

**TEACHERS' AWARENESS OF SCHOOL BULLYING IN BANGLADESH:  
A REVIEW AND INTERVENTION**

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To my beloved mother, Mst. Hasne Ara Begum

For her encouragement and continuous prayer which helped  
me to accomplish this research project

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## ***SUMMARY***

School bullying has drawn the attention of mass media and some professionals in Bangladesh. However, no school bullying policies or curricula have yet been introduced for teachers and students. Further, no anti-bullying program has been tested in Bangladesh. The aim of the present research was to identify an anti-bullying program feasible for introduction in the Bangladesh context and assess its effectiveness.

The present research was conducted using a mixed methods approach, with both qualitative and quantitative data collected. There were two phases. Study 1 assessed the feasibility of introducing an anti-bullying program (or program components) in Bangladesh. Qualitative data were collected from 34 school Principals (or Head Teachers in the Bangladesh context) randomly selected from schools in Dhaka city, Bangladesh. An in-depth-interview technique was used. Head Teachers were sourced from government primary schools (8), non-government primary schools (8), government secondary schools (10) and non-government secondary schools (8). Findings of this initial study revealed teachers' lack of understanding of bullying, favourable attitudes toward bullying (as normal behaviour), an unwillingness to deal with the problem, and a repertoire of actions to deal with bullying identical to those used with other unacceptable single acts (e.g., fighting, disputing). Primary school Head Teachers showed more favourable attitudes towards bullying as they considered bullying to be a part of normal development for younger children). The further value of Study 1 was the recommendation of some program components, and the identification of possible resources for, and barriers against, implementing an anti-bullying intervention.

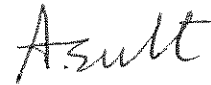
Study 2 sought to assess the impact of a bullying awareness program among primary school teachers in Dhaka city, Bangladesh. A Randomized Controlled Trial (RCT) design was used, with 112 primary school teachers (53 from 3 primary schools in the control group and 59

from 3 primary schools in the intervention group), aged between 22 and 63 years. The bullying awareness program contained four sessions of two hours introduced over a four-week period. Delivery methods used were discussion, storytelling and picture presentations. Outcome variables were knowledge of bullying, anti-bullying attitudes, intentions to deal with bullying, intention to implement a central bullying policy, and potential actions against bullying. Data were collected using self-report questionnaires at pre-test (one week prior to the program), post-test (one week after the program), and follow-up (four months later). Evaluation of the program and its implementation was also undertaken using the intervention group at follow-up.

There were mixed results for program effectiveness. The number of teachers who defined bullying in terms of appropriate characteristics (more power of bully than victim, bully's intention to harm victim, and bullying as repeat offending) and intentions to deal with bullying, were significantly increased in the intervention group compared with the control group, both from pre-test to post-test and at follow-up. The program's impact on other outcome variables was not significant. Program evaluation revealed that the chosen materials were easy to understand and perceived as important for enhancing bullying awareness. The program provider, delivery method, and number and duration of sessions were also seen to be efficient and appropriate. Results of the research were discussed in terms of implications for future practice and research.

***DECLARATION***

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.



---

**Most. Aeysha Sultana**

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## CHAPTER ONE

### *INTRODUCTION AND THESIS OVERVIEW*

#### *1.1 Background of the thesis*

School bullying attracts widespread interest from teachers, parents, pupils and researchers. It refers to repeated aggressive behaviour (e.g., physical, verbal or psychological) by a person (or group of people), perceived to be stronger, with the intention of causing harm (Olweus, 1999). Bullying requires effective intervention approaches to deal with the high prevalence rates that are reported and the serious consequences for bullies, victims, and bystanders who merely observe bullying (Ahtola, Haataja, Kärnä, Poskiparta, & Salmivalli, 2012; Vannini et al., 2011). Prevalence rates vary between countries and are influenced by the definition and assessment of bullying, the particular focus of a study and data sources used (Vannini et al., 2011). Ahmed (2008) considers that estimated rates of bullying and victimisation vary from 10% to 25% across a range of Westernised and non-Westernised countries.

Bullying brings a multitude of negative consequences for bullies and their victims.

Victimisation may result in anger, sadness, depression, anxiety, reduced self-esteem, isolation and school absenteeism, and may even inspire a victim to become a bully (Rigby, 2007).

Bullies can suffer from negative effects such as delinquency and depression. Bystanders are also affected and may feel sadness and anxiety, consider themselves to be the next possible targets of bullying, and have feelings of guilt for not defending victims (Rigby, 2007). These devastating effects of bullying require anti-bullying interventions. Literature reviews suggest that the most effective bullying intervention is a whole-school multidisciplinary approach rather than a curriculum intervention or targeted intervention (Vreeman & Carroll, 2007). The bullying phenomenon is a group process (involving the perpetrator, victim and bystander)



and is triggered by many individual, school, family and community level causal factors (Espelage & Swearer, 2003; Sanders & Phye, 2004).

Whole school interventions are complex and contain several interacting components (Craig et al., 2008). A complex behavioural intervention is not simply a matter of defining, developing, documenting and reproducing a desired behaviour (Campbell et al., 2000). Rather, it needs to be tailored to a local context to work best (Craig et al., 2008). The effectiveness of a complex bullying intervention depends on local contextual factors, the existing disciplinary approach of a school, the characteristics of students as the population of interest, the prevalence or severity of the bullying problem and the willingness and awareness of school authorities to tackle the problem, while the assessment of effectiveness depends on the study design (experimental or non-experimental) used to measure it (Campbell et al., 2007).

A systematic literature review by the researcher revealed that most anti-bullying programs are designed for students with teachers usually playing the critical role of program provider (see Chapter 3). Very few trials have addressed changing teachers' understandings of bullying (as a resolvable phenomenon) where teachers only play the role of program provider (Ahtola et al., 2012). In their study, Ahtola et al. (2012) did not find a significant difference between teachers in intervention and control schools in terms of their understanding of bullying. It is vital to understand teachers' meaning of bullying because their definitions are likely to be linked to their attitudes toward bullying and therefore their willingness to introduce interventions (Craig, Bell, & Leschied, 2011). Because teachers have a crucial role in providing programs, their knowledge and attitudes regarding bullying and their skill in tackling bullying may mediate the outcomes of anti-bullying programs for students (Ahtola et al., 2012; Bauman & Del Rio, 2006). Teachers also play a key role in evaluating the effectiveness of any program by accurately recording bullying incidents.

The systematic review also revealed that most research on bullying interventions has been conducted in developed countries (e.g., USA, UK, Australia, Finland, China, and Canada) where the school context is different to that of countries such as Bangladesh (Chapter 2). In underprivileged or developing areas, there may be a number of barriers to the provision of effective interventions (Menzer & Torney-Purta, 2012). These include lack of technical support, staff hours (trained staff, school counsellors and teachers), teachers' limited understanding of the bullying phenomenon and their lack of willingness to deal with the problem. Lack of resources is evident in schools in Bangladesh, where there are shortages of well-trained and qualified teachers and support staff, and limited technological infrastructure (e.g. computers, computer software, internet, and multimedia capabilities) (see Chapter 2). There are several reasons why there is a need to select an appropriate anti-bullying program for the Bangladesh context and assess its effectiveness. There is no synonym in the Bangla language for "bullying" but despite this the issue attracts media coverage and professionals are concerned about school bullying. However, there are no bullying-related lessons in teacher training programs or student curricula, and schools do not have bullying policies or interventions. The selection of an appropriate anti-bullying program requires a feasibility study to be conducted before a program can be designed, implemented and evaluated. Hence, the following aims and objectives were selected for the current program of research.

### ***1.2 Aims and Objectives of the Research Program***

The aims are to: i) design an effective anti-bullying program that is appropriate for the school context in Dhaka, Bangladesh; ii) implement the anti-bullying program; and iii) evaluate its effectiveness and the processes involved in it.

To achieve these aims, the research will be conducted in two phases. Study 1 is a preliminary feasibility study with primary and secondary school Principals (termed Head Teachers in

Bangladesh) to identify an anti-bullying program appropriate for the school context in Bangladesh [Chapter 4]. In Study 2, the anti-bullying program will be implemented and a randomised controlled trial (RCT) used to assess its impact [Chapter 6].

### **1.3      *Thesis Structure***

The thesis is organized into seven chapters. These chapters present the background and overall aims and objectives of the thesis, the procedure used to achieve these objectives, an explanation of the findings of the research program and the recommendations that flow from this evidence. The intention and content of each chapter is briefly described below.

In Chapter 2, there is a literature review about definitions and types of bullying, the role and characteristics of persons involved in bullying, criteria distinguishing bullying from other types of hurtful behaviour, controversial and challenging issues in defining and measuring the prevalence of bullying, and the causes and consequences of bullying. This is followed by an examination of bullying and the school context in Bangladesh, including the need for anti-bullying programs.

In Chapter 3, theoretical approaches to bullying intervention are discussed and a systematic review of literature is presented on bullying interventions implemented in different countries (including Bangladesh) between 2005 and 2011. The aim is to provide the background essential to establishing the feasibility of a suitable bullying intervention in the Bangladesh context. In a critical analysis of literature presented at the end of the chapter, the criteria used to justify selecting an appropriate intervention are identified and outlined.

In Chapter 4, the aims, objectives, method, ethical issues, and results of Study 1 are described. This was a qualitative study with teachers in which they were asked their opinions about school bullying, possible barriers to the implementation of bullying interventions and

suitable bullying interventions for schools in Bangladesh. The key finding, lack of awareness about bullying, identified the need for a further literature review on teachers' knowledge/perception about bullying, and existing teacher training programs for creating bullying awareness and willingness to deal with this problem.

The findings of this second systematic review are presented in Chapter 5, followed by the theoretical background and justification for developing a new bullying awareness program for implementation among primary school teachers in Bangladesh.

In Chapter 6, Study 2 is described, including the content and implementation of the selected bullying awareness program and the hypotheses, methods and results of the RCT used to assess its effectiveness. A diagrammatic representation of Chapters 2 through 6 is presented in Figure 1.1.

Finally, in Chapter 7 the findings of Study 1 and Study 2 are discussed together with a summary of the thesis, consideration of its limitations, and recommendations for relevant policy, practice and future research.

#### **1.4      *Significance of the Thesis***

It is expected that the bullying awareness program introduced in this program of research will increase teachers' understanding about bullying. As a consequence, they may be more able to perceive bullying behaviour as serious, identify bullying episodes, and introduce effective methods of prevention and intervention for the bullying problem. Such an impact may create a strong ground for the introduction of the anti-bullying program more generally in the curriculum of primary school teachers' education specifically, and the central bullying policy of Bangladesh primary education generally.

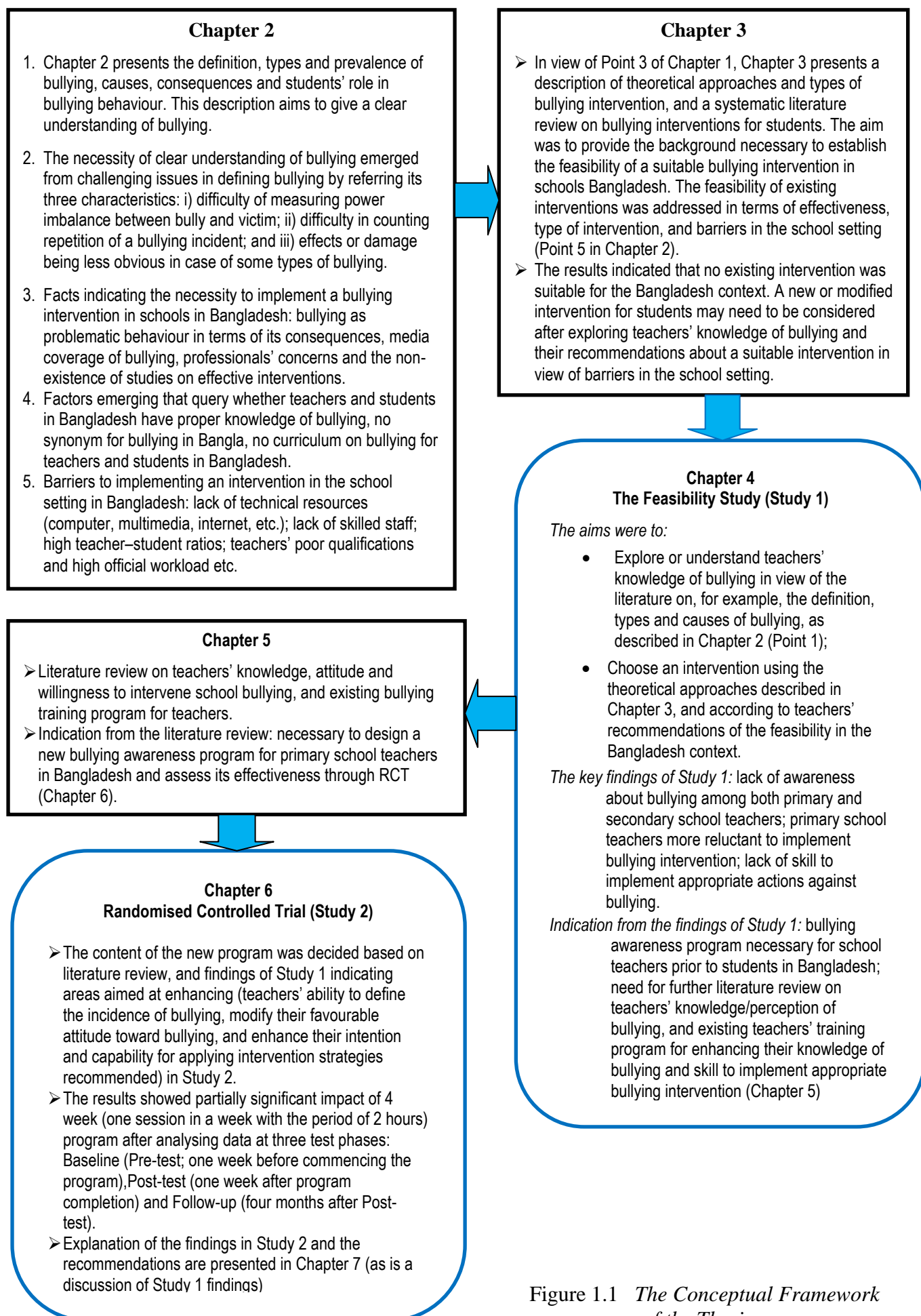


Figure 1.1 *The Conceptual Framework of the Thesis*

## CHAPTER TWO

### *LITERATURE REVIEW: SCHOOL BULLYING AND THE BANGLADESH SCHOOL CONTEXT*

#### **2.1**     *Introduction*

In this chapter, the concept of school bullying is made explicit. The chapter contains 12 sections each describing an aspect of bullying. Following this introduction, the topics are as follows: Section 2.2, definition and types of bullying; Section 2.3, role and characteristics of persons involved in bullying; Section 2.4, criteria that distinguish bullying from other hurtful behaviours; Sections 2.5 and 2.6, issues concerning measurement of the incidence and prevalence of bullying; Section 2.7, controversial issues which present a challenge to defining bullying; Section 2.8, places where bullying is more likely to occur; Sections 2.9 and 2.10, causes and effects of bullying; and Section 2.11, bullying situations and some challenges for intervening in the bullying problem in the context of Bangladesh. Finally, in Section 2.12 there is a summary of the chapter.

#### **2.2**     *Definition, Measurement and Prevalence of School Bullying*

Since the 1980s bullying in schools has been defined and operationalised in numerous studies. However, the definitions and operational interpretations vary between and within countries and are influenced by researchers' perspectives (Reynolds, 2003).

##### **2.2.1**    *Definition of School Bullying*

Bullying is a subset of aggressive behaviours and comprises physical, verbal or psychological attack by one or more individuals (Land, 2003). It happens when someone (or a group of people) with more power than another person repeatedly and intentionally hurts, frightens, or uses negative words and/or actions which may cause victims distress and place their well-being at risk (Olweus, 1999).

There are three features of bullying that distinguish it from aggression and violence in general. First, it is characterised by an *imbalance of strength and power* between the bully and the victim (Farrington, 1993). Such imbalance may exist not only in physical strength, but also may include having a stronger personality or being more determined (Rigby, 1996). O'Moore (2010) identified sources of power imbalance between bully and victim such as age, physical strength, mental strength, social group (e.g., membership of gangs), social status and family background (e.g., criminal record in bully's family). These sources may also be reasons for power imbalance among peers, creating peer bullying or victimisation. Power imbalance may be revealed in two ways: victims are perceived by their peers as physically or psychologically weaker than bully(s), and victims perceive themselves as unable to retaliate (Olweus, 1994). Second, bullying events *occur repeatedly* between the same people over a prolonged period of time. The third feature of bullying is the intention to *hurt* another person. When bullying between children occurs in school or on the way to or from school, it is called school bullying (Ttofi & Farrington, 2011). Moreover, although in most cases cyber bullying occurs outside of school, it is very often directed at other pupils known through school (Smith, 2011). Because the root of cyber bullying exists in peer relations within the school environment, it may also be considered a school-based problem. Hence, all kinds of bullying originating in school may be considered as school bullying.

### **2.2.2 Types of Bullying**

Bullying behaviours may be direct or indirect (Rivers & Smith, 1994). The direct or indirect nature of bullying is primarily defined by the method used to bully the target. Direct methods are characterised by overt behaviours such as verbal or physical bullying (Sanders & Phye, 2004). Direct bullying refers to face-to-face confrontations, while indirect bullying occurs via a third party (Rivers & Smith, 1994). Direct bullying behaviours include hitting, kicking, pinching, taking money or belongings, name calling, teasing, taunting, and threatening

(Wolke, Woods, Bloomfield, & Karstadt, 2000). The main feature of indirect bullying is the hurtful manipulation of peer relationships/friendships to impose harm on others through behaviours such as social exclusion and rumour spreading (Sanders & Phye, 2004). Hence, indirect bullying may often be referred to as “relational” or “social” bullying (Crick & Grotpeter, 1995). Relational bullying is a hidden or covert type of bullying through which the bully damages others’ relationships or social status (Crick & Grotpeter, 1995).

Further subcategories of direct and indirect bullying have also been suggested. These are physical and verbal (e.g., kicking, punching, hitting, calling names) for direct bullying, and psychological and relational (e.g., spreading rumours, purposeful exclusion) for indirect bullying (Baldry, 2004). These behaviours are regarded as traditional bullying. Apart from these, cyber bullying is also now common, which can itself also be direct or indirect in nature (Langos, 2012). The following types of school bullying are common: (1) physical bullying, (2) emotional/psychological bullying, (3) verbal bullying, (4) cyber bullying, (5) sexual bullying, and (6) covert bullying (Brighi & Mujis, 2013; Murphy & Lewers, 2000).

