself, so he does not have to worry about that.” (23-038) “I am a poor student, so he does not want to care about it, otherwise he would get angry.” (23-040) “Until now he did not” (23-042) beat her, but before he did since she was “ignorant and always committed mistakes.” (23-046)

Relations with Classmates and Teachers

She felt that the teacher “cared her very much” (23-092), “because she loved all her students” (23-096). “...When we went to Jianhu Mountain, my father did not come back, I got no money to buy food, and my teacher gave me NT\$100.” (23-098) She does not have good friends in her class, “...I have friends in other classes” (23-110), “because I got acquainted with students in other classes, and I don’t know how to make friends, so my friends are all students in other classes. I don’t know how to make friends since I was in primary school” (23-112), “I can get along well with friends outside my class, since my classmates are far too excellent.” (23-114) She feels her relation with her classmates “was not good” (23-138), and she was repulsed by boy students, “I can get along with girl students better than with boys.” (23-140) “Boys are exceptionally difficult to get along with, since they are all ganged up, then they would tell you...this girl is so and so, that girl is so and so, finally all boys would dislike her.” (23-142)

Time, Site and Cause of the Bullying Behavior

No. 3 student had been bullied by classmates in primary school, after she came to the Public Junior High School, “in Grade 1, I was seldom bullied but in Grade 2, I was bullied even worse,” (23-072) “because I was a poor student.” (23-082) “...My classmates disliked me.” (23-050) Usually, it was “her classmates” who bullied her (23-054) “after class.” (23-080) the site was “certainly in classroom” (23-076).

Style of Being Bullied

“Boys in the Public Primary School were naughty, they beat me...I ran after them...very fast, later they would ask me to run a race at games.” (23-078) In the Public Junior High School, my classmates “...all disliked me.” (23-050) “They said I was a poor student...and teased me as dirty when they saw my dirty clothes,” (23-052) “and they intentionally tramped me on my foot, or bumped me deliberately.” (23-064) In addition, according to her there are other students being bullied, “I feel that the girl students in my class are from matriarchal society.” (23-128) “In matriarchal society, women were usually older than men, and tended to bully men as well, thus men were afraid of women.” (23-130) e.g., “there is a girl in our class it is so terrible that she would...once she caught someone who did not know how to protect himself. You could never run away from her, she sometimes pushed him down with a besom.” (23-132)

Handling Style of the School and the Parents

When No. 3 student was bullied, others who saw the bullying “would” (23-122) tell the teacher, “and also...” (23-124)

stopped them. When the teacher knew about it, "...the teacher would tell them not to do so, and said they should not have been naughty, ignorant, so and so," (23-090) "only mentioned again and again." (23-160) "If they went too far, the teacher would punish them." (23-163) As for her parents, "he knew about it already, he understood me very well." (23-102) However, "he did not know how to handle this kind of matter." (23-104) "I handled everything by myself, he never worried about me." (23-106)

Feeling or Attitude of Being Bullied

When being bullied, she "only felt unhappy, only being unhappy, nothing more, it could be soon forgotten." (23-084) "You will get used to it." (23-086) Later on, "I didn't want to care about it." (23-070) "If you do not care about them, they would feel it was not interesting." (23-150) She feels that campus bullying behavior "is very common, and disgusting, teachers should have been stricter." (23-154) She thinks that teachers can "beat students. Before in the Public Primary School, teacher would beat the students who bullied others. Then they did not dare to do that again, but once the teacher neglected, they would bully others again." (23-156) "If I feel they went too far, I would fight against them. If not, I would ignore them. But it is bad that someone was always bullied, so...to fight back is better." (23-167) Although "it couldn't always work, but it could frighten them for a while, at least they would no longer so arrogant." (23-169) Now "I hope my study can be better, maybe they will not bully me any longer." (23-126)

No. 4 Student (Code 11)

Family Structure

No. 4 student is now studying in Grade 1 of the Public Junior High School and living with her "mother, father and older sister." (11-014) Her "father graduated from senior vocational school, and mother graduated from the Public Junior High School." (11-022) "My father works in Taipei, and my mother worked for one of her friends." (11-020)

Parents' Education Style and Parent-Child Relation

No. 4 student "seldom chatted with parents, sometimes did, sometimes did not" at home (11-024) and described his relationship with his parents as "very common" (11-040), they did not limit him too much. His parents cared about his study and performance at school, and once beat him because of his "bad performance in examination." (11-044)

Relation with Sister

His relationship with his sister was "good" (11-016), his sister did not bully him.