### **2.2.2.1 *Physical Bullying***

Physical bullying is easily identifiable. It occurs when a person (or people) uses physical actions on a victim (Brighi & Mujis, 2013). Examples are hitting, punching, pushing, slapping, kicking, hair pulling, scratching, tripping, standing over someone, pulling away a chair as someone is about to sit down, tearing clothes, breaking or defacing possessions (Brighi & Mujis, 2013; Murphy & Lewers, 2000). If a person or group of people damage someone’s belongings repeatedly and intentionally, it is also considered physical bullying (Brighi & Mujis, 2013).



### **2.2.2.2 *Emotional/Psychological Bullying***

Any form of bullying which causes damage to a victim's psyche and/or emotional well-being is categorised as emotional/psychological bullying. Examples include threatening, making rude gestures (e.g., monkey movements, extending the middle finger, eye rolling, silent but hurtful body motions such as pointing, face making), repeated teasing, whispering about someone behind his/her back, passing notes about someone, imitating someone's speech or behaviour in a way designed to offend, laughing at someone's mistakes, excluding someone from group activities (with or without comment), refusing to talk to someone, passing around nasty gossip with a view to making someone feel bad, keeping secrets from a so-called friend, deliberately breaking someone's personal property, demanding money or services 'or else' (Brighi & Mujis, 2013; Murphy & Lewers, 2000).

### **2.2.2.3 *Verbal Bullying***

Any malicious statement or accusation leading to emotional distress is considered verbal bullying. Examples of verbal bullying include words indicating stupidity, ugliness, personal problems or weakness; words attacking ethnic or religious characteristics; echoing whatever someone says in a mocking voice; using words with a sexual meaning rudely; making threats e.g., 'I'll get you' or 'I'll come round to your house' (with or without follow up), and making abusive telephone calls (Murphy & Lewers, 2000).

### **2.2.2.4 *Cyber bullying***

Bullying that occurs by way of Information and Communication Technologies (ICTs) is called cyber bullying (Brighi & Mujis, 2013). Bullying using media such as email, mobile phones, chat rooms, instant messages, text messaging, websites and social networking sites may be verbal, social or psychological (Brighi & Mujis, 2013). Cyber bullying occurs directly when the bully targets electronic communications at the victim (Langos, 2012). The

cyber bully may send a message, text or email with the intention of having a direct and immediate effect on the victim (Langos, 2012). Indirect cyber bullying occurs when the cyber bully posts a message or text on a social media site that may be specifically created for the purpose, or on some other reasonably public area of cyberspace (Langos, 2012).

#### **2.2.2.5 *Sexual Bullying***

Sexual bullying is directed at weaker or less powerful persons. It may be physical or non-physical, such as inappropriate touching or making sexual comments. Girls are more likely than boys to experience sexual bullying from their opposite-sex peers (Cunningham et al., 2010).

#### **2.2.2.6 *Covert Bullying***

Examples of covert bullying include incidents such as lying about someone, spreading rumours, playing nasty jokes that make the person feel humiliated or powerless, mimicking or deliberately excluding someone (Brighi & Mujis, 2013).

### **2.3 *A Classification of Students' Roles in Bullying***

Bullying includes not only the simple relationship between perpetrator and victim but also incorporates bystanders (Brighi & Mujis, 2013). There are two different approaches to defining the role of persons involved in bullying: a dyadic approach and a group approach (Sanders & Phye, 2004). In the dyadic approach, bullying is considered as a relationship involving one bully and one victim, while the group approach views bullying as a group phenomenon where bystanders are involved in addition to the bully(s) and the victim. These bystanders are witnesses to the bullying incident and can play a role that encourages or discourages bullying (Brighi & Mujis, 2013).

The roles of bully and victim are not always clearly distinguishable. If circumstances change, students may play a different role. For example, a student may do the bullying in one context

but be victimised in another context. The same student may act as a bystander who intervenes and offers a protective role if the ringleader is not around. A student is a ringleader when he/she directs bullying activity in a group through his/her social power.

The group approach to bullying is used in the current research. In this, different roles in bullying behaviour have been identified for students (Brighi & Mujis, 2013). The view of the researcher is that an understanding of students' roles in bullying behaviour is very important for implementing an intervention. This understanding may help the intervention provider to identify victims who need help, bullies who need to be stopped, and bystander(s) who may be assigned to protect the bully and support the victim. The different roles of students in bullying behaviour are bully, victim, ring leader, associates, reinforcers, defenders and outsiders/bystanders.

A student who shows coercive behaviour to another student repeatedly is called a *bully* (Sanders & Phye, 2004; Vanderbildt & Augustyn, 2010). Although there are different types of bully (e.g., confident bullies, anxious bullies, passive bullies and bully-victims), recent research has focused on two types, pure bullies who only bully, and bully-victims who both bully and are bullied (O'Moore, 2010). The pure bully is the more common type. It is not essential for a student bully always to be physically dominant or have high self-esteem. The characteristics identified among student bullies include good leadership skills, not malicious in their intent, impulsive or thoughtless in their actions, easily angered, low self-control, high energy, good verbal skills with the ability to talk themselves out of trouble, high estimation of their own ability, ability to manipulate others, enjoyment of conflict and aggression, delight in getting their own way, low frustration level, the appearance of being popular but often disliked, aggressive towards peers and adults, socially dominant, financial and social problems, lack of family structure, cold emotional family environment, parental rejection,

authoritarian and hostile parents, having need to feel powerful, little empathy towards the victim and, involvement in other forms of anti-social and rule breaking behaviour such as stealing and vandalism (Brighi & Mujis, 2013; Murphy & Lewers, 2000; O'Moore, 2010).

A student is considered as a *victim* if he/she becomes the repeated target of physical, psychological or sexually coercive behaviour (Sanders & Phye, 2004; Vanderbildt & Augustyn, 2010). Victim characteristics may be categorised as academic, social, mental/emotional, physical, and interpersonal (Sanders & Phye, 2004). Examples include *academic* (learning difficulties, lower intelligence, poor academic performance, inferior social intelligence and social cognition); *social difference* (in accent, clothes, religion, country of origin, social or economic background, or clumsy entry behaviour at the time of joining a peer group); *mental/emotional* (cautious, sensitive, insecure, quiet and nonaggressive, lack of self-confidence, timid, introvert, gifted child); *physical* (smaller and physically weaker, physical problems) and *interpersonal* (lack of friends in the class, lack of social support to develop effective interpersonal relationships, social distress, social avoidance, fear of peer comments or evaluations) (Murphy & Lewers, 2000; O'Moore, 2010; Rigby, 2007; Sanders & Phye, 2004).

A student who directs bullying activity through his/her social power is termed a *ringleader*. Others may act as *associates* if they actively join in the bullying. Sometimes they join because they are scared of the ringleader. Students who give the bully positive feedback (e.g., smiling or laughing when they see the bullying incident) are *reinforcers*, while those who try to intervene to stop the bullying or comfort the victim act as *defenders*. Students who remain silent, overlooking the bullying behaviour to keep themselves safe and without fear of the bully are known as *outsiders or bystanders* (Brighi & Mujis, 2013). It is acknowledged that

these characteristics of bullies and victims are generalisations, and there may be exceptions which should be considered when identifying bullies and victims (Rigby, 2007).

### **2.3.1 *The Crucial Role of Bystander Behaviour in Bullying Interventions***

A bystander is a witness to a bullying incident. The bystander may be supportive if he/she intervenes to stop or diminish a specific bullying incident or helps the victimised student to recover from it (Brighi & Mujis, 2013). It is crucial that potential bystanders are given training to make them better able to intervene in bullying incidents (O'Moore, 2010). Even so, bystanders may be reluctant to protest against the bully for reasons such as lack of ability to decide on the proper action in a given incident, fear of becoming a target of bullies' further attacks, and/or fear of creating more problems for the victim by doing something wrong in a bullying situation (Sanders & Phye, 2004). A focus on these barriers in bullying intervention programs may make bystanders more likely to act as supportive resources.

### **2.4 *Bullying and Other Hurtful Behaviours***

Not all distressing or hurtful behaviours are bullying. Other distressing or hurtful behaviours which are unacceptable, but are not bullying, include single incidents of malicious or aggressive behaviour, dislike, conflict, violence, teasing and fighting (Brighi & Mujis, 2013; O'Moore, 2010). The distinguishing feature of bullying is that it involves repeated actions, whereas a single incident of malicious or aggressive behaviour is not repeated. Dislike or social rejection may be hurtful but it is not bullying because it is not accompanied by repeated and deliberate attempts to distress or hurt. Similarly, conflict or an argument may be distressing, but not bullying. Violence occurs when psychological harm, injury, or in some cases death, follows the intentional use of physical force or power, threatened or actual, against another person(s) or several different persons. It may involve provoked or unprovoked acts and can be a single incident, a random act or actions over time (Brighi &

Mujis, 2013). Teasing may occur among two or more people who are friends, when one or more friends pushes, chases, or jokes with others in a playful manner. Teasing differs from bullying in the relationship between the people involved and the expression and atmosphere. Teasing may create feelings of fun or pleasure in the person who is teased. However, bullying victimisation always makes the victim upset or damaged, psychologically or physically. Fighting may occur between two people who may or may not be friends, and who show negative, aggressive behaviour with the intention of causing injury or discomfort to the other. Fighting differs from bullying in the repeated nature of the behaviour and the imbalance of power between those involved (O'Moore, 2010).

According to the Australian National Centre against Bullying, the behaviours described above do not constitute bullying, although some (except teasing) may upset those involved (Brighi & Mujis, 2013). This is because these behaviours (including teasing) do not involve repeated harm or a power imbalance like bullying. However, such behaviours do need to be addressed. For a clear understanding of bullying, it is important to be able to distinguish between it and behaviours that are not bullying (Brighi & Mujis, 2013).

### **2.5 *Data Sources Used to Report School Bullying***

Information to assess bullying can be collected from three sources, namely teacher report, peer report/nomination and self-report, and by three methods, direct observation, asking onlooker(s), and asking victim(s) (Reynolds, 2003; Rigby, 2007). Direct observation and asking an onlooker results in a teacher or peer being the source of information, whereas if the victim is asked, information is obviously self-reported. Direct observation may involve watching school students in the playground to identify bullying. However, an incident may be identified wrongly as a single act (e.g., peer conflict) if observation occurs only for a short time (e.g., on one day). Rather, vigilance in observation over a longer period may be required

to identify repeated episodes. In another method, the researcher may ask people (students or school personnel) whether they observed bullying happening to others. In a third method, students as victims may be asked to describe their experience of bullying victimisation.

Most research has focused on peer report and self-report for descriptions of school bullying and victimisation (Reynolds, 2003). Some researchers have also used teacher reports. Rigby (2007) believes that students tend to be a better source of information than teachers because bullying often occurs in the absence of teachers. Students see more bullying incidents than teachers, especially in the school playground, and when travelling between home and school. However, Hymel and Swearer (2015) point out that researchers should be cautious about assessing bullying behaviour through students' reports. Students may be reluctant to report it under some circumstances, such as fear of retaliation or ridicule from the perpetrator, while increasing peer disapproval may lead to declining willingness to report bullying. To enable reliable judgments about bullying behaviour, it is important that teachers and students have a clear understanding of bullying and can distinguish between bullying and other forms of conflict (Rigby, 2007).

## **2.6      *Prevalence of School Bullying***

Estimated rates of bullying and victimisation vary greatly across studies, individuals, contexts, cultures and countries. This variation reflects differences in methods of assessment and in the operationalisation of bullying and types of bullying (i.e., physical, cyber, indirect bullying) (Hymel & Swearer, 2015; Reynolds, 2003). Hymel and Swearer assessed prevalence rates of bullying among school aged children and youth in the UK and USA after reviewing findings from the past 40 years. According to their review, 10% to 33% of students were bullied by their peers, and 5% to 13% of students admitted bullying others. Boys reported acting as bullies more often than girls, while girls reported more victimisation by

bullies. Although both boys and girls engaged in all forms of bullying, most studies noted a gender difference (Hymel & Swearer, 2015), with boys involved more in physical bullying while girls had higher rates of relational, verbal and cyber bullying.

Prevalence rates are also related to age. Peer bullying begins in preschool years, peaks during middle school years and declines slightly by the end of secondary school. DeVoe and Bauer (2011) noted that victimisation in USA declined from 37% to 22% from Grades 6 to 12. A recent report by the World Health Organization revealed that victimisation rates varied from 2% to 32% among 11, 13, and 15-year-olds across 43 countries, while bullying rates varied from 1% to 36% (Currie et al., 2012).

Prevalence rates also vary according to type of bullying (Hymel & Swearer, 2015; Vaillancourt et al., 2010). While 31% students from Grades 4 to 12 reported being physically bullied by peers, 12% were cyber bullied, 51% were verbally bullied and 37% reported being socially bullied (Vaillancourt et al., 2010). Verbal and social bullying were more common among students, but people were more concerned about physical and cyber bullying than verbal and social bullying. Verbal and social bullying may be difficult to identify because the consequences of these types of bullying are not visible to others (Hymel & Swearer, 2015).

### **2.7      *The Challenge of Defining School Bullying***

It remains challenging to define an incident as bullying, even after considering the essential characteristics of bullying: repetition, intention to harm and imbalance of power. O'Moore (2010) has argued that each of these three characteristics should be adapted. She believes that individual aggressive acts should be considered as bullying if each is done by different members of a group under the inspiration of a ringleader. If these apparently "one-off" acts are not considered bullying, the targeted child will continue to suffer. These single acts are actually repetition of harm to the victim by several members of a bully group. Even one act of



particularly aggressive behaviour should be considered bullying if it upsets the victim recurrently for a period of time. O'Moore is also strongly opposed to the use of "intention to make harm or ill-effects" as a criterion of bullying behaviour, believing instead that unacceptable behaviours need to be prevented and stopped before the victim experiences psychological or physical ill-effects or damage. Finally, O'Moore believes that measurement of the power imbalance between bully (bullies) and victim is also challenging in a comparative context. For example, a victim may not retaliate against the bully even though he/she (victim) is physically or psychologically strong enough to do so. In this case, other factors or contexts may make the victim reluctant to take revenge against the bully, such as the possibility of the victim being accused wrongly by teachers, or fear of being targeted in an escalation of violence because of the accessibility of weapons or the criminal family background of the bully. O'Moore recommends that bullying intervention and prevention strategies need to concentrate on the child who is defenceless, regardless of the reasons. O'Moore's thinking on the three characteristics of bullying suggests that intervention providers need to be cautious when identifying the bullying incidents to be tackled through prevention programs.

## **2.8     *Where School Bullying Occurs***

In a survey of Australian students, four places were identified where school bullying was likely to occur. These were the classroom, the playground during breaks, on the way to school and on the way home. Although students spend most of their time at school in the classroom, bullying incidents were observed more frequently outside the classroom, with recess/lunch being the period most prone to bullying, followed by after school hours (on the way home). Further, types of bullying differed across settings, with classroom bullying usually being hurtful teasing and innuendo rather than physical bullying (Rigby, 2007). Other studies conducted among secondary school students in US (Isernhagen & Harris, 2003) and

elementary school students in Netherlands (Fekkes, Pijpers, & Verloove-Vanhorick, 2005) also showed that bullying occurred during lunch time, extracurricular activities and leisure time between two class periods, and in a variety of places including the playground, classroom, hallway, school gymnasium, cafeteria and toilets. These studies showed that patterns of bullying were similar across the two countries.

### **2.9 Causal Factors of Bullying from a Socio-ecological Perspective**

According to ecological systems theory, pioneered by Bronfenbrenner (1979), bullying is considered an ecological phenomenon that occurs because of the complex interplay between inter- and intra-individual variables (Espelage & Swearer, 2003). Bronfenbrenner sought to explain how growth and development are influenced by the interaction of inherent qualities and the characteristics of external environments, proposed to comprise five interactive levels or ecosystems: microsystem (most intimate and immediate environment comprising the daily home, school or day care, peer group or community), mesosystem (interaction of different microsystems), exosystem (indirect environment), macrosystem (social and cultural values) and chronosystem (changes over time). While these levels influence each other, two children from the same environment may nevertheless react differently to similar stimuli, or be treated differently by others, due to differences in their inherent qualities. Using this approach, Espelage and Swearer (2003) demonstrated that bullying is performed and maintained through the interaction of (i) individual characteristics, (ii) peer characteristics, (iii) familial characteristics, (iv) school factors, and (v) community and cultural factors. In this situation, individual characteristics (e.g., temperament) are innate, while peer and familial characteristics, school factors, and community and cultural factors are components of the external environment.

### 2.9.1 *Individual Characteristics*

Many individual characteristics have been associated with bullying. These include gender, age, race/ethnicity, depression, anxiety, vulnerability to being bullied, lack of peer support, anger, empathy, anti-bullying attitude, lack of social skills, lack of moral development, high level aggression, high level impulsivity, low self-esteem, and limited ability to work cooperatively with others (Espelage & Swearer, 2003; Murphy & Lewers, 2000; Nicolaidis, Toda, & Smith, 2002; Sanders & Phye, 2004),

There is strong evidence for *gender* and *age* differences in school bullying (Sanders & Phye, 2004). Rigby and Slee (1993) found that in Australian schools, boys were more likely to be bullied (10% of boys aged 7 to 13 compared with 6% of girls of the same age), while Sanders and Phye (2004) found that between Grades 7 and 11, male students had significantly higher scores than female students for all measures of bullying (physical-bully, verbal-bully and social-bully) and victimisation (physical-victim, verbal-victim and social-victim). However, because girls may engage more in covert or indirect bullying (e.g., spreading rumours, social rejection, and exclusion) the rate of bullying for girls should be considered an underestimate (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Crick, Bigbee, & Howes, 1996).

In terms of age, a study of school students aged 10–17 years in coeducational schools in South Australia found the rate of bullying increased at 9–10 years of age and then decreased, for both boys and girls. The rate of being bullied ‘at least once a week’ was almost 25% for boys aged 10 years, declining to about 18% at age 12 but suddenly increasing again to almost 24% at the beginning of secondary school (about age 13). The rate then fell to 5% at age 17. A similar pattern was found for girls (Rigby, 2007). From the developmental perspective, early adolescence is the trajectory period where bullying increases then peaks before declining through the remaining years of secondary schooling (Espelage & Swearer, 2003).

Hence, the transition from primary to middle/secondary school is a critical period for prevention and intervention efforts.