Relationship with Classmates and Teachers

He feels that his teacher "cared him very much" (11-098) and he was "on good terms" with his teacher (11-100). He feels his relationship with others is "common" (11-130), but he is "unpopular." (11-134) "All my classmates bullied me," (11-050) "I couldn't make good friends." (11-142)

Time, Site and Cause of Bullying Behavior

No. 4 student was bullied since "the beginning of Grade 1" (11-076) and now is often bullied, too. Usually the time was

when "he just went into the classroom for music class." (11-086) And the site was usually in the "music classroom" (11-084). He didn't know why his classmates always chose him as an object, "...they always beat me without any reason." (10-082)

Style of Being Bullied

"In primary school, I was beaten sometimes." (11-080) In the Public Junior High School, "...Boys always bullied me," (11-054) "each time two or three did so." (11-066) "Sometimes I wanted to get into the classroom, they closed the door when I went to the threshold." (11-056) "Sometimes they abused me." (11-060) His classmates often teased at him and freely nicknamed him. He knew there were other students in his class "was abused" (11-122). "That girl is so pale that like a ghost." (11-124).

Handling Style of the School and the Parents

When being bullied at school, No. 4 student "would tell the teacher about the minor things." (11-068) Other students also "told the teacher." (11-118) "Having learnt everything, the teacher usually asked them about it." (11-070) "Sometimes the teacher punished them to write self-criticism, sometimes beat them." (11-104) As for my parents, they "did nothing at all." (11-110)

Feeling or Attitude of Being Bullied

When being bullied, he felt it "boring, and hoped they would not do like that." (11-092) "I hope they will not bully others." (11-152)

No. 5 Student (Code 12)

Family Structure

No. 5 student is studying in Grade 3 of the Public Junior High School and living with his "father, mother, younger brother and sister." (12-012) "His father is a university graduate, so is his mother." (12-026) "My father works in the telecommunication office, and mother works in Shinmin Commercial & Industrial Library." (12-024) "My brother is studying in Grade 1 of the Public Junior High School and sister in Grade 3 of the Public Primary School." (12-014)

Parents' Education Style and Parent-Child Relation

No. 5 student "...only chatted with my younger brother and sister" at home (12-028), but never chatted with his parents "because of his bad temper." (12-030) "...All our three are afraid of him." (12-050) "He would beat us once we committed mistakes." (12-052) "Sometimes it was not me who did things wrong, but he smeared it was me." (12-056). His parents were not strict with him, "my mother often worked on night shift, my father watched TV and attached no attention on us." (12-036) As for his study, "they only pay little attention on it, my father does not at all, he only cares about my brother." (12-042) As for my behavior and performance at school, "my father does not care, my mother cares a little." (12-044)

Relation with Brother and Sister

He is on good terms with his brother and sister, "...sometimes we three fought against each other." (12-016) But "usually we only pretended to fight, however we fought but not really fought, only playing fists there." (12-018) "Sometimes we

quarreled with each other when playing together, and became angry, then fought each other.” (12-022) “Sometimes my brother beat my sister into tears.” (12-020)

Relationship with Classmates and Teachers

He feels that the teacher treated him “*not bad*”. (12-138) He does not have good friends in his class, “*because his interpersonal relationship...is not that good.*” (12-150), “*because I like staying alone.*” (12-152) He thinks he “*is not only famous, but very famous, because all the classmates know me well, I am the No. 1 in the class.*” (12-168) He “*thinks that being the No. 1 is awe-inspiring.*” (12-172)

Time, Site and Cause of Being Bullied

No. 5 student was bullied by classmates from he was in primary school, “*...I was bullied seriously.*” (12-100) “*In primary school, I was a coward, not daring to talk back.*” (12-102) In the Public Junior High School, “*I was not bullied in Grade 1, but was bullied since Grade 2.*” (12-094) Usually, the bullying behavior happened when they had “*P. E. class,*” (12-110) on the basketball court...” (12-108) “*The bullying is not physical bullying, but verbal bullying.*” (12-112) The cause was “*I was short.*” (12-098) “*They thought I was vulnerable and did so, well, why was I so thin...my mother gave birth to such a bony child.*” (12-132)