Like gender and age, race/ethnicity is also associated with bullying, but the relationship is complex. The effects of race/ethnicity depend on the composition of the classroom, school, or community (Espelage & Swearer, 2003). Hispanic youth in United States reported marginally higher involvement in moderate and frequent bullying of others compared with White and Black students, whereas Black youth reported being bullied significantly less than Hispanic and White students (Nansel et al., 2001). However, Moran, Smith, Thompson, and Whitney (1993) found no difference between Asian and White children in the UK in the frequency of bullying others or being bullied, but 50% of the bullied Asian children were called names related to their different skin colour.

*Depression* has been associated with both bullying (Austin & Joseph, 1996; Slee, 1995) and being a victim (Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999; Kumpulainen, Räsänen, & Puura, 2001). Depression was often higher in girls who had been bullied than boys (Craig, 1998), while students who were both bullies and victims reported higher rates of depression than either bullies (Austin & Joseph, 1996) or victims (Swearer, Song, Cary, Eagle, & Mickelson, 2001). Suicidal ideation was also higher for students with combined bully-victim status (Kaltiala-Heino et al., 1999). Like depression, *anxiety* was also higher among bully-victims than in bullies or victims (Duncan, 1999; Swearer et al., 2001). In other studies, victims reported higher rates of anxiety than bullies (Craig, 1998; Espelage & Swearer, 2003; Slee, 1994). Roth, Coles, and Heimberg (2002) considered that being bullied may have led the victim to anxious behaviours, which in turn perpetuated their victimisation status leading to greater subsequent anxiety. However, the causal direction in these relationships could not be inferred. In some cases, being bullied may increase

depression, anxiety and suicidal ideation, while in others depression, anxiety and suicidal ideation may be maintenance factors for further bullying-victimisation.

Students' *vulnerability to bullying* and *lack of peer support* may lead to victimisation. One study showed that bullies targeted vulnerable students who tolerated victimisation and were not likely to receive peer support (Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996). *Anger, empathy and anti-bullying attitudes* were associated with bullying and indicated the necessity of anger management training for student bullies (Bosworth, Espelage, & Simon, 1999; Espelage & Swearer, 2003). A study conducted among Italian 7<sup>th</sup> and 8<sup>th</sup> grade students revealed that empathy was negatively associated with students' involvement in bullying others, and positively associated with defending behaviours or helping victimised students (Gini, Albiero, Benelli, & Altoe, 2007). Those who viewed bullying as "harmless" or part of "growing up" were less likely to feel upset when bullying or observing bullying (Espelage & Swearer, 2003).

Deficiencies in bullies' *social skills* and *lack of moral development* may also be reasons for bullying behaviour. According to Social Information Processing theory (SIP), bullying occurs due to biases or deficits at one or more of six sequential stages of processing social information: encoding sensory information into the system, attempting to make sense of or interpreting the sensory information, clarification of the information and setting the goal, seeking ideas for possible responses, deciding the most appropriate response and following through the behavioural response (Crick & Dodge, 1994; Sanders & Phye, 2004). Aggressive individuals may have hostile attribution error and deficiency at the level of representation because of encoding problems, leading to a misunderstanding of others' mental states.

In contrast, the Theory of Mind framework (TOM) has been used to show that some bullies may possess a superior ability to attribute mental states to others and themselves. They can

understand other people very well and take advantage of their own understanding (Espelage & Swearer, 2003; Sanders & Phye, 2004; Sutton, Smith, & Swettenham, 1999). According to Sanders and Phye (2004), professionals (e.g., researchers, practitioners, educators) need to include education on moral development in addition to using approaches based on SIP or TOM frameworks to gain a richer understanding of bullying. Students who have a clear understanding of others' mental states do not participate in bullying behaviours.

Other personality characteristics that may contribute to bullying include a bully's high level of aggression and/or impulsivity, low self-esteem and limited ability to work co-operatively with others (Espelage & Swearer, 2003; Murphy & Lewers, 2000; Nicolaides et al., 2002). In the ecological perspective, these characteristics are predictors of bullying and interact with group level factors to create and maintain bullying incidents (Espelage & Swearer, 2003).

### **2.9.2 Peer Characteristics in the Bullying Dynamic**

Late childhood and early adolescence is the developmental stage when young people experience the urge for peer group membership based on common interests and similarities in gender and race (Cairns & Cairns, 1994). Peer groups also tend to exhibit similar behavioural characteristics such as smoking (Ennett & Bauman, 1994) and academic achievement (Ryan, 2001). Several theories demonstrate the influence of peer groups on bullying: (a) the homophily hypothesis, (b) dominance theory and (c) attraction theory. The *homophily hypothesis* refers to within-group similarities (Berndt, 1982). Espelage and Swearer (2003) found strong support for the homophily hypothesis, using it to show the effect of peer influence on bullying among middle school students. They suggested that prevention strategies should include discussion with students aimed at identifying peer group pressure. For example, peers in homophilic groups may threaten a member with exclusion if he/she

does not want to participate actively in bullying others. Group pressure may also be barrier for students (as defenders) to protect a victim from bullying-victimisation.

*Dominance theory* describes the situation in which individuals are arranged in a hierarchy in terms of their access to resources, such as peer status and establishing heterosexual relationships. Hierarchical relationships could provide an explanation for increased bullying during early adolescence, a period of transition and formation of new peer groups. Pellegrini (2002) found that students attempted to establish their dominance in recently formed peer groups and tended to use bullying as a deliberate strategy for attaining dominance.

During early adolescence, when transition from primary to secondary school usually occurs, children need independence from their parents. According to *attraction theory*, adolescents are more attracted to peers who possess characteristics reflecting independence (e.g., delinquency, aggression, disobedience) (Bukowski, Sippola, & Newcomb, 2000; Moffitt, 1993). Bukowski et al. (2000) found that boys' and girls' attraction to aggressive peers increased with the entry to middle school. They argued that the attraction to aggressive peers was used to manage the transition from primary to middle school in early adolescence.

### **2.9.3 Family Characteristics**

A number of family factors have been identified as influencing general aggressive behaviour in youth (Espelage & Swearer, 2003). These include lack of familial cohesion (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996), low socioeconomic status, family violence (Bowes et al., 2009), parents' depression (Beran & Violato, 2004), inadequate parental supervision, poor modelling of problem-solving skills, high levels of family conflict, and parental problems such as drug use and incarceration (Espelage & Swearer, 2003). Espelage and Swearer (2003) note that mothers of victims tend to be over-protective or over-controlling, with these behaviours a barrier to the development of problem-solving skills among victims.

#### 2.9.4 *School Factors*

Studies concerned with development of school-based interventions have brought school factors into focus (Bowes et al., 2009). Research evidence suggests that the school context and school climate are predictors of bullying (Sanders & Phye, 2004). *School context* consists of predetermined characteristics of a school, such as grade level, size of enrolment, class size, racial and ethnic composition and school location (Sanders & Phye, 2004). For example, studies have shown higher levels of bullying in primary and middle schools compared with high schools (Olweus, 1991; Whitney and Smith, 1993). However, the relationship between school/class size and bullying is unclear because contradictory results have been found. In some studies, there was more bullying in large schools and classes while in other studies there was more bullying in small schools and classes (Stephenson & Smith, 1989; Winters, 1997; Wolke et al., 2001). Similarly, there have been mixed findings about the relationship between bullying and school location and racial or ethnic composition of a school (Mellor, 1999; Winters, 1997; Stephenson & Smith, 1989; Whitney & Smith, 1993; Wolke et al., 2001; Moran et al., 1993; Nansel et al., 2001) (see section 2.9.1 for racial or ethnic effects).

*School climate* includes the social organisation of the school, the system of social relations between and among teachers and students, and the cultural norms and values in the school (Sanders & Phye, 2004). Espelage and Swearer (2003) suggested that school climate factors influenced students' beliefs about violence, role modelling from adults, and personality characteristics that led to bullying. They also proposed that it was plausible that students in schools in which bullying was accepted by adults and peers might be more likely to engage in bullying behaviour. There is evidence to support this assumption, with studies revealing that schools with less bullying were characterised by positive disciplinary actions, strong parental involvement, and high academic standards. Students with high levels of self-criticism and



who held more positive perceptions of school climate tended to show fewer externalising behaviours (e.g., aggression, delinquent behaviour) (Espelage & Swearer, 2003).

Teachers' attitudes are crucial to minimising bullying in schools. Evidence has demonstrated that teachers tended to report lower prevalence rates of bullying than students and could not always correctly identify bullies, and typically had less confidence in their abilities to deal with bullying (Espelage & Swearer, 2003). These findings suggest that teachers might be unaware of the extent to which bullying occurs in their school as well as being unwilling to intervene in recognised incidents of bullying.

Espelage and Swearer (2003) also suggested that teacher-related factors should be included in intervention programs, such as the assessment of teachers' attitudes toward bullying and their role in decreasing bullying. They also noted that other school climate-related factors, such as students' feelings about school belongingness, their respect for others at school, and the way bullying is reported, need to be considered in the development of intervention programs.

### **2.9.5 Community Factors**

The community consists of neighbourhoods, places of worship, after-school programs, recreational centres, libraries and community centres. Schools can reduce bullying by collaborating with such organisations (Espelage & Swearer, 2003). In a longitudinal study of American students from Grades 5, 8, 10 and 12 (Herrenkohl et al., 2000), community disorganisation, low attachment to the neighbourhood, availability of drugs, and the involvement of neighbourhood adults in crime were shown as risk factors for youth violence.

Different community factors may need to be considered in the context of a developing country like Bangladesh. Poverty and political violence may create the belief that violence is a justifiable means to counter violence (Smith et al., 1999), creating a vicious cycle of

violence among young people. Hence bullying interventions for use in developing countries may need to be different from those used elsewhere.

In summary, an explanatory model of bullying may be presented that depicts bullying as a phenomenon derived from complex interactions between inter- and intra-individual variables. Simões and Matos (2011) developed this explanatory model of bullying, the components of which are shown in Figure 2.1. This model demonstrates how key social contexts (family, friends, classmates and teachers) affect individual characteristics (school satisfaction and subjective health complaints) which in turn have a direct impact on bullying.

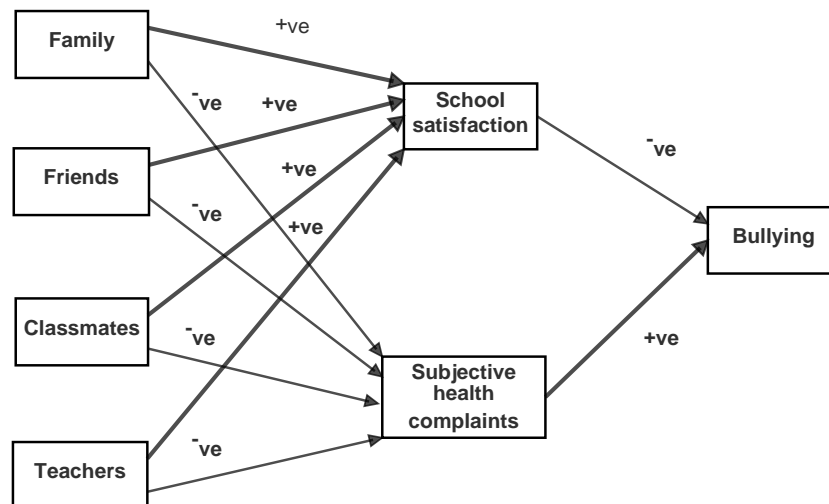


Figure 2.1 *A proposed model of bullying*  
(reproduced with consent of Simões & Matos, 2011).

In this model, positive relations in the family context (e.g., parental supervision), with friends (e.g., close friendships and quality of relationships), and with classmates and teachers (e.g., quality of relationships), have a positive impact on school satisfaction and a protective role against subjective health complaints (physical and psychological). Moreover, higher school satisfaction decreases bullying behaviour. On the other hand, higher subjective health complaints increase bullying behaviour. This model presents bullying as a complex

phenomenon which is not underpinned by a simple causal factor, but rather the interaction between social context and individual characteristics. The complex nature of bullying requires a holistic approach by way of intervention to solve this significant social problem.

## **2.10 *Effects of School Bullying***

Bullying is a serious concern for schools, parents, and public policymakers alike because of its negative consequences on all student roles, which include those of victim, bully, bully-victim or as a bystander merely observing the incident (Ahtola et al., 2012; Matthews & Matthews, 2011; O'Moore, 2010; Rigby, 2007). Consequences of bullying may vary across individuals, with some students being less affected than others after experiencing similar bullying (Rigby, 2007). The effects of bullying may be immediate or long-term, with potential impact on individual health, psychological well-being, education, the social life of victims, bullies, bully-victims, and bystanders, and the functioning of schools and communities more generally (O'Moore, 2010; Rigby, 2007; Sanders & Phye, 2004).

### **2.10.1 *Effects of School Bullying on Victims***

#### **2.10.1.1 *Health and Psychological Well-being***

The well-being of victims may be seriously affected (O'Moore, 2010; Rigby, 2007). In one study, 15% of self-reported victims showed poorer health status across components such as general health, somatic complaints, anxiety, social dysfunction, depression and suicidal ideation (Rigby, 2007). Students who were bullied at school suffered from more common physical health problems than non-bullied children, such as lack of appetite or comfort eating, development of nervous 'tics', stammering/stuttering, headache, abdominal pain, sleeping problems, bedwetting, nightmares and feeling tired (O'Moore, 2010).

Bullying-victimisation was associated with mental health problems including self-harm, aggressive eruption/tantrums, violent behaviours, stress, anger, sadness, depression

(depression in later life), insomnia, more suicidal thought or ideation, psychosomatic symptoms (e.g., headaches, sleeping problems, abdominal pain, bed wetting, tiredness) (Arseneault et al., 2010; Farrington, Loeber, Stallings, & Ttofi, 2011; Fekkes, Pijpers, & Verloove-Vanhorick, 2004; Fleming & Jacobsen, 2010; Murphy & Lewers, 2000; O'Moore, 2010; Rigby, 2007; Ttofi, Farrington, Lösel, & Loeber, 2011a). In some cases, bullying may lead victims to commit suicide (O'Moore, 2000).

Victimisation is also associated with impairment in psychological well-being. Sadness, loneliness, hopelessness, fear and anger are common with victimisation (O'Moore, 2010; Rigby, 2007). Life satisfaction, confidence and self-esteem of victim-students were also consistently lower (O'Moore, 2010; Rigby & Slee, 1993). The relationship between bullying-victimisation and self-esteem may be reversed, so that students with low self-esteem are vulnerable to victimisation. However, the quality of interpersonal relationships and peer acceptance are very important in determining levels of self-esteem. Storr (1988) found that peer victimisation may decrease self-esteem in young children who could not give enough time to develop the interests and social skills that could have enhanced their sense of competence. Low self-esteem may also be related to feelings of shame, self-blame or being blamed by others (O'Moore, 2010) and lead to development of a sense of hopelessness. This in turn leads to depression and self-harm or suicide in the absence of effective parent and teacher intervention (O'Moore, 2010). Bullied students also reported higher rates of addiction including tobacco, alcohol and drug use, and sexual intercourse (Fleming & Jacobsen, 2010).

#### **2.10.1.2 *Effects on Education***

There is evidence of the negative effects of bullying-victimisation on educational achievement. Victim-students were unable to concentrate on their school work, unwilling or anxious about going to school, absent from school and unable to draw maximum benefit from

teaching and learning because of bullying experiences (O'Moore, 2010; Rigby, 2007). The association between victimisation and school adjustment and success may be mediated by the fear of future physical assaults (Boulton, Trueman, & Murray, 2008; O'Moore, 2010). Fear of future physical assaults may add to victims' anxiety and lead to strenuous efforts to maintain personal safety, which in turn impede victims' school progress because they cannot give their full attention and energy to academic work.

### **2.10.1.3**    *Effects on Social Life*

Bullying-victimisation may have a negative impact on peer relationships, and later on intimate partner violence. Like self-esteem, peer isolation was related to bullying-victimisation but the direction of the relationship was not clear-cut (Rigby, 2007). Students who have few (if any) friends as supporters are likely to be bullied. In contrast, a student who is bullied once may experience increased isolation and may feel so depressed as to make little or no effort to make friends. In research conducted with secondary school students in Australia, those who experienced frequent peer victimisation were supportive of husbands who physically abused their wives (Rigby, 2007).

There is evidence of a domino effect that may persist into adulthood, leading to harm to peers, intimate partners or members of victims' families. Victimisation leads the victim to become a bully, but if a victim is not able to retaliate against the bully, he/she may be frustrated and displacement may occur, and another victim may suffer. Both self- and peer-reported measures revealed that students who experienced frequent bullying-victimisation engaged in bullying others (Rigby, 2007).

### **2.10.1.4**    *Long-term Effects*

Longitudinal studies in Norway (Olweus, 1992), America (Gilmartin, 1987), and England (Farrington, 1993) have demonstrated the development of long-term effects of severe

bullying victimisation, including low self-esteem, high levels of depression, difficulty forming close intimate relationships, and drug abuse.

## **2.10.2     *Effects of School Bullying on Bullies***

### **2.10.2.1    *Health and Psychological Well-being***

As seen in victims, the general and mental health of bullies is affected by bullying (O'Moore, 2010). According to a World Health Organization study, bullies reported poor general health (O'Moore, 2010), and many mental health conditions have been associated with bullying others, such as attention-deficit disorder, oppositional conduct disorder, personality defects (e.g., having a positive attitude toward physical aggression), excessive drinking and other substance use (Smokowski & Kopasz, 2005). Higher levels of psychological disturbance, depression and suicidal ideation (or thought) were also found in bullies than in non-bullies (O'Moore, 2010; Rigby, 2007; Sanders & Phye, 2004).

### **2.10.2.2    *Education and Social Life***

Involvement in school bullying was associated with diminished school performance and peer rejection (Sanders & Phye, 2004). Bullies were unable to maintain warm relationships with members of their families, and students involved in school bullying were more likely to show aggression towards their spouses and use physical punishment on their own children in later life (Smokowski & Kopasz, 2005).

### **2.10.2.3    *Long-term Effects***

Being a bully in childhood and adolescence has been associated with antisocial development, poor mental health, and failure in later occupational and parenting attainments (O'Moore, 2010; Smokowski & Kopasz, 2005). Adults who were bullies at school are more likely to have criminal convictions, traffic violations, dating misdemeanours, drug abuse, shoplifting, depressive and anxiety disorders, and children who themselves became bullies (O'Moore,

2010; Rigby, 2007; Sanders & Phye, 2004; Smokowski & Kopasz, 2005). Children of bullies may become bullies because of aggressive parenting styles. Thus, bullying behaviours may continue from one generation to the next (Smokowski & Kopasz, 2005).

### **2.10.3**     *Effects on Bully-Victims*

Bullying has a greater effect on the health, education, and social life of bully-victims than on either pure bullies or victims (O'Moore, 2010; Smokowski & Kopasz, 2005). Several consequences of bullying for pure bullies and victims have been noted, including conduct disorders (anti-social in nature) and anxiety disorders (O'Moore, 2010). Bully-victims suffered more from low self-esteem, negative self-image, peer isolation and rejection, anxiety, depression, psychosomatic symptoms, and co-occurring mental health problems than pure bullies or victims (O'Moore, 2010; Smokowski & Kopasz, 2005). They also had a significant risk of drinking and substance use in adolescence (Smokowski & Kopasz, 2005). In a longitudinal study, long-term psychiatric disorders were found among bully-victims (O'Moore, 2010). Academic achievement was affected by their dislike of school and high rate of absenteeism (O'Moore, 2010).

### **2.10.4**     *Effects on Bystanders*

Like bullies and victims, bystanders also experience the effects of bullying (Rigby, 2007). Studies have shown that some bystanders took pleasure from a bullying incident while others suffered physical, emotional or academic/educational problems (O'Moore, 2010; Rigby, 2007). Bystanders could become anxious and fearful, thinking themselves as the next possible targets of bullying, and this fear sometimes led to school avoidance. Other bystanders developed guilty feelings for not defending bullies or for their involvement in bullying in response to peer group pressure, and such guilt could continue through adulthood (O'Moore, 2010; Rigby, 2007).

### **2.10.5**     *Effects on Schools and Communities*

Bullying also has an effect on schools and communities. Sanders and Phye (2004, p. 67) listed critical impacts on schools and communities as follows: “(a) students feeling unsafe at school, (b) a sense of not belonging and connectedness to the school community, (c) distrust among students, (d) formation of formal and informal gangs as a means to either instigate bullying or protect the group from bullying, (e) legal action being taken against the school by students and parents, (f) low reputation of the school in the community, (g) low staff morale and higher occupational stress, and (h) poor educational climate”.

### **2.11**     *Bullying and the School Context in Bangladesh*

While research into school bullying is common in developed countries, it is less so in most Asian countries, including Bangladesh (Ahmed & Braithwaite, 2006). Even though there is no Bangla synonym for ‘bullying’ (Ahmed & Braithwaite, 2005), there is extensive media coverage (movies and animation series) designed to increase awareness (Ahmed, 2008). For example, “Dipu Number Two” ([www.youtube.com/watch?v=Fbuq\\_qEw-OA](http://www.youtube.com/watch?v=Fbuq_qEw-OA)) and “Meena: Who is Afraid of the Bully” ([www.youtube.com/watch?v=z52c6oncnIU](http://www.youtube.com/watch?v=z52c6oncnIU)). The estimated rate of school bullying in Bangladeshi schools is 11%, making it a serious problem (Ahmed & Braithwaite, 2006) and people such as mental health professionals have raised concerns about school bullying (“Awareness Vital”, 2014).

At present, there are no formal interventions for bullying in Bangladesh. A review of curricula showed that no specific instructions or chapters on bullying were included in teacher training programs or student curricula in primary schools in Bangladesh. Details of primary and secondary education in Bangladesh and curricula for primary school teachers and students are given below. The description of primary and secondary education systems in Bangladesh is necessary to enable comparisons of students’ age and grade levels with those



in other countries and, in turn, allow the researcher to select a bullying intervention suitable for particular ages and grades in Bangladeshi schools. The curricular details help determine whether any existing topics might be incorporated into a bullying intervention.

### **2.11.1 Primary and Secondary Education System in Bangladesh**

There are three stages in the education system in Bangladesh (primary, secondary, tertiary). The structure of primary and secondary education is shown in Table 2.1. Primary education (Grades I-V) is managed by the Ministry of Primary and Mass Education (MOPME). Post-primary education (all other junior secondary to higher education) is managed by the Ministry of Education (MOE). Variations in post-primary curricula allow for categorisation into *general* education, *madrasah* education (education based on Islamic religious principles), *technical–vocational* education and *professional* education. The majority of students in Bangladesh go through the general education system, so the present study was focused on bullying among students at primary and secondary levels of this system.

Primary education comprises five years of formal schooling (Classes/Grades I–V) for students aged 6+ to 11 years. Secondary education comprises five years of formal schooling, with Grades VI–VIII termed junior secondary and the final two years (Grades IX–X) as secondary. Students in the secondary level are free to choose one of three streams, namely Humanities, Science or Business Education, which start at Grade IX. Junior secondary and secondary schools are managed either by government or private individuals/organisations. Most private schools provide co-education, but there are also many single sex institutions.

In the *Madrasah* system, *ebtedayee* education comprises five years of schooling (grades I–V) equivalent to primary level of general education and normally beginning at 6 years of age through to 11 years. This is followed by *Dhakhil* which is equivalent to the secondary stage

in general education (Grades VI–X). All *madrasahs* are managed by private individuals or private bodies and most offer co-education.

Table 2.1 *Structure of primary and secondary education in Bangladesh*

| Age | Grade | Level            | General   | Technical                          | Islamic Teaching              |
|-----|-------|------------------|---|------------------------------------|-------------------------------|
| 15+ | X     | Secondary        | Examination (SSC; Secondary School Certificate) | Trade Certificate / SSC Vocational | <i>Dakhil</i> <sup>1</sup>    |
| 14+ | IX    |                  |   |                                    |                               |
| 13+ | VIII  | Junior Secondary | Junior School Certificate (JSC)                 |                                    |                               |
| 12+ | VII   |                  |   |                                    |                               |
| 11+ | VI    |                  |   |                                    |                               |
| 10+ | V     | Primary          | Primary School Certificate (PSC)                |                                    | <i>Ebtedayee</i> <sup>2</sup> |
| 9+  | IV    |                  |   |                                    |                               |
| 8+  | III   |                  |   |                                    |                               |
| 7+  | II    |                  |   |                                    |                               |
| 6+  | I     |                  |   |                                    |                               |
| 5+  |       | Pre-primary      |   |                                    |                               |
| 4+  |       |                  |   |                                    |                               |
| 3+  |       |                  |   |                                    |                               |

*Notes:* Adapted from Bangladesh Bureau of Educational Information and Statistics ([http://www.banbeis.gov.bd/es\\_bd.htm](http://www.banbeis.gov.bd/es_bd.htm) 29/03/2012)

<sup>1</sup>*Dakhil* is equivalent to Secondary School Certificate (SSC) education

<sup>2</sup>*Ebtedayee* is equivalent to Primary School Certificate (PSC) education

## 2.11.2 *Education for Primary School Teachers and Students*

### 2.11.2.1 *Primary Teachers' Education/Training*

In Bangladesh, a Diploma in Primary Education (DPED) is available for people wishing to become primary teachers (Hossain et al., 2013). This program has a duration of one year under the auspice of the Directorate of Primary Education, and is conducted at the National Primary Education Academy and 57 Primary Teacher Training Institutes and Upazilla Resource Centres. The goal is to enhance the capability of newly recruited teachers, and they

are instructed in how to develop socially and religiously acceptable behaviours among students. Through this program, teachers are able to acquire contemporary knowledge and professional skills so that they can create pleasant and child-friendly environments for their students. School lessons are expected to be suitable for students' physical, psychological, emotional, social, aesthetic, intellectual and linguistic development according to their ages and capabilities. Specific goals of the Diploma program include professional knowledge and understanding, professional comportment, and establishment of professional values and relationships. However, the course outline of this program does not contain information about school bullying.

#### **2.11.2.2 Curriculum for Primary Education (Class I to Class V)**

The curriculum offered from Classes I to V in Bangladesh was reviewed to identify lessons concerned with shaping acceptable behaviour. Online versions of the courses (see Table 2.2) were available at <<http://www.dpe.gov.bd/>>. Nothing was found that related directly to bullying. Some aspects of topics in courses titled '*Bengali*', '*English*', and '*Bangladesh and the Universe*' (about the environment, origins and lives of people) were concerned with social behaviour and ideal characteristics, while religious studies (Buddhism, Christianity, Hinduism and Islam) addressed moral education through topics such as '*Buddhism and Moral Education*' and '*Islam and Moral Education*'. The core theme of moral education was that one should avoid such kinds of behaviour that make trouble for other persons. In Bangladesh, primary education students are given religious lessons from Class III. This is considered an appropriate stage of social development and maturation so they have the capability to achieve religious knowledge. Religion has been shown to affect social behaviours, for instance increasing helping behaviour and honesty, and decreasing child abuse (Paloutzian & Park, 2005).

Table 2.2 *Courses offered to students in primary education (Classes/Grades I–V)*

| Age | Class/Grade | No. of Courses | Courses Offered  |
|-----|-------------|----------------|--|
| 10+ | V           | 6              | Bengali ( <i>Amar Bangla Boye</i> )<br>English For Today<br>(a) Buddhism and Moral Education (b) Christianity and Moral Education (c) Hinduism and Moral Education (d) Islam and Moral Education<br>Bangladesh and the Universe<br>Preliminary Math<br>Preliminary Science |
| 9+  | IV          | 6              | Bengali ( <i>Amar Bangla Boye</i> )<br>English for Today<br>(a) Buddhism and Moral Education (b) Christianity and Moral Education (c) Hinduism and Moral Education (d) Islam and Moral Education<br>Bangladesh and the Universe<br>Preliminary Math<br>Preliminary Science |
| 8+  | III         | 6              | Bengali ( <i>Amar Bangla Boye</i> )<br>English for Today<br>(a) Buddhism and Moral Education (b) Christianity and Moral Education (c) Hinduism and Moral Education (d) Islam and Moral Education<br>Bangladesh and the Universe<br>Preliminary Math<br>Preliminary Science |
| 7+  | II          | 3              | Bengali ( <i>Amar Bangla Boye</i> )<br>English (English for Today)<br>Math (Preliminary Math)  |
| 6+  | I           | 3              | Bengali ( <i>Amar Bangla Boye</i> )<br>English (English for Today)<br>Math (Preliminary Math)  |

Unacceptable behaviour may violate peoples' rights and may damage their health and social life. Like other kinds of unacceptable behaviour, school bullying has negative consequences on social and academic life as well as on both physical and psychological health. Religious education gives insight into the effects (on life before and after death) of acceptable and unacceptable behaviours. After reviewing the contents of religious education offered in Bangladesh it was noted that students are inspired to show good manners to others to satisfy the Creator and for their own well-being. Moral lessons may therefore be used as a core theme in preparing a bullying prevention program for schools in Bangladesh.

### **2.11.2.3 *School Context in Bangladesh***

There are challenges in maintaining the quality of teaching–learning processes and policy effectiveness in Bangladesh. The lack of technical and administrative resources is a barrier to policy effectiveness in primary education (Islam & Rahman, 2008; Titumir & Hossain, 2004). Technical resources include infrastructure and equipment, while administrative resources are skilled staff, training, and efficiency in administration (Islam & Rahman, 2008; Titumir & Hossain, 2004). The common picture in primary education is one of high student withdrawal and repetition rates and low achievement (United Nations Children's Emergency Fund [UNICEF], 2009). One reason behind these poor outcomes in primary education is the number of unqualified teachers, with approximately 24% of teachers in government primary schools and registered non-government primary schools having no teaching qualifications. Teachers lack motivation and the traditional style of teaching predominates (UNICEF, 2009), in which students are expected to be obedient by accepting their teachers' instruction without question and they lack opportunities to share their ideas with teachers (e.g., Meena: 'I Love school', <https://www.youtube.com/watch?v=DqrxR9PmtQk>).

Student-teacher ratios and teachers' contact hours also affect the quality of teaching and learning. Ratios are 60:1 and 64:1 in government and registered non-government primary schools, respectively (Ahmad & Haque, 2011). Average teaching hours per day are 2.6 for Grades I and II, 4.2 for III and IV and 4.8 for Grade V in government primary schools (Ahmad & Haque, 2011). Teachers' contact hours in primary schools in Bangladesh are, on average, about half of the international standard of 900–1000 per year (UNICEF, 2009), and 90% of schools are run in two shifts, with students in Grades 1 and 2 attending in the morning (2 hours) and Grades 3 to 5 in the afternoon (3.5 hours) (UNICEF, 2009).

### **2.12**     *Summary*

As a group phenomenon, bullying behaviour involves different persons playing the role of bully(s), or victim, or bystander(s) in a given incident. Two exclusive characteristics of bullying are power imbalance and repetition of bullying, and these distinguish it from other kinds of hurtful behaviour (e.g., fighting, conflict and disliking). However, identification, definition and measurement of bullying is problematic for several reasons. It is difficult to measure the imbalance of power in a comparative context, repetition is hard to identify because of lack of observation of bullying incidents or repetition by different bullies in a gang, and the effects or damage caused by some types of bullying (e.g., relational bullying) are not always obvious. Supervision of places where bullying is most likely to occur may be needed to record repetition.

According to the socio-ecological perspective, causal factors of bullying interact with each other in complex ways to trigger and maintain bullying behaviour. While some physical and personality characteristics of individuals are inborn (e.g., skin colour and gender), others are determined by external agents (e.g., family, school, peer and media). Furthermore, whether a student bullies others or experiences victimisation depends partly upon individual

characteristics such as moral upbringing, honesty, coping strategies, and mental strength. Therefore, a holistic approach may be needed to prevent bullying problems by acknowledging the interactions between individual, peer level, and familial characteristics and school, community and cultural factors.

Bullying has devastating immediate and long-lasting effects on the health, psychological well-being, education, and social lives of bullies, victims, bully-victims and bystanders. It affects school environments and communities. However, the effects of bullying are more prolonged for victims, who are unable to retaliate because of physical or psychosocial power differentials and because they face bullying repeatedly over a long period. These consequences make bullying a pervasive problem in schools. Given the attention bullying now receives in public health, academic, social, and political arenas, intervention and prevention strategies are imperative (Dresler-Hawke & Whitehead, 2009).

However, Bangladesh is not an advanced Western nation and there are difficulties in introducing policy or anti-bullying programs in schools. A synonym for bullying does not exist in Bangla, and there are other challenges (e.g., teachers' time constraints and lack of resources) affecting the school climate in Bangladesh. Teacher–student ratios and teachers' hours also limit the activities they are willing to engage in beyond regular class time.

In summary, Chapter 2 has given an insight into the serious behavioural problem of bullying. Effective prevention and intervention strategies are required. Before such programs are chosen, however, decisions concerning the challenging issue of defining bullying, the difficulty in identifying the bully and bullying incidents, and the different interactive causal factors that will set the scope of an anti-bullying program, for example, must still be made. This chapter indicates that the next task is to review school bullying intervention programs for their suitability in the Bangladesh context.

## CHAPTER THREE

### *A REVIEW OF ANTI-BULLYING INTERVENTIONS WITH STUDENTS*

#### **3.1**     *Introduction*

Based on insights gained from the literature review of aspects of bullying and the school context in Bangladesh (Chapter 2), in this chapter, relevant literature on theoretical approaches and types of bullying interventions implemented in different countries is reviewed. The purpose is to provide the background necessary to establish the feasibility of a suitable bullying intervention in the Bangladesh context.

The chapter is organised into eight sections. In sections 3.2 and 3.3 theoretical approaches and specific types of intervention are described, respectively. A systematic literature review of school bullying interventions with students reported from different countries between January 2005 and December 2011 is included in section 3.4. Selected interventions are categorised as whole-school multidisciplinary interventions, curriculum interventions and targeted interventions. The effectiveness and limitations of each are discussed in section 3.4, followed by a critical analysis to justify their appropriateness in the school context of Bangladesh in section 3.5. In section 3.6 there is a brief description of research on bullying interventions in Bangladesh. In sections 3.7 and 3.8 there is a summary of the chapter and the overall aims and objectives of the current research program are introduced, respectively.

#### **3.2**     *Terms Used for Identifying Theoretical Approaches to Anti-bullying Interventions*

This section discusses theoretical approaches used as background to prepare different bullying interventions for students. The details of these approaches will help the researcher to explain which approach is most suitable in the Bangladesh context, and why. Rigby (2010) identified six basic theoretical approaches: (i) the traditional disciplinary approach, (ii)



strengthening the victim, (iii) mediation, (iv) restorative practices, (v) the support group method and (vi) the method of shared concern.

The core of the traditional disciplinary approach is to consider bullying as an offence to be controlled through the use of penalties, sanctions and punishments. Strengthening the victim aims to teach social skills such as assertiveness. This approach is applicable in situations where there is a minor imbalance of power between the bully(ies) and the victim, bullying is verbal rather than physical, the victim has the ability to acquire both verbal and non-verbal skills, and skilled practitioners are available. Like strengthening the victim, the mediation approach is most suitable when there is a small imbalance of power between the bully(ies) and the victim, a skilled mediator is available, and the bully(ies) and victim both accept the need to work towards mutually acceptable solutions. The mediator, as a neutral party, attempts to bring a peaceful settlement or compromise between the bully and the victim.

“Restorative practices”, “restorative justice” and “restorative approaches” are terms used interchangeably. Restorative practices aim to restore damaged relationships between individuals or groups, and to make the bully(ies) remorseful so as to reduce further bullying incidents, but the approach may not be applicable in extreme cases of bullying. It is essential for the offender(s) to admit to misconduct and acknowledge its harmful effects, and then restore the relationship through restorative acts such as an apology or compensatory action (Rigby, 2010).

Similarly, the support group method cannot be used in extreme situations. It requires empathy among the bully(ies) and other students who may help the victim. The method of shared concern is applicable for more mature (upper primary and secondary school) students identified as suspected bullies or supporters of a bully and in mild cases of bullying (Rigby, 2010).

Most of the approaches described above are applicable in cases of less serious effect (e.g., calling name). According to Rigby (2010), each of these approaches may be the basis of a “case intervention” where an act or series of acts may be designed to deal with a specific case of bullying (secondary intervention) and to prevent its continuation (primary intervention). That is, these approaches are the grounding for both primary and secondary interventions.

### **3.3 *Terms Used to Categorise Anti-bullying Interventions***

The categorisation of bullying interventions is based on the number and nature of members of a school community (e.g. teachers, staff, the classroom, students and their parents) who are targeted by the intervention; that is, the degree to which a school community is involved in an intervention. In a systematic review of school-based interventions from 1966 to 2004, Vreeman and Carroll (2007) categorised five types of intervention: whole-school multidisciplinary interventions, curriculum interventions, targeted social and behavioural skills groups, mentoring, and increased social work support.

#### **3.3.1 *Whole-school Multidisciplinary Intervention***

Whole-school multidisciplinary intervention includes the school, classroom, students and their parents. The elements of this intervention involve increasing the awareness of bullying, combining school-wide rules and sanctions to tackle bullying, teacher training, classroom curriculum, conflict resolution training, individual counselling and communication with parents. Most whole-school multidisciplinary interventions are based on Olweus’ (1993) original bullying prevention program.

#### **3.3.2 *Curriculum Intervention***

Curriculum intervention is designed to reduce the incidence of bullying and victimisation through classroom activities (audio-visual presentations, lectures, and written curriculum). This method may vary in intensity according to the number of activities. Studies conducted to

explore the effectiveness of curriculum intervention differed in various aspects (e.g., the study design, participants, intervention type and outcome measured).

### **3.3.3 *Social and Behavioural Skills Group Training, Mentoring and Social Support***

Social and behavioural skills group training targets students who are involved in bullying as bullies or victims. The intervention involves use of social and behavioural skills groups to develop skills essential for reducing bullying and managing the bullying situation (Vreeman & Carroll, 2007). However, this intervention cannot always be clearly distinguished from curriculum intervention described above.

A number of interventions focus on students who have been identified by peers and/or teachers as having had experience of bullying as bully or victim, and who may be given social and behavioural training through group support or counselling. Such interventions should be categorised as “targeted intervention (secondary prevention)” and considered as secondary prevention programs for bullying. Hence, the five-category classification of bullying interventions devised by Vreeman and Carroll (2007) can be reduced to whole-school multidisciplinary interventions, curriculum interventions and targeted interventions.

## **3.4 *Systematic Review of Anti-bullying Interventions with Students***

A systematic literature review was conducted to achieve the core aim of this chapter. The following sections describe the steps used.

### **3.4.1 *Inclusion/Exclusion Criteria***

The following criteria were used to select studies for the systematic review. Inclusion criteria were:

- (i) Studies designed to evaluate the effects of programs aimed exclusively at reducing school (primary to high school, Grades 1 to 10) bullying, where bullying outcomes were measured using self-report questionnaires, peer ratings and/or teacher ratings;

- (ii) Studies with a randomised control trial (RCT) or non-randomised controlled design with pre-test and post-test measures. Randomisation increases internal validity because an outcome can confidently be attributed to the effect of a given intervention rather than other extraneous factors (Farrington & Ttofi, 2009). Moreover, experimental and control (comparison) conditions, and pre-test and post-test measures are also important to separate the impact of the program from other factors affecting internal validity (Farrington & Ttofi, 2009);
- (iii) Articles published in English in peer reviewed journal articles between January 2005 and December 2011. This time period was selected to complement Vreeman and Carroll's (2007) systematic review of school-based interventions to prevent bullying which covered the time period from 1966 to 2004.

The exclusion criteria were:

- (iv) Studies of “aggression” and “violence” because these actions do not include two key criteria of bullying – repetition and a power imbalance between perpetrator and victim;
- (v) Studies with interventions using ICT (Information and Communication Technologies) because such interventions are not feasible in the Bangladeshi context (see Chapter 2).

### **3.4.2 Search Strategies**

In terms of the number of databases and keywords used, this systematic review was more extensive than Vreeman and Carroll's (2007) review of seven databases. A search was done across 11 databases and two publishers of databases listed under “Public Health” on the Flinders University Library website. Six keywords were used with Boolean operators: “school bullying”/bully\* AND intervention\*/prevention\*/anti-bullying? AND school\*.

Vreeman and Carroll used only two keywords, “bullying” and “bully”. The reason for using more databases and keywords than Vreeman and Carroll was to increase the number of articles found. The keywords “bullying” and “bully” were also used in different ways. Vreeman and Carroll used them as “Medical Subject Headings or keywords”, while in the present systematic review the terms were used to exclude articles on “aggression” and “violence”. However, both reviews were similar in categorising bullying interventions retrieved from the searches. It was assumed that categorisation would give the researcher insight to justify whether a particular type of intervention would be suitable in the research setting, considering its barriers and resources. In contrast, Vreeman and Carroll evaluated the comparative effectiveness of school-based interventions across types of intervention (e.g. curriculum or targeted).

### **3.4.3 *Relevant Studies Found***

The initial search yielded a total of 761 articles: Biological Abstracts–Ovid = 41; Informit = 21; Medline Ovid = 14; Proquest Central = 76; PsyINFO/(OvidSP) = 216; PubMed = 23; ScienceDirect–Elsevier = 152; Scopus Elsevier = 44; Sociological Abstracts = 11; Cochrane Library = 29; Web of Knowledge–ISI = 67; \*Sage Journals Online = 11; \*Wiley Online Library = 56. Abstracts from the search results were imported into the reference manager (Endnote<sup>®</sup>). After excluding duplicates, 90 articles were screened, and after application of inclusion/exclusion criteria (section 3.2.3) a further 65 articles were excluded. After assessing the full text of these, 23 articles were included as eligible for review. After checking references of selected articles, an additional two articles were included, giving a total of 25 articles for inclusion in the review (see Figure 3.1).

### **3.4.4 Data Analysis**

The selected 25 articles were categorised as whole-school multidisciplinary intervention, curriculum intervention or targeted intervention. The articles were summarised according to information about study population (e.g., country, types of school, grade), study design, program provider, duration of intervention, post-test and follow-up intervals, intervention program components and application method (e.g., discussion, role play). This information is presented in Appendix 3.1, Table A3.1.

Other details sought (Appendix 3.1, Table A3.2) included data sources (self-reported, peer-reported, teacher-reported), outcome measures (bullying, bullying-victimisation, bystander's role as reinforcer or defender to the bully, awareness and attitude towards bullying as bullying-related outcomes), whether results were significant in group comparisons (e.g., between intervention and control groups), and/or in test phases (e.g., pre-test to post-test, post-test to follow-up). Some remarks are also provided in Table A3.2 arguing for or against intervention effectiveness. The information reported in Tables A3.1 and A3.2 was used to justify whether the intervention under review might be suitable in the Bangladesh context in terms of the resources needed or barriers to its use, and its likely effectiveness.

### **3.4.5 Results of Systematic Review**

#### **3.4.5.1 Number of Published Journal Articles on Anti-bullying Interventions**

School bullying research has expanded tremendously in the last 30 years. Smith (2011) identified four main phases in the evolution of the research program: (i) *Origins* (1970–1988), with systematic studies of school bullying, mainly in Scandinavia, carried out in 1970s; (ii) *Establishment of a research program* (1989 to mid-1990s); (iii) *An established international research program* (mid-1990s to 2004); and (iv) *Cyber bullying*, starting in 2004. A similar pattern can be seen across the 25 studies selected for review (see Table 3.1).

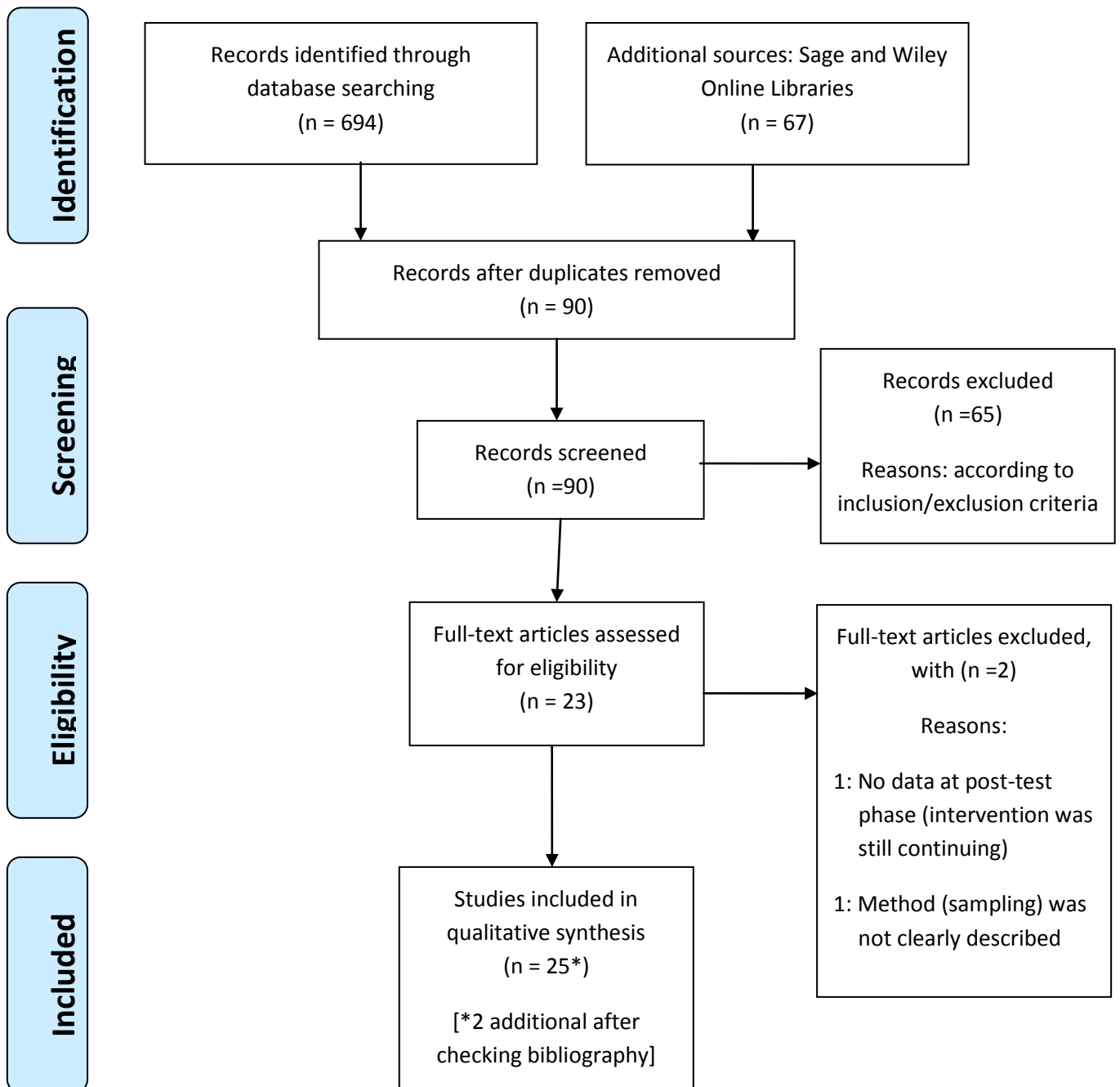


Figure 3.1 *Search strategy for review of anti-bullying interventions with students*

Table 3.1 *Number of studies published by year*

| <b>Publication Year</b> | <b>No. of Studies</b> | <b>Citations</b>   |
|-------------------------|-----------------------|--|
| 2005–2006               | 7                     | Beran & Shapiro, 2005; DeRosier & Marcus, 2005; Fekkes, Pijper, & Verloove-Vanhorick, 2006; Frey, Hirschstein, Snell, & Edstrom, 2005; Kim, 2006; O'Moore & Minton, 2005; Salmivalli, Kaukiainen, & Voeten, 2005 |
| 2007–2008               | 6                     | Andreou, Didaskalou, & Vlachou, 2007, 2008; Bauer, Lozano, & Rivara, 2007; Hunt, 2007; Jenson, William, & Dieterich, 2007; Richards, Rivers, & Akhurst, 2008   |
| 2009–2010               | 4                     | Berry & Hunt, 2009; Elledge, Cavell, Ogle, & Newgent, 2010; Jenson, Dieterich, Brisson, Bender, & Powell, 2010; Ju, Wang, & Zhang, 2009  |
| 2011                    | 8                     | Bowllan, 2011; Brown, Low, Smith, & Haggerty, 2011; Cross et al., 2011; Kärnä et al., 2011a; Kärnä et al., 2011b; Salmivalli, Karana, & Poskiparta, 2011; Williford et al., 2011; Wong, Cheng, Ngan, & Ma, 2011  |
| <b>Total</b>            | <b>25</b>             |  |

### 3.4.5.2 *Anti-bullying Programs in Different Countries*

The reviewed studies were mostly of anti-bullying programs in developed countries. Eight of the 25 studies were from the USA, with other studies from Finland (5), Australia (3), China (2) and Greece (2). Single studies were identified from the UK, South Korea, Canada, Netherlands and Ireland (Table 3.2).

### 3.4.5.3 *Type of School as Research Setting*

In the research period, most school bullying research was set in primary/elementary schools or schools providing basic education (n = 18) (Andreou et al., 2007, 2008; Beran & Shapiro, 2005; Brown et al., 2011; Cross et al., 2011; DeRosier & Marcus, 2005; Elledge et al., 2010; Fekkes et al., 2006; Frey et al., 2005; Jenson et al., 2010; Jenson et al., 2007; Ju et al., 2009; Kärnä et al., 2011b; Kim, 2006; O'Moore & Minton, 2005; Salmivalli et al., 2011; Salmivalli



et al., 2005; Williford et al., 2011) with the remainder in secondary/high/public middle schools (n = 6) (Bauer et al., 2007; Berry & Hunt, 2009; Bowllan, 2011; Hunt, 2007; Richards et al., 2008; Wong et al., 2011). In one study both primary and secondary levels were used (Kärnä et al., 2011a).

Table 3.2 *Country of origin of selected studies*

| Country        | No. of Studies | Citations   |
|----------------|----------------|---|
| USA            | 8              | Bauer et al., 2007; Bowllan, 2011; Brown et al., 2011; DeRosier & Marcus, 2005; Elledge et al., 2010; Frey et al., 2005; Jenson et al., 2010; Jenson et al., 2007 |
| Finland        | 5              | Kärnä et al., 2011a; Kärnä et al., 2011b; Salmivalli et al., 2011; Salmivalli et al., 2005; Williford et al., 2011  |
| Australia      | 3              | Berry & Hunt, 2009; Cross et al., 2011; Hunt, 2007  |
| China          | 2              | Ju et al., 2009; Wong et al., 2011  |
| Greece         | 2              | Andreou et al., 2007, 2008  |
| Canada         | 1              | Beran & Shapiro, 2005   |
| Ireland        | 1              | O'Moore & Minton, 2005  |
| Netherlands    | 1              | Fekkes et al., 2006   |
| South Korea    | 1              | Kim, 2006   |
| United Kingdom | 1              | Richards et al., 2008   |
| <b>Total</b>   | <b>25</b>      |   |

In some studies, grade level cut across the type of school (primary/secondary). For example, Bauer et al. (2007) chose study participants from Grades 6 to 8 at a public middle school. In most countries, Grade 6 is the final class in primary/elementary school. The ages of study students in particular grades varied across studies. Students in Grade 3 were usually 7–8 years old (Brown et al., 2011; Salmivalli et al., 2005) while those in Grade 6 were aged 10–

11 years. However, in a nationwide Finnish study, Grades 1–9 covered ages 8–16 years (Kärnä et al., 2011a). Table A3.1 (appendix 3.1) shows types of intervention and school, grade, number of participants and gender in the 25 selected studies.

### **3.4.6 *Types of Intervention Implemented During the Period 2005 to 2011***

Table 3.3 summarises bullying interventions implemented in the 10 countries and reported in study articles. Characteristics of the research on these interventions and the intervention effectiveness are described below.

#### **3.4.6.1 *Characteristics of Research on Whole-school Multidisciplinary Interventions***

In most studies of whole-school multidisciplinary interventions, the class teacher was the *program provider*, while other staff such as professional Social Workers, played this role in some studies (Bauer et al., 2007, Hunt, 2007; Wong et al., 2011). Primary (or elementary) school was the *setting* in 10 out of 15 studies, primarily involving students in Grades 4 and 5. Some studies also included Grade 3 and/or Grade 6 (Brown et al., 2011; Cross et al., 2011; Fekkes et al., 2006; Frey et al., 2005; Ju et al., 2009; Kärnä et al., 2011b; O'Moore & Minton, 2005; Salmivalli et al., 2011; Salmivalli et al., 2005; Williford et al., 2011). Secondary schools (4 studies), or a combination of primary and secondary schools (1 study), were also studied (Bauer et al., 2007; Bowllan, 2011; Hunt, 2007; Kärnä et al., 2011a; Wong et al., 2011). These mainly included students in Grades 7 or 8, but one study included Grade 10 (Hunt, 2007). One nationwide whole school intervention included students from Grades 1 to 9 (Kärnä et al., 2011a).

*Participant numbers* in whole school multidisciplinary interventions ranged from 270 (Bowllan, 2011) to 15,000 (Kärnä et al., 2011a). The *number of schools* ranged from one (Bowllan, 2011; Ju et al., 2009) to 888 (Kärnä et al., 2011a). Students of *both sexes* were included in all studies.

Table 3.3 *Types of intervention implemented in different countries*

| <b>Type of Intervention</b>                       | <b>Intervention Program</b>  | <b>Country</b> |
|---|--|----------------|
| Whole-school<br>Multidisciplinary<br>Intervention | Olweus Bullying Prevention Program (OBPP)  | USA            |
|   | Anti-bullying program in Ireland   | Ireland        |
|   | KiVa Anti-bullying Program: Grades 4–6 and Grades 1–9  | Finland        |
|   | Finnish intervention program   | Finland        |
|   | Steps to Respect intervention  | USA            |
|   | Dutch anti-bullying intervention   | Netherlands    |
|   | Friendly Schools whole-of-school intervention  | Australia      |
|   | Restorative Whole-School Approach (RWsA)   | China          |
|   | Planning–Action–Observation–Reflection Intervention  | China          |
|   | The focused educational intervention   | Australia      |
| Curriculum<br>Intervention                        | Greek Anti-bullying program  | Greece         |
|   | Youth Matters Prevention Curriculum  | USA            |
|   | Project, Ploughshares, Puppets for Peace (P4) program  | Canada         |
|   | The positive psychology (PP) intervention program  | UK             |
| Targeted Intervention<br>(Secondary prevention)   | The Bullying Prevention Program (BPP)  | South Korea    |
|   | School Based Lunch Time Mentoring as a selective prevention (Lunch Buddy Program)  | USA            |
|   | Social and Behavioural Skills Group Training Interventions (the cognitive-behavioural manualised group intervention program) | Australia      |
|   | The Social Skills Group Intervention (S.S. GRIN) program   | USA            |

Study *designs* included both randomised (Brown et al., 2011; Kärnä et al., 2011b) and non-randomised studies (Bowllan, 2011). Some studies included more than one control group (e.g., Fekkes et al., 2006). Pre-test and post-test designs were common, with various lengths of time between measurements. Some studies also included a follow-up varying from three months (Kärnä et al., 2011b) to one year (Cross et al., 2011) in duration. The *duration of intervention* also varied across studies from five weeks (Ju et al., 2009) to two years (Cross et al., 2011).

#### **3.4.6.2      *Characteristics of Research on Curriculum Interventions***

Similar to whole-school interventions, the class teacher played the role of *program provider* in curriculum interventions in three out of six studies, while there was no clear information about the program provider in the other studies. The *setting* was a secondary school in only one of the six studies (Grade 7 students; Richards et al., 2008). Five studies were with primary school students, generally Grade 4, while some studies also included Grades 3, 5 and 6. No study included both primary and secondary schools.

The *number of participants* in curriculum interventions ranged from 129 (Beran & Shapiro, 2005) to 1126 (Jenson et al., 2010; Jenson et al., 2007), while the *number of schools* was between 2 and 28 (Beran & Shapiro, 2005; Jenson et al., 2010; Jenson et al., 2007). All studies included participants of *both sexes*. There were again both randomised (Beran & Shapiro, 2005; Jenson et al., 2007) and non-randomised *designs* (Andreou et al., 2007, 2008; Richards et al., 2008) with pre- and post-tests common. To investigate the intervention maintenance effect, follow-up in some studies was continued for between three months (Beran & Shapiro, 2005) and one year (Jenson et al., 2010). The *duration* of curriculum interventions varied from 45 minutes (Beran & Shapiro, 2005) to two years (Jenson et al., 2010; Jenson et al., 2007).

### **3.4.6.3     *Characteristics of Targeted Interventions***

The *program providers* for targeted interventions were counsellors (DeRosier & Marcus, 2005; Kim, 2006), mentors at college level (Elledge et al., 2010) and clinical psychologists (Berry & Hunt, 2009). The *setting* was primary school with students from Grades 4 to 5 for three studies (DeRosier & Marcus, 2005; Elledge et al., 2010; Kim, 2006), and secondary school for one study, with students from Grades 7 to 10 (Berry & Hunt, 2009). The *number of participants* was relatively small, ranging from 16 (Kim, 2006) to 381 (DeRosier & Marcus, 2005). The *number of selected schools* ranged from one (Kim, 2006) to eleven (DeRosier & Marcus, 2005). One trial included *only boys* (Berry & Hunt, 2009). Two of the four studies followed a RCT *design* (Berry & Hunt, 2009; DeRosier & Marcus, 2005) and two (Elledge et al., 2010; Kim, 2006) used a non-randomised design with pre- and post-test. One randomised study included a 3-month follow up (Berry & Hunt, 2009). Another study included a one-year follow-up (DeRosier, 2005). The shortest *intervention duration* was five weeks (Kim, 2006) while the longest was approximately three months (Elledge et al., 2010).

### **3.4.6.4     *Descriptions of Whole-school Multidisciplinary Intervention Studies***

#### **3.4.6.4.1    *The Olweus Bullying Prevention Program (OBPP)***

The OBPP was a multi-level program targeting the individual, school, classroom, and community. In the 1970s, Olweus pioneered school bullying research through implementing the original OBPP in 42 schools in Norway. Bauer et al. (2007) and Bowllan (2011) implemented the OBPP in the USA over one year. In the Bauer et al. study, the purposes of the OBPP were to reduce student-reported victimisation, improve student attitudes toward bullying and perceptions of others' readiness to intervene, and to improve the general school experience. The Bowllan study was designed to investigate the prevalence and frequency of bullying (behaviour), and students' perceived sense of safety.

Analyses (from self-reported data) showed an overall significant effect only for the perceptions of others' readiness to intervene in bullying (Bauer et al., 2007). That is, students in intervention schools were more likely than those in comparison schools to perceive other students as active in intervening in bullying incidents. There was no overall effect for other outcome variables in this study. In Bowllan's (2011) study, analysis of self-reported data showed the OBPP had an inconsistent effect across grade levels (7<sup>th</sup> and 8<sup>th</sup> grades) and gender. Statistically significant results were found for 7<sup>th</sup> grade female students who received one year of the OBPP. They reported a decrease in bullying prevalence and incidence of peer rejection from pre-test to post-test. However, 8<sup>th</sup> grade female students reported an increase in bullying and taking part in bullying others at post-test compared with pre-test. Neither study showed an overall significant effect for the OBPP across the experimental condition (the intervention group vs control group), grade level, gender or source of information (self-reported vs teachers' report).

Both studies had limitations that may have confounded results. The absence of true randomisation meant the groups were not truly comparable (e.g., racial heterogeneity). Control groups may have been exposed to factors such as changes in education, administration, school routines or disciplinary action procedures that may have influenced students' behaviour.

#### **3.4.6.4.2 *The Anti-bullying Program in Ireland***

This whole school intervention was based on the Olweus program described above and consisted of four key components: training a network of professionals; development of a teachers' resource pack detailing the provision of training and support for network members; provision of a parents' resource information leaflet; and work with pupils. O'Moore and Minton (2005) evaluated the program in Grades 3 and 4 in Irish primary school students. The

main outcome variables were victimisation, bullying and taking part in bullying others. After program implementation, results revealed significant reductions for being victimised (19.6%), having taken part in bullying others (17.3%) and frequently bullying others (69.2%). However, proper randomisation was not used and the study results may have been confounded by extraneous variables.

#### **3.4.6.4.3 *The KiVa Anti-bullying Program (Grades 4–6 and Grades 1–9)***

The KiVa anti-bullying program was based on social cognitive theory. From the Finnish words “kiusaamista Vastaaan,” meaning “against bullying”, KiVa considers bullying to be a group phenomenon and bystanders were involved to reduce bullying. KiVa consisted of both universal (all students) and indicated (students involved in bullying) actions. It included disciplinary methods, improved playground supervision, training for teachers as intervention providers, classroom rules, whole-school anti-bullying policies, school conferences, information for parents, videos, and co-operative group work. KiVa was an intensive program implemented for the whole school year.

A number of studies of KiVa (Kärnä et al., 2011a; Kärnä et al., 2011b; Salmivalli et al., 2011; Williford et al., 2011) demonstrated that it had encouraging effects in reducing all kinds of bullying, including cyber bullying. Kärnä et al. (2011a) conducted a nationwide study across Finland with 150,000 students from 888 schools in Grades 1–9 to see whether the effect of the KiVa anti-bullying intervention when implemented for nine months varied across the scope of study (nationwide implementation vs RCT; Kärnä et al., 2011a, 2011b) and grade level (1–9). For the entire sample, there was an overall reduction in the prevalence rates of being bullied (15%) and bullying (14%). The intervention effects increased from Grade 1 to Grade 4 for self-reported victimisation (OR = 1.33) and bullying (OR = 1.34) but then decreased and became statistically non-significant in the lower secondary school. Moreover,

students in Grade 7 showed slightly higher levels of victimisation compared with adjacent grades. Hence, the KiVa was more effective in Grades 1–6 than in lower secondary school (Grades 7–9) except for a significant reduction in victimisation in Grade 8. The intervention program was also less effective for bullying others than being bullied. The researchers claimed that the intervention could reduce school peer victimisation at the national level although there was a somewhat weaker effect in the nationwide study than in the RCT. Some limitations of the study were the non-randomised sample and use of only self-reported data. Withdrawal of some problematic students and classrooms from the study may also have biased the result.

Kärnä et al. (2011b) used multilevel regression analyses to reveal the consistent beneficial effects in seven of the 11 dependent variables (self-reported victimisation, self-reported bullying, peer-reported victimisation, peer-reported bullying, peer-reported assisting, peer-reported reinforcing, peer-reported defending, anti-bullying attitudes, empathy toward victims, self-efficacy for defending, well-being at school). At the post-test assessment, students in the KiVa program reported significantly lower levels of peer-reported victimisation, more self-efficacy for dealing with the bully, and greater well-being compared with students in control group schools. At follow-up, there was a significant maintenance effect for the intervention in decreasing self-reported victimisation, self-reported bullying, peer-reported victimisation, assisting/helping the bully, and reinforcing/encouraging the bully (Kärnä et al., 2011b).

Analysis also showed that the KiVa program had a significant effect on nine types of victimisation (verbal, social exclusion, physical, manipulative, material, threat, racist, sexual and cyber bullying) and global victimisation (Salmivalli et al., 2011). Improvement was modest for social exclusion and strongest for physical victimisation. The KiVa program was



designed to reduce peer victimisation and outcomes such as anxiety and depression (Williford et al., 2011). Lower peer victimisation, a smaller decrease in positive peer perception and a larger decrease in anxiety were all noted among students in intervention schools compared with control schools at follow-up. No significant decrease in depression was found.

In the KiVa program, an internet-based questionnaire was used. Schools in Finland differ from other countries in terms of having homogeneity with respect to bullying, teachers with good training, and the possibility of a legal obligation to tackle bullying (Kärnä et al., 2011b). However, in other countries there may be unwillingness of school authorities to apply the intervention, lack of sufficient support materials (e. g., lack of computer literacy among school students) and minimal teacher training resources. In such circumstances, the KiVa may produce different results than in the Finish school context.

#### **3.4.6.4.4 *The Finnish Intervention Program***

The Finnish program was a whole-school approach to anti-bullying which involved school, class and individual students, targeting the group as a whole. Salmivalli et al. (2005) conducted a study with Grade 4, 5 and 6 students to test the intervention effect on self- and peer-reported outcome variables, specifically the extent of bullying-victim problems in the class, students' beliefs related to bullying and their participant role behaviours at three time points of measurement. Modest results were found which were inconsistent across grades. The intervention effect was seen more strongly in Grade 4 than Grade 5 for several outcomes. Inconsistency was also found between self-reported and peer-reported measures, with self-report showed better positive effect. One explanation for inconsistency was that bullying/victimisation is a subjective experience. Researchers concluded that the characteristics of pupils who did or did not benefit from the intervention were important for further research and to predict effects. A more structured intervention, with a clear theoretical

background or framework, was suggested. Moreover, teachers (as providers) needed extensive training and their many activities varied from school to school and class to class. There was also variation in the amount of support from school management.

#### **3.4.6.4.5 *The Steps to Respect Intervention***

The Steps to Respect program was a whole-school intervention designed to enhance staff awareness and responsiveness, develop socially responsible beliefs, and teach social-emotional skills to counter bullying and promote healthy relationships. The program was implemented across Grades 3 to 6 in elementary schools in USA and tested with an RCT (Brown et al., 2011; Frey et al., 2005). The three components of the program were staff training, classroom curriculum for students and parent engagement. A core instructional session for all school staff and two in-depth training sessions for counsellors, administrators, and teachers were delivered. A 3-hour overview of program goals and key features of program content (e.g., a definition of bullying, a model for responding to bullying reports) were also provided for all staff. An additional 1.5 hours of training for teachers, counsellors, and administrators was designed to help them deal with students involved in bullying. A 2-hour orientation to classroom materials and instructional strategies was arranged for teachers in Grades 3–6. In the classroom curriculum component, the student curriculum comprised skills (social-emotional skills for positive peer relations, emotion management, and recognising, refusing, and reporting of bullying behaviour) and literature-based lessons presented by teachers over 12 to 14 weeks. Each of the weekly lessons, totalling about one hour, was taught over 2–3 days. Parent engagement involved listening to a scripted informational overview.

Evaluation of the program (Frey et al., 2005) revealed a decline in bullying and argumentative behaviour, an increase in agreeable interactions and a trend towards reduced

destructive bystander behaviour among the intervention group. The intervention group also reported enhanced bystander responsibility, greater perceived adult responsiveness, and less acceptance of bullying/aggression, but no change in self-reported aggression. Brown et al. (2011) found significant positive effects for outcome variables such as improved school climate, lower levels of physical bullying perpetration, and fewer school bullying-related problems.

Although the Steps to Respect program showed good effects across different outcome variables, there may have been confounding in both studies. The qualitative analysis (Frey et al., 2005) of playground observational data is a possible source of bias because the observer may not have been able to record all types of bullying (e.g., gossiping to make someone upset). Moreover, it is questionable whether self-report measures assessed actual bullying behaviour, because such measures described specific behaviours rather than bullying. In Brown et al.'s (2011) study, an online checklist was used for collecting data and this may have led to non-response bias. It is not possible to use online checklists in countries that lack internet facilities. Future research is needed to test the program in the sociocultural contexts of other countries.

#### **3.4.6.4.6 *The Dutch Anti-bullying Intervention***

The Dutch anti-bullying program incorporated key features of the Olweus program. It was a whole school anti-bullying program involving teachers, bullied students, bullies, non-involved students, and parents. In one intervention, the core components of the program were: (i) two days' training to increase teachers' awareness about bullying and their ability to measure and deal with bullying; (ii) a bullying survey; (iii) designing a booklet for developing anti-bullying rules and a written anti-bullying school policy that contained regular measurements of bullying behaviour using a questionnaire, (iv) a series of lessons on bullying

behaviour and social skills, good supervision during recess and increased intensity of observation, and (v) information meetings for parents (Fekkes et al., 2006).

The Dutch intervention had positive effects on some outcome variables across groups in Netherlands school students (Fekkes et al., 2006). Intervention students reported a reduction in bullying, victimisation and active bullying behaviour, and less self-reported peer victimisation than the control group. There were no significant differences in outcome measures such as depression, psychosomatic complaints, and satisfaction with school life. There were also no significant differences in outcomes measures at follow-up. Although the researchers claimed a positive intervention effect, Farrington and Ttofi (2009) considered this trial to be ineffective in reducing bullying and/or victimisation based on non-significant results from their meta-analysis.

#### **3.4.6.4.7 *The Friendly Schools Whole-of-school Intervention***

The Friendly Schools intervention included the school, family and students. Cross et al. (2011) used a RCT with Australian school students in Grades 4–6 to investigate the effectiveness of the intervention on self-reported bullying, bullying others, reported bullying of self and observing another being bullied. When compared with students in the control group, those in the intervention group were significantly less likely to observe bullying at post-tests 1, 2 and 3, or to be bullied after post-tests 1 and 3. They were also significantly more likely to report being bullied after post-test 1. No group differences were found for self-reported perpetration of bullying. It is noted that only self-reported measures were used in this study.

#### **3.4.6.4.8 *The Restorative Whole-School Approach (RWsA)***

The Restorative Whole-School Approach was based on the Norwegian bullying prevention program (Olweus, 1993) and Sheffield anti-bullying project in England (Smith & Sharp,

1994). It included the school community, parents and students. The program covered in-depth professional training for teachers in designing school harmony programs such as drafting anti-bullying policies, workshops and talks for parents, mediation services for resolving conflicts, a peace education module in the curriculum, and student competitions relating to building a harmony school. Wong et al. (2011) selected 1480 students from secondary 1 to 3 (equivalent to Grades 7–9 secondary school) in China to test the effect of the RWsA on reduction of bullying, higher levels of caring behaviour and empathic attitudes, and higher self-esteem. The results demonstrated significant reduction in bullying, higher self-esteem, and higher empathic attitudes in the RWsA group than in the partial RWsA group (which did not receive the full treatment) and the control group (which received no treatment), but no significant effect on caring behaviour was found. Unfortunately, key outcome variables were not equal across the groups at baseline (bullying behaviour, caring behaviour, empathy) and only a quasi-experimental design was used. Generalisation of these results is therefore compromised.

#### **3.4.6.4.9 *Planning–Action–Observation–Reflection Intervention***

This program involved school teachers, parents and students. It consisted of three steps. Step One involved teacher training about four issues: (i) basic knowledge of the procedure and methodology of educational research, (ii) knowledge of school bullying, (iii) action research, and (iv) intervention skills, including brainstorming, quality circles, self-confidence training, and role playing. Step Two comprised the planning of a five-week intervention program, with a class meeting in week one, parents' meeting in week two, politeness training and role playing skills in week three, self-confidence training in week four, and a summary in week five. Step Three was program implementation (Ju et al., 2009).

Ju et al. (2009) used this program in randomly assigned Chinese schools (Grades 3 and 5) to reduce students' self-reported incidence of bullying/victimisation on the journey to and from school, increase students' sense of security in school settings, and improve teachers' awareness and problem-solving ability. The results of a repeated measures ANOVA revealed significant reduction in severity of victimisation in the intervention group compared with the control group and significant changes in scores for being bullied over successive weeks. There was also improvement in students' sense of security in school, teachers' awareness and problem-solving ability. This research only focused on bullying/victimisation at a group or classroom level, typical bullies and victim-oriented problems, and used only self-reported measures. The researchers suggested future research should aim to enhance various psychological skills and focus on the social contexts of students, including their family, school, and peers. They concluded that social network as bullying is both an individual and group process.

#### **3.4.6.4.10 *The Focused Educational Intervention***

The focused educational intervention was a whole-school approach. It included parent and teacher meetings to provide information about the nature of bullying in schools, an initial survey of levels of bullying reported by students, and strategies for dealing with bullying at the individual and school level (Hunt, 2007).

Hunt (2007) selected 444 Australian secondary school students from Grades 7 to 10 to test the effectiveness of a focused educational intervention. School staff conducted a 2-hour classroom-based discussion regarding bullying using activities from an anti-bullying workbook, and a RCT was used to measure self-reported changes in attitudes towards bullying (acceptance of bullying) and victims of bullying (sympathetic attitude to the victim of bullying) and the incidence of reported bullying one year after implementation (Hunt,

2007). There were no significant differences in most outcome variables except for a reduction in bullying others across groups and a reduction in being bullied by others over time in intervention schools compared with control group schools. Some group differences, although present, were assumed to have little impact on the intervention outcome, such as the substantial drop-out rate of participants in the intervention (28%) and control group (18%).

### **3.4.6.5 Description of Studies on Curriculum Intervention**

#### **3.4.6.5.1 Greek Anti-bullying Program**

The Greek anti-bullying program was a set of curricular activities designed to create classroom opportunities for awareness raising, self-reflection and problem-solving situations relevant to bullying. Trained classroom teachers delivered the program. Andreou et al. (2007, 2008) implemented this program in primary schools in central Greece over a period of four weeks to investigate short- and long-term outcomes through self-reported measures: bullying and victimisation, reducing self-efficacy beliefs for aggression and enhancing self-efficacy beliefs for both assertion and intervening in bully/victim incidents, promoting more positive interactions with peers (Andreou et al., 2007), students' attitudes towards bullying, intentions to intervene in bully-victim problems, perceived efficacy of intervening and actual intervening behaviour (Andreou et al., 2008). Analysis showed no significant effect of the intervention over time on bullying behaviour and reported victimisation at post-test and follow-up. Some significant positive outcomes were found at post-test and follow-up (more positive attitudes to victims, reducing bystander behaviour as reluctant to help the victim of bullying, increasing self-efficacy for assertion and self-efficacy for intervening). However, the intervention effect was modest and was not maintained.

The limited long-term effects may have been due to the short period of time for program implementation and underpinning curriculum-based class work in general. Intervention

implementation with limited time may create awareness and change attitudes, but longer term interventions are needed to change behaviour. Moreover, a curriculum-based intervention may not be sufficient because bullying occurs in a broader social context. A number of teacher and situational factors may also have confounded the results. Teachers provided the program so students depended heavily on teachers' personal commitment to the project, together with their attitudes and intentions towards the intervention. There were also structural and curricular restrictions, and because the study only included three upper grades out of six, the results cannot be generalised to the whole school.

#### **3.4.6.5.2 *Youth Matters Prevention Curriculum***

The theoretical basis of the Youth Matters (YM) program was the social development model of antisocial conduct. The program consisted of four YM curriculum modules each comprising 10 sessions, with one module taught per semester. These instructional modules addressed critical issues and skills important to students and their school community. For example, in the issues modules developmental concerns designed to strengthen peer and school norms against antisocial behaviour were discussed (e.g., being a good friend, teasing and bullying, building empathy, risks and norms surrounding aggression, etc.). Skills modules were designed to develop social competency and social resistance skills, such as asking for help, preventing bullying behaviours, and coping with bullying. Students could use these skills to deal with trouble and avoid antisocial behaviour. The program was delivered by teachers (Jenson et al., 2010; Jenson et al., 2007).

Evaluations in the USA showed significantly lower rates of bullying victimisation in intervention schools compared with control schools two years after the end of the intervention. Bullying victimisation also decreased at a higher rate in intervention group schools than control group schools. No significant reduction in bullying others was observed



(Jenson et al., 2007). Moreover, there was no significant difference in rates of bullying others and being bullied between intervention group schools and control group schools at 12-month follow-up (Jenson et al., 2010). Overall the YM program did not show satisfactory results in self-reported bullying of others or victim status.

#### **3.4.6.5.3 *The Project, Ploughshares, Puppets for Peace (P4) Program***

This intervention comprised a 45-minute puppet show and subsequent discussion with the theme of experiencing direct and indirect bullying. Beran and Shapiro (2005) carried out an evaluation in Canadian elementary schools (Grades 3 and 4) to see the effect of the P4 program on knowledge and confidence for managing bullying. There were no significant results, which was attributed to the short duration of the puppet show.

#### **3.4.6.5.4 *The Positive Psychology (PP) Approach***

This program emphasised the individual's strengths for tackling bullying. It was delivered in Personal, Social and Health Education (PSHE) lessons over eight sessions. Session 1 involved defining and discussing eight interpersonal qualities (empathy, altruism, optimism, team spirit, amiability, fairness, social acceptance, and patience). Session 2 featured a discussion of definitions of bullying and application of qualities. In session 3, posters were presented depicting individual strengths using Information Communication Technology (ICT). Session 4 involved applying interpersonal qualities through role play. Session 5 focused on pupils managing school, and pleasant and unpleasant personal reflections about the past in school, using worksheets and homework assignments. In session 6 there was a discussion about the definition of optimism versus pessimism, while in session 7 students used worksheets to think about developing and applying interpersonal qualities. Session 8 was used for recapitulation and reflection on the previous sessions (Richards et al., 2008).

Richards et al. (2008) studied 7<sup>th</sup> grade UK school students to assess the effectiveness of the intervention on self-reported bullying behaviour, general well-being and mental health. The program was provided by teachers over nine months and included discussion, role play, poster presentations, and homework. The incidence of bullying significantly decreased from pre-test to post-test and the mean score for general well-being in the intervention group was significantly higher, but changes in mental health measures were not significant. Program effectiveness was not tested across grades and staff other than teachers were not included. The lack of significant differences on mental health measures may be because the intervention program was short-term, only lasting nine weeks. Because the poster presentation component of this program used ICTs it would need to be modified for use in less developed countries.

### **3.4.6.6**     *Description of Studies of Targeted Interventions*

#### **3.4.6.6.1**    *The Bullying Prevention Program (BPP)*

The BPP was a group counselling program derived from reality therapy, choice theory and Olweus' bullying prevention program. Kim (2006) implemented this program with South Korean school students in Grades 5 and 6 to reduce victimisation through creating a sense of self responsibility. There were two sessions per week for five consecutive weeks, with each session lasting 60 to 90 minutes. The results from self-report measures revealed significantly higher scores on self-responsibility tests and a reduction in victimisation for the intervention group compared with the control group. Only self-report measures were used, and the study design was a quasi-experimental control design.

#### **3.4.6.6.2**    *School-Based Lunch Time Mentoring as a Selective Prevention*

This intervention, also called the Lunch Buddy Program, was a selective prevention program for bullied students. A mentor provided a 2-hour training session on: (a) being a mentor, (b)

issues of safety, (c) proper dress and behaviour in the school setting, (d) how to handle critical events (e.g., highly disruptive behaviour, disclosure of maltreatment), (e) instructions for completing weekly log sheets, and (f) guidelines for preparing mentees for the end of the mentoring relationship. The mentor visited twice each week at scheduled lunch times during the spring semester to sit with and provide peer support for target students. Elledge et al. (2010) investigated the benefits of this program in teacher- and peer-reported bullied students (Grades 4 and 5) in one USA school. Although peer-reported victimisation was significantly lower in the intervention group than the control group in follow-up analyses, significant results were not found for self-reported or teacher-reported peer victimisation. Non-random assignment also limited the interpretation of obtained results. There was no follow-up test to evaluate maintenance effects.

#### **3.4.6.6.3 *Social and Behavioural Skills Group Training Interventions***

Berry and Hunt (2009) investigated the effectiveness of Social and Behavioural Skills Group Training Interventions on individual factors (anxiety, low self-esteem, and use of maladaptive coping strategies) that made school-aged adolescents vulnerable to bullying experiences. Participants were male school students from Grades 7 to 10 nominated by counsellors in Australian Catholic schools. Separate one-hour sessions were held weekly for eight weeks for students with bullying-related anxiety and their parents. The application procedure included skills demonstration, role play, and discussion. The program was provided by a group of clinical psychologists.

Compared with the control group students, the intervention group demonstrated reductions in anxiety, depression, and bullying experiences. They were less likely to use unhelpful strategies (e.g., become upset or crying) when bullied and had increased social acceptance and self-esteem from pre-test to post-test. There was no significant change for global self-

esteem or use of maladaptive coping strategies. There was also no significant change for most measures at follow-up except student-reported total bullying and anxiety. However, the researcher selected only a small number ( $N = 46$ ) of male students from Catholic schools. The results may have differed if the intervention had been implemented in other schools.

#### **3.4.6.6.4 *The Social Skills Group Intervention (S.S. GRIN) Program***

The S.S. GRIN program was based on the assumption that peer relationship problems are social in nature and may be solved through group therapy. It was a highly structured intervention combining social learning and cognitive-behavioural techniques to build social skills and relationships with peers. There were eight consecutive weekly group sessions of approximately 50 to 60 minutes each run by a school counsellor and an intern.

DeRosier (2004) investigated the effect of the S.S. GRIN program on social acceptance and social interaction with peers (i.e., aggression and victimisation), together with social self-perception, self-esteem, social anxiety and depression. A total of 415 3<sup>rd</sup> grade students in US elementary schools who experienced three related but distinct types of social difficulties were identified and selected: (a) peer-nominated peer disliking, (b) peer-nominated victimisation (e.g., bullied, teased, picked on), and (c) self-reported social anxiety. Significant improvement was found in peer-reported peer liking, self-reported self-esteem, and self-reported self-efficacy. There was also a decrease in self-reported social anxiety and self-reported antisocial affiliation among students in the intervention group compared with those in the control group (DeRosier, 2004). Results at follow-up showed a significant increase in peer-reported liking, self-reported self-esteem, self-reported self-efficacy, self-reported outcome expectancy, self-reported leadership, with a decrease in peer-reported dislike, peer-reported aggression, peer-reported victimisation, self-reported social anxiety in general and with new peers, self-reported depression, rejection, victimisation and social withdrawal

(DeRosier & Marcus, 2005). The effect was not significant for self-reported bullying and antisocial affiliation at follow-up (DeRosier & Marcus, 2005).

While the overall maintenance effect of this intervention is inspiring, some factors limit its efficacy for children at all grades and school levels, such as interactions between gender and intervention, inconsistency between self-reported and peer reported measures for social and emotional functioning and only tested with 3<sup>rd</sup> grade students as participants.

### **3.5 *Critical Analysis of Implementation and Effectiveness of Interventions***

The implementation and effectiveness of school bullying interventions may be assessed by considering the following issues: (i) intervention outcome measures for students, staff and teachers, (ii) complexity of the intervention, and (iii) school/organisational context needed to implement a given intervention or component.

#### **3.5.1 *Intervention-outcome Measures for Students, Staff and Teachers***

The majority of whole-school intervention studies used self-reported measures and very few used peer-reported measures (Kärnä et al., 2011b; Salmivalli, 2005; Williford et al., 2011). Self-report measures showed a significant positive effect of the intervention on bullying and being bullied. Other significant behavioural outcomes included a decrease in assisting/helping the bully (Kärnä et al., 2011b; O'Moore & Minton, 2005) and reinforcing/encouraging the bully (Kärnä et al., 2011b). There were some attitudinal and personality outcome variables in whole-school interventions, such as anti-bullying attitude, empathy for victim, and self-efficacy for defending. The increase in empathy for the victim was significant (Hunt, 2007; Wong et al., 2011) while the effect in two other variables (anti-bullying attitude, self-efficacy for defending) was modest. Among the whole-school multidisciplinary interventions, the KiVa anti-bullying intervention may be considered most effective, because it showed significant results for a wide range of outcome variables related

to bullying (bullying, global victimisation, different type of victimisation including cyber bullying, influencing bystanders' behaviour, enhancing self-efficacy, well-being at school, to some extent for bullying derived outcome-anxiety) through RCTs and nationwide studies.

Almost all curriculum interventions showed modest results for bullying related variables (bullying, being bullied, anti-bullying attitude, self-efficacy for defending offender). The PP positive psychology program alone showed significant effects for peer victimisation, bullying others and life satisfaction (Richards et al., 2008), but these effects may have been compromised by using a non-randomised controlled design for evaluation. Further, because bullying is a systematic group process that includes bullies, victims, peers, adults, parents, school environments and home environments, making changes at only one level (the classroom) does not provide significant consistent results when compared with whole-school multidisciplinary interventions (Vreeman & Carroll, 2007).

There were significant results for targeted interventions (secondary prevention) for some outcome variables, such as self-reported victimisation (Kim, 2006), peer reported victimisation (Elledge et al., 2010), and enhanced peer relationships (DeRosier & Marcus, 2005). The intervention effect was modest and demonstrated inconsistency between self-reported and peer-reported victimisation (Elledge et al., 2010), and self-reported and peer-reported measures for social and emotional functioning. There were also interactions between gender and intervention effects (DeRosier & Marcus, 2005).

In all intervention programs reviewed, the program providers (e.g., class teachers, other staff, counsellors) were given training or guidelines/instructions on how to implement the program and administer outcome measures correctly. The training provided in most whole-school multidisciplinary interventions focused on a clear definition of bullying, profiles of the bully and bullied students, adverse effects of bullying, strategies to deal with students and parents,

and how to collect data with consistency, accuracy, and confidentiality (Bowllan, 2011; Brown et al., 2011; Fekkes et al., 2006; Hunt, 2007; Ju et al., 2009; Kärnä et al., 2011a; Kärnä et al., 2011b; O'Moore & Minton, 2005; Salmivalli et al., 2011; Salmivalli et al., 2005; Wong et al., 2011). Some studies measured teachers' training outcomes and showed modest results. Providing training for teachers improved their awareness and perception of responsibility for dealing with bullying, and their capacity to identify, manage, report and accurately measure bullying (Bowllan, 2011; Ju et al., 2009). However, in another study, teachers did not implement the intervention fully after attending the training program (Salmivalli et al., 2005) and teachers' motivation to implement the intervention and other resources were assumed to be important but distinct from their knowledge about bullying.

Whole-school multidisciplinary interventions were more effective than curriculum interventions or targeted interventions. However, not all components of whole-school multidisciplinary interventions may contribute equally or be effective in every context, even though the intervention as a whole may show positive results. For example, the KiVa was less effective for upper grade (7-9) students. Its effectiveness may also have been overestimated because of a higher non-response rate in the control group (27% vs 13% in the experimental group (Ttofi & Farrington, 2011). Reviews have claimed that school-based interventions have only modest effectiveness in reducing bullying and victimisation, and that a publication bias exists (Ferguson, Miguel, Kilburn, & Sanchez, 2007; Merrell, Gueldner, Ross, & Isava, 2008; Ryan & Smith, 2009; Smith, 2011). Ferguson et al. (2007) claimed that these intervention programs are not effective in reducing bullying in practical situations.

Ttofi and Farrington (2011) conducted a meta-analysis of 44 school-based programs. On average, bullying decreased by 20–23% and victimisation by 17–20%. Effect sizes varied significantly across research designs for both bullying and victimisation. Effect size was

generally highest in age-cohort designs and lowest in randomised experiments. The KiVa anti-bullying program showed more success (reduction of victimisation 46%; bullying others 61%) (Kärnä et al., 2011b).

Ttofi and Farrington (2011) reported that the effect size for bullying and victimisation also varied significantly across program elements. Some program elements associated with a decrease in bullying included parent training/meetings, improved playground supervision, disciplinary methods, classroom management, teacher training, classroom rules, a whole school anti-bullying policy, school conferences, information for parents, and cooperative group work. In addition, parents' training/meetings, disciplinary methods, videos and cooperative group work were also effective in decreasing victimisation. Some components (parent training/meetings, firm disciplinary methods, and cooperative group work) were associated with decreasing both bullying and victimisation. Ttofi and Farrington identified intensive programs that included parent meetings, firm disciplinary methods, and improved playground supervision as the most effective. Bullying and victimisation were increased when the program element "work with peers" was applied. This element referred to the formal engagement of peers in tackling bullying as bystanders, but the nature of developmental factors (resistance to peers' control) may make the bully more aggressive and aroused to target peer bystanders and victims for further bullying.

### **3.5.2 *Complex Interventions: Whole-School Multidisciplinary Approach***

The complexity of the intervention varied considerably in the number of interacting components, number and difficulties of behaviours targeted, number of groups or organisational levels involved in the intervention, number and variety of outcomes, and degree of flexibility or tailoring (Craig et al., 2008). This makes whole-school multidisciplinary interventions more complex to organise than curriculum interventions or



targeted interventions. Despite their effectiveness, it is unlikely that whole-school multidisciplinary interventions could be implemented successfully as a first measure against bullying in a country like Bangladesh. Because no central bullying policy exists to provide a guideline for school authorities in Bangladesh, it would be difficult to implement several components simultaneously and include schools, parents and students. In this situation, it is necessary to investigate teachers' opinions to identify the preferred scope and components of intervention in schools in Bangladesh.

### **3.5.3 *Contextual Factors in Developing and Implementing Interventions***

The effectiveness of a complex intervention and selection of an evaluation design (experimental or non-experimental) depends on local contextual factors such as socio-economic background (including underlying cultural assumptions), existing local disciplinary approaches, logistic support (e.g., space, technological support), the characteristics of the student population, the prevalence or severity of the problem, and the willingness of school authorities to tackle the problem (Campbell et al., 2007). Slee and Mohyla (2007) suggested that historical, social and cultural factors significantly affect the understanding and awareness of school bullying, and any bullying intervention program should be contextualised rather than just simply imported from one school to another, or from one country to another. Smith (2011) also suggested that the effectiveness of intervention programs may vary across schools or countries because of differences in school policies and implementation issues.

Although the KiVa program was demonstrated to be one of the most effective, its components require well-trained teachers, advanced logistic support in the school environment (e.g., computers, internet access), homogeneity with respect to bullying and the possibility of a legal obligation to tackle bullying. Its implementation also requires a long

period of time (nine months). For this reason, the intervention needs to be modified to suit the context before being implemented in another country.

### **3.6      *Research on Bullying Interventions in Bangladesh***

Very few studies into bullying have been conducted in Bangladesh. These studies emphasised only the possibility of introducing the restorative intervention approach (Ahmed, 2008; Ahmed & Braithwaite, 2006). For example, Ahmed (2008) and Ahmed and Braithwaite (2006) carried out correlational studies to identify the key principles (e.g. forgiveness, reconciliation and adaptive shame management) of restorative justice as predictors of reduced school bullying and enhanced bystander intervention among older students in Grades 7 to 10 in Bangladesh. In Ahmed's study, correlations showed that students with higher scores on school connectedness (a sense of belonging to a school) and adaptive shame management (accepting responsibility, making amends) tended to participate more in bystander interventions. On the other hand, students who adapted shame displacement (blaming or hitting out at others) were less likely to intervene. Ahmed and Braithwaite found that forgiveness (positive response from victims toward the offender for the wrongdoing) and reconciliation (the extension of love, compassion, and care from the victim(s) to the perpetrator) were negatively related to self-initiated bullying. Bullying was also negatively correlated with shame acknowledgement and positively correlated with shame displacement. Further, reconciliation reduced bullying through adaptive shame management. Because of their design, neither of these studies could identify causal effects in reducing school bullying nor did they include other levels of the school community like parents or teachers.

### **3.7      *Chapter Summary***

Literature from 2005 to 2011 revealed that there is extensive research on bullying interventions in developed countries but the topic has received less attention in developing

countries including Bangladesh. The context of developed and developing countries may differ considerably in terms of family structure, parenting style, sense of individualism among peer group, rules and educational environment, school climate, advance technological support and national education policy. Hence, the effectiveness of anti-bullying programs might be different from country to country. In Bangladesh, as a developing country, there is extensive media coverage about school bullying (Ahmed, 2008), while a few studies there have suggested the possibility of using the restorative approach as an intervention for school bullying (Ahmed, 2008; Ahmed & Braithwaite, 2005, 2006).

In the light of this review, it appears that no single approach is useful for reducing all kinds of bullying. None of the interventions and components found in the literature could be implemented in the context (see Chapter 2) of Bangladesh without adaptation, and a new or modified intervention or component(s) must be considered for reducing school bullying in Bangladesh. The selection of suitable intervention(s) or intervention component(s) requires a feasibility study of contextual factors such as teachers' pre-existing knowledge about bullying, attitudes towards bullying, willingness or motivation to deal with bullying problems, and actions against bullying that can be applied in the situation and with the resources available in Bangladesh (e.g., school staff, teachers' poor qualifications and lack of training, teachers' time constraints, students as defenders, lack of technologies). In the next chapter (Chapter 4), the details of the feasibility study are presented.

### **3.8 *Aims and Objectives of the Research Program***

The overall aim of the present thesis is to design and implement an anti-bullying program suitable for the school context in Dhaka, Bangladesh, and examine its effectiveness.

Specifically, the aims of the research program are:

- i) to design an appropriate and effective anti-bullying program for school context in Dhaka, Bangladesh;
- ii) to implement the anti-bullying program in schools in Dhaka, Bangladesh; and,
- iii) to evaluate the effects of the anti-bullying program and the processes involved in this program.

To achieve these aims, the research will be conducted in two phases: Study 1 (Chapter 4: preliminary feasibility study for designing appropriate anti-bullying program) and Study 2 (Chapter 6: Randomised Controlled Trial for implementing anti-bullying program and assessing its impact).

As will be revealed in Chapter 4, the findings of Study 1 were that both primary and secondary school teachers have a lack of awareness about bullying and they are not skilled enough to implement appropriate actions against bullying in schools in Dhaka, Bangladesh. Teachers in primary schools, more than those in secondary schools, were more reluctant to introduce intervention considering bullying as normal behaviour for younger students. Following these key findings, a further literature review was required focusing on teachers' knowledge/perception of bullying, and existing teachers' training program for enhancing their awareness about bullying and capability to implement appropriate intervention (Chapter 5). The findings of Study 1 and further literature review in Chapter 5 gave evidence to prepare a new bullying awareness program. After developing a new bullying awareness program, study 2 was conducted to assess the program effectiveness among primary school teachers in Dhaka, Bangladesh, following RCT (Chapter 6).

## CHAPTER FOUR

### *STUDY 1: A QUALITATIVE FEASIBILITY STUDY FOR DEVELOPING A SCHOOL ANTI-BULLYING PROGRAM IN BANGLADESH*

#### **4.1**     *Introduction*

In this chapter, details of the feasibility study (Study 1) are presented. In sections 4.2 and 4.3 respectively, the background, aim and objectives of the study are described. Methods, including ethical approval, participants, interview schedule, data collection and analysis are discussed in Section 4.4, while in Section 4.5 the results are presented and related to the objectives of the study.

#### **4.2**     *The Background of Study 1*

The systematic literature review (Chapter 3) showed that before selecting an anti-bullying program it is necessary to explore teachers' knowledge, their willingness/motivation to deal with bullying problems, and barriers or facilitating factors in a given school context. For an intervention to be successful and sustainable in the school community, teachers' knowledge of bullying and their commitment to tackle it must be understood, because their competence to understand and handle bullying may enhance the effects of the intervention on students (Ahtola et al., 2012).

School resources are also important when implementing a program, and despite teachers' efforts, poor school communities may not have the resources to provide interventions (Menzer & Torney-Purta, 2012). Necessary resources may include money, technical support and staff hours (trained staff, school counsellors and teachers). Issues like technical support, true understanding of and engagement with the program principles make implementation possible (Ahtola et al., 2012). Bullying is more likely to occur when personnel responsible for student safety have inadequate training and there is lack of sufficient staff assigned to

supervision in locations such as school locker rooms, hallways, recess, playgrounds or on school buses (Carter, 2012).

School principals have a key role in ensuring a secure and friendly school environment. However, their actions are not always appropriate when dealing with parents who model bullying behaviour to their children and are unwilling to cooperate with school personnel (Carter, 2012). Moreover, effective anti-bullying work may require changes in school culture and organisation, and in behavioural norms (Olweus & Limber, 2010), for example, involvement in teamwork with professionals and designing new school policies. Teachers' willingness to accept such changes is essential when implementing an intervention. The quality of teacher–student relationships can also influence the possibility of children's involvement in bullying at school (Hong, Espelage, Grogan-Kaylor, & Allen-Meares, 2012). Teachers' initiatives to promote positive interactions among students or raise their awareness about bullying and conflictual situations can prevent bullying incidents (Espelage & Swearer, 2003). Students, at the time of confronting a bullying situation, may be less likely to seek help from teachers who demonstrate non-involvement or lack of awareness of bullying situations (Hong et al., 2012).

Teachers' concepts of bullying and their views regarding the success of existing interventions may influence decisions about implementation of further interventions. Teachers who think bullying is a developmental phenomenon that is not worth eliminating entirely may be unwilling to implement any intervention (Hektner & Swenson, 2012). The reasons for such attitudes may be that individuals tolerate or are not concerned about bullying behaviour. Moreover, school personnel cannot always distinguish between bullying and peer conflict (Bauman & Del Rio, 2005). However, it is necessary for teachers to know how bullying differs from conflict and fights, and the consequences of bullying. Teachers may also be reluctant to implement other formal interventions if they are satisfied with the outcomes of

existing interventions. Teachers do not always concern themselves with the crucial features of bullying and some teachers may consider bullying acceptable. Some teachers in American schools, for instance, think corporal punishment (as a traditional disciplinary approach) is effective in tackling bullying (Bauman & Hurley, 2005). Some teachers consider training on bullying as essential for them while young teachers may show confidence regarding their skills to handle bullying and may be reluctant to seek training (Bauman & Hurley, 2005).

In a review, Carter (2012) noted that teachers also believed certain types of bullying, such as relational, homophobic, and cyber bullying, were less important than physical violence. For this reason, school principals may not be willing to report bullying incidents to police enforcement agencies. Moreover, because of parental pressure and fear of litigation, school administrators cannot suspend a student who is a danger to him/herself or others for an extended period of time (Carter, 2012).

Cuadrado-Gordillo (2012) noted that very few teenagers considered repetition, intent to hurt, and abuse of power simultaneously as criteria that classify aggressive behaviour as bullying. During role play, none of teenagers playing the roles of bully, victim and witness separately considered repetition as an important criterion of bullying. Both bully and witness considered power imbalance (more powerful physically, psychologically, or socially) and intent to hurt as part of bullying while the victim's perception of bullying was determined by intention to hurt rather than power imbalance. Similarly, school teachers may have difficulty explaining how bullying differs from other kinds of aggression (e.g., conflict and fighting) when considering the three criteria: repetition, intent to hurt, and abuse of power.

In conclusion, school principals (termed Head Teachers in Bangladesh) have a vital role in motivating and enabling implementation of any school-based anti-bullying program (Kärnä et al., 2011b). They also play a key role in implementing administrative rules about the conduct

of classes and maintenance of school discipline. They have insight into matters such as teacher–student relationships, student–student relationships, steps taken to mitigate embarrassing situations (e. g., school bullying, aggression), and communication with parents about students’ behaviour. The position held by Head Teachers makes them an appropriate source of information to provide a perspective on school bullying and possible appropriate interventions in their school context. In light of this review, the aim and objectives of Study 1 are listed below.

### **4.3     *Aim and Objectives of Study 1***

The aim was to explore the feasibility of a school-based anti-bullying program suitable for the school context in Dhaka, Bangladesh. The objectives identified to achieve this aim were to:

- 1) understand teachers’ knowledge of bullying;
- 2) understand teachers’ attitudes to bullying, intentions and actions to solve bullying problems;
- 3) understand teachers’ recommendations for implementing an anti-bullying program in schools.

This latter objective was further expanded, with the goals to:

- i) justify an anti-bullying program for schools;
- ii) understand the scope and components, provider and delivery method of anti-bullying program in schools;
- iii) select the appropriate time for and grade/class aimed at implementing an anti-bullying program;
- iv) identify potential barriers to implementing an anti-bullying program;
- v) identify strategies for increasing the program’s effectiveness.



#### **4.4**     *Method*

Because this was an exploratory study, a qualitative design was used. Data were collected using in-depth interviews where participants were free to express their opinions in their own words. Thus, participants gave descriptions of their understanding of bullying, their attitudes or willingness to deal with school bullying and the extent of their ability to arrange formal interventions. Data collected through this technique were analysed using the open coding procedure (Liamputtong & Ezzy, 2005).

##### **4.4.1**    *Ethics for Study 1*

The study was approved by the Social and Behavioural Research Ethics Committee of Flinders University (project no: 5601, Appendix 4.1). Approval letters were obtained from the Directorate of Primary Education and the Directorate of Secondary Education giving permission to interview teachers in primary and secondary schools in Dhaka, Bangladesh, respectively. These approval letters were essential to give teachers assurances about their voluntary participation in research without any coercion from higher authorities. All teachers were given an Information Sheet with details about the study's purposes, procedures, and potential risks and benefits. All participants gave informed consent, their participation was voluntary, anonymous, and confidential, and they could withdraw from the study at any time.

##### **4.4.2**    *Participants*

The sample size in this study was decided on the basis of a literature review related to sample size in qualitative research (Mason, 2010). The systematic review in Chapter 3 revealed that most school bullying research during the last seven years (2005 to 2011) was done in primary/elementary schools/schools providing basic education (21 articles), with less in secondary/high/public middle schools (6 articles). However, in this study, Head Teachers from both primary and secondary schools were included to see if there were any differences in knowledge, attitudes, intention and barriers to dealing with bullying according to type of

school (primary and secondary) and students' age (e.g., younger and older students in primary and secondary school, respectively). Research evidence regarding such differences would help the researcher to select particular types of schools in which to implement an anti-bullying program. Additional questions were included concerning whether an existing school-based policy on bullying was in place, and if so, the nature of that policy (including punishment consequences).

To meet the research objectives, 34 different schools were randomly selected from lists of different types of schools (government primary, non-government primary, government secondary and non-government secondary) included in the 12 education zones (*Thana*) of Dhaka city, Bangladesh. All schools in these zones (government primary schools = 252, non-government primary schools = 30 and non-government secondary schools = 146) are coeducational. However, in non-government coeducational secondary schools, classes for boys and girls are held at different times (e.g., girls from 7 am to 12 noon and boys from 12:30 pm to 5:20 pm). Hence, bullying incidents between the sexes may be less likely to occur. For logistic convenience, six education zones were selected using the fishbowl draw technique (Kumar, 2010). Schools within the selected zones were listed for sampling with a separate sampling frame prepared for government primary schools (N = 123), non-government primary schools (N = 17) and non-government secondary schools (N = 92). The fishbowl draw technique was then used to select eight schools from each of these sampling frames (see Table 4.1). In addition, 10 government secondary schools were selected from a separate list of 24 (2 = coeducation, 22 = single sex education).

Finally, 34 Head Teachers (see Table 4.2) of randomly selected schools were included in the sample (government primary = 8; non-government primary = 8; government secondary = 10 and non-government secondary = 8). Here, among 10 government secondary schools, two were coeducational and eight were single sex, four boys' and four girls' schools.

Table 4.1 *Number of schools selected for sample by school type*

| Zone                | Government Primary Schools |                     | Non-government Primary Schools |                     | Non-government Secondary Schools |                     |
|---------------------|----------------------------|---------------------|--------------------------------|---------------------|----------------------------------|---------------------|
|                     | No. schools                | No. schools sampled | No. schools                    | No. schools sampled | No. schools                      | No. schools sampled |
| Lalbag              | 35                         | 3                   | 5                              | 2                   | 8                                | 2                   |
| Cantonment          | 13                         | -                   | 0                              | -                   | 6                                | -                   |
| Mohammadpur         | 12                         | -                   | 0                              | -                   | 14                               | -                   |
| Demra               | 36                         | -                   | 5                              | -                   | 12                               | -                   |
| Tejgaon             | 10                         | -                   | 0                              | -                   | 10                               | -                   |
| Ramna               | 9                          | 2                   | 0                              | -                   | 9                                | -                   |
| Gulsan              | 31                         | -                   | 7                              | -                   | 6                                | -                   |
| Motijheel           | 18                         | 1                   | 0                              | -                   | 8                                | 2                   |
| Sutrapur            | 27                         | 1                   | 0                              | -                   | 10                               | -                   |
| Kotwali             | 27                         | -                   | 1                              | -                   | 6                                | -                   |
| Mirpur              | 28                         | -                   | 10                             | 5                   | 49                               | 1                   |
| Dhanmondi           | 6                          | 1                   | 2                              | 1                   | 8                                | 3                   |
| <b>Final sample</b> | <b>252</b>                 | <b>8</b>            | <b>30</b>                      | <b>8</b>            | <b>146</b>                       | <b>8</b>            |

*Note:* Shaded zones were selected for the final sampling frame.

Table 4.2 *Number of participants (Head Teachers) by type of school*

| <b>Types of School</b>                       | <b>Number of Head Teachers</b> |
|--|--------------------------------|
| Government Primary Schools                   | 8                              |
| Non-government Primary Schools               | 8                              |
| Government Secondary Boys' Schools           | 4                              |
| Government Secondary Girls' Schools          | 4                              |
| Government Secondary Coeducation Schools     | 2                              |
| Non-government Secondary Coeducation Schools | 8                              |
| <b>Total selected</b>                        | <b>34</b>                      |

Head Teachers were selected as participants for several reasons. They are the most senior staff member in their schools and are responsible for all aspects of school administration, including class scheduling, maintaining school discipline, managing difficult or embarrassing situations (e.g., school bullying, aggression), and communicating with parents about students' behaviour. Through these activities, they may gain an insight into teacher–student and student–student relationships. Hence, they are potentially a good source of information about school bullying and have a useful perspective on bullying interventions in their context.

#### **4.4.3 Interview Schedule for Data Collection**

Data were collected using an interview schedule (Appendix 4.2) prepared for primary and secondary school teachers. There were 20 questions designed to collect information that would meet the objectives of the project: (i) teachers' knowledge about and attitude towards bullying, intentions and actions to solve bullying problems (questions 1–3, and 5 in the interview schedule); and (ii) teachers' recommendations for implementing an anti-bullying program, including the need for a program, its scope and components, appropriate providers

and delivery methods, the best time and grade/class for program delivery, and potential barriers to implementation in Dhaka, Bangladesh (questions 4 and 6–20).

#### **4.4.4 Data Collection Procedure**

Data were collected through in-depth interviews conducted in Bangla by the researcher and recorded digitally with permission of the participants. Materials (e.g., letter of introduction, approval or consent form and interview schedule) were translated by the researcher from English to Bangla. The Director General, Directorate of Primary Education, and the Director General, Directorate of Secondary and Higher Education were given separate letters of introduction asking them to provide an approval letter for interviews with primary and secondary Head Teachers, and a list of schools in Dhaka city with telephone numbers (Appendix 4.3). Head Teachers of selected schools were sent a Letter of Introduction, Information Sheet and Consent Form (Appendix 4.4) by mail before being telephoned to make an appointment for the interview. Participants were asked questions following the interview schedule, with probe questions used when necessary. Interviews lasted from 9 to 66 minutes, with an average length of approximately 28 minutes. After interviews, teachers were thanked for giving up their valuable time.

#### **4.4.5 Data Analysis**

The researcher transcribed responses and back-translated them to English. A random selection of responses was then re-translated into Bangla to confirm accuracy. Translation followed the advice of Derrida and Venuti (2001) who argued that a ‘good’ translation is not a literal word-to-word process but rather one that transmits the most equivalent meaning from the original source. Open coding was used for data analysis to address the research objectives. Initially the researcher reviewed the English transcripts of responses and identified relevant parts of the text (see Table 4.3 for examples). The researcher then identified the chunk with a “note” in the second column. The notes were then refined into the

final codes based on the research objectives. The final codes are shown in the last column. In the example in Table 4.3, the final code derived from the response of teacher 8 (GP) indicates a positive attitude towards bullying as a natural phenomenon while the code for teacher 1 (GBS) signifies a negative intention to deal with the bullying problem.

Table 4.3 *Examples of Codes used for Data Analysis*

| <b>Interview Text</b>  | <b>Notes</b>                                   | <b>Final Codes</b>                  |
|--|--|-------------------------------------|
| <b>Teacher 8 (GP):</b> We can't remove it completely. This is natural. If we remove this, I think, the children will be sick. If I stop a child who is fickle minded, then that child won't grow properly; this is my opinion. We don't have to remove it.   | Bullying needed for normal growth              | A natural phenomenon                |
| <b>Teacher 1 (GBS):</b> [...] If we try to make awareness about bullying, a student who has tendency to do bullying will be inspired to do that practically. This problem does not have much prevalence. There is low possibility of bullying occurring. Nevertheless, if you give us a guideline to control this problem, we can maintain that. | Awareness will inspire students to do bullying | Unwillingness to deal with bullying |

## 4.5 *Results*

Data were collected from Head Teachers in five types of school: Government Boys Secondary (GBS), Government Girls Secondary (GGS), Government Secondary (GS), Non-Government Secondary (NGS), Government Primary (GP) and Non-Government Primary (NGP). To identify a suitable anti-bullying program to implement in schools in Dhaka, Bangladesh, the results of Study 1 were analysed to address the objectives described in section 4.3.

### 4.5.1 *Teachers' Knowledge, Attitudes, Intentions and Actions toward Bullying*

Teachers are critical in efforts to reduce bullying in schools, but their knowledge and views about school bullying determine their concern and guide their actions. Considering this fact,

to gain understanding of teachers' knowledge and views about bullying, they were asked to give their opinions about the concept of school bullying. Teachers at secondary and primary school levels defined bullying by mentioning different behaviours as examples of bullying. Some teachers [e.g., teacher 1(GBS)] mentioned a power imbalance between bully and victim, where the bully dominates the victim in different ways, such as tormenting physically or mentally, distancing or isolating or ignoring or excluding the weaker from the group because of low physical strength or poor academic performance or poor family status. Here, only a power imbalance is highlighted as a characteristic of bullying.

I think bullying means the supremacy of stronger on weaker [...] Such as, if one of two students of the same age is stronger physically than the other, the stronger one tries to apply his/her power on weaker one. For example, the stronger student can tell the weaker to keep a distance when he/she sits beside him/her. Or another type of bullying may be seen that a good student ignores a weak student. Another example is that a student who comes from a rich family makes a group and shows a different view to a student from a poor family. I think, this matter is also bullying.  
[Teacher 1 (GBS)]

Two teachers mentioned the repeated nature of bullying (frequency) through examples of physical, psychological and verbal bullying.

If a student attacks another student physically or mentally, it is called bullying. This attack will be continued. Such as this incident will be occurring on several subsequent days (e.g., today and then next day). A student may insult another student, making a sound or calling a name. [Teacher 5 (NGS)]

Some teachers also gave examples of fighting/conflict and disputing as bullying. They said that the bully and victim showed equal power through a counter attack. Although teachers described some single acts of inappropriate aggression as bullying, they did not express concern about the continuation of such unacceptable incidents. Hence, they may overlook