Style of Being Bullied

No. 5 student “*sometimes bickered*” with his classmates (12-062), “*because they called me monkey*” (12-064). “*They said I looked like a money, and called me Harry Porter, too.*” (12-070) Students liked to randomly nickname others, “*...there are many animals in our class, such as camel, cattle and baboon.*” (12-068) They “*randomly took pictures with my camera, I stopped them but it did not work. Finally the teacher stopped them.*” (12-072) “*Sometimes a group, and sometimes one student*” bullied him (12-078). “*Sometimes three or four students beat you, played tricks on you, girls in our class liked to fool me.*” (12-080) e.g., “*she said she would paint me as a Picachu, I told her not to do that because Picachu was ugly.*” (12-084) “*Sometimes she sang some indistinguishable songs, I asked what you were singing, so terrible.*” (12-106) “*I once was beaten in Grade 1, three students beat me together, I resisted with something, at the very morning of flagraising, I was criticized by the teacher in the Education Department...*” (12-122)

Handling Style of the School and the Parents

No. 5 student would “*tell the teacher*” when being bullied (12-090), the teacher would “*warn, and nothing else...after warning*” (12-136). Once, “*...I spit to him, he shook his head there.*” (12-130) When he was bullied, other classmates “*learned about it*” (12-154), “*the kind-hearted ones would tell the teacher, but others would leave at once.*” (12-156) As for his parents, “*I usually first told my parents, and my mother would tell my teacher.*” (12-146)

Feeling or Attitude of Being Bullied

When being bullied, he felt “*they said so many undue things...those bad eggs.*” (12-118) “*Sometimes I wanted to retaliate,*” (12-120) and thought those students who bullied others “*disgusting.*” (12-194) He thought as long as he “*stuck to physical exercises,*” (12-158) then he would not be bullied any longer.

Conclusion & Suggestion

Conclusion

According to the above mentioned interviewees’ answers and qualitative analyses, the research concludes the following main findings.

Relevant Factors Influencing the Students Being Bullied in the Public Junior High School

The bullies are not foolish, and they chose the right ones instead of bullying others randomly. These students may have some characteristics on their bodies, or some special features in their personality, or some features on their behaviors, which indicate they would not and dare not fight against, although being bullied. As for what kind of students easily fall into victims, we discuss from four aspects as follows:

1) Physical characteristics of the victims: The bullied students are usually short, thin, and comparatively weak as well;

2) Features on their personality: The bullied students are usually reserved, timid and unpopular, after being bullied repeatedly. As their confidence reduced, they seemed more craven and more helpless, giving others a sense of vulnerability to hurt and criticism. This kind of vicious circle made them more likely to be the objectives of bullying behaviors, and caused the increased arrogance of the bullies;

3) Several special behaviors of the victims: a) Less friends: The bullies knew that these students were excluded or repulsed by their classmates, and usually bore everything alone without any reliable friends to help them, thus it was safe to bully these students; b) Frequently complain to the teacher: These students tended to complain to the teacher, thus they were repulsed by their classmates. To bully them made the bullies heroes in other’s eyes; c) Poor students: These students were usually poor students on study, feeling themselves stupid, disgraceful and unpopular, for which they were looked down upon by their fellows, and suffered low confidence. The bullies tended to aim at these students; d) Dirty and undisciplined: These students were usually slovenly and lazy, being unpopular in appearance;

4) Family background: These students usually couldn’t get along well with parents, brothers and sisters, between whom there were usually conflicts. Their parents did not discipline them strictly, and their family usually provided less emotional support and family cohesion.

The Styles of Bullying Behaviors

The styles of bullying behaviors are numerous, including verbal and physical bullying. Preliminarily, the bullying behavior may be only indistinct mischief or trick, and the most common form was to nickname somebody embarrassingly, then the bullying behavior may further to be personal assault, such as teasing or insulting. If the bullied or the stander-bys did not resist or stop, the verbal bullying would turn into physical bullying, such as beating, kicking, pushing, shoving, robbing or damaging other’s articles.

Time and Site of Being Bullied

Bullying behaviors mainly occurred after class, and the usual site was in the classroom.

Feeling of the Victim to Campus Bullying Behaviors

For the victims of bullying behaviors, when being bullied, most of them would ask “*why did they bully me?*” And they felt

“very sad”, “unhappy” and “boring”. As time passed by, they “got used to” the bullying behavior, and didn’t want to care about it. Later, they lost interest in school, even regarded it as an unfriendly and terrifying place.

Suggestions

Although campus bullying behavior is a complex social problem, it can be overcome. To build a safe school environment is not something easy. The research provides the following four suggestions for preventing students in the Public Junior High School from being bullied on the basis of education and instruction.

Encourage the Victim to Tell the Truth, to Find and Prevent Bullying Behaviors as Early as Possible

No matter being what kind of problem, the earlier to find or learn about, the easier to solve. So does the prevention of bullying behaviors. If the unusual start is recognized at the very beginning, more attention would be put into to avoid problems from being expanded or deteriorated.

Because most of the bullied students are lonely and they don’t have friends, they tended to bear all unfairness instead of fighting against the bullies. However, when things were beyond their endurance, some of them would revenge the bullies, for which they may have incurred worse bullying. If being told about the bullying behavior, teachers should first comfort the bullied as they have experienced the same. On one hand, it may mentally support the bullied, on the other hand, it may win his/her trust to facilitate future follow-up works. In the past, the focus of instruction was usually pinned on the campus conquerors, while the bullied children were ignored. Sometimes they did not dare to tell the truth to their parents or teachers because the adults were not concerned about it, or they were afraid of being laughed at for complaining, thus the bullies were encouraged to run amuck.

To solve the problem thoroughly and completely, we must provide trainings on decisive expression skills to the passive victims, and help them to foster supports from their fellows, which may reduce the likelihood of being bullied. The researchers suggested the school to provide self-protect training plan for the mostly endangered victims earlier. When the students can decisively express themselves, others would not bully them freely.

Encourage the Victims to Make More Friends

Many victims got no way to make new friends, because they couldn’t accommodate to the collective life. In the community, they were either rash or timid, not knowing what they should say or do at all. Since they didn’t know what influence their behaviors would cause, they often talked or acted inappropriately, and couldn’t make friends with others.

Teachers should encourage the victims to make friends with most of their classmates as more as possible. Some of the bullied students lack of social skills, thus they need the teachers’ encouragement. In addition, some of the victims lack of the ability to learn about the social status, so they may have problems when getting along with classmates and friends. If the teacher does not help to handle the situation, it will cause their failure in making friends, which will further reduce his/her confidence. As long as the above problems being properly dealt with, the teacher may help students to solve many problems,

enabling him/her to make many friends in the class.

Focus on Five-Quality Development Education

Being influenced by the emphasis on higher-school enrollment rate, the school believes to study diligently is the students’ only duty. In order to help the students to enter higher schools efficiently, the school spends most time on teaching. Overemphasis on course teaching seriously distorted and twisted school education, failing to consider needs of different students. The lack of appropriate help caused some students to give up learning, even pursues unsound recognition. Therefore, it leads to unhealthy personality development of some teenagers, further evolves into bullying behaviors or attacking behaviors.

Pay attention to Students’ Behavioral Performance

At school, teachers should spend more time and energy on students’ relationship with others, since the bullying behavior may be misunderstood as a kind of trick, or common conflict, which may be easily ignored. The beginning of bullying behavior always shows some evidence. If teachers can instantly find and correct it, the campus bullying behavior may not have occurred repeatedly, which may avoid these students from becoming criminals in the future.

In a word, teenagers’ physical and psychological development, personal violence and handling of campus problems are necessary basic courses and trainings for counselors in primary and secondary schools. The research and discussion on preventing campus bullying behavior should be conducted in domestic instruction meetings, or symposiums, on periodicals or monthlies, which may stimulate emphasis and enable practical experience for the counselors to solve the problems in combination with the school counselors’ efforts. At present, the campus bullying behaviors mostly were dealt with by instructors, the counselors should take an active role to provide information and handling methods, and to closely cooperate with the instructors. Only in this way, we can efficiently handle students’ problems and enhance communications among school, students and their parents, so as to ensure students’ and teachers’ safety, as well as to maintain the campus harmony and security.

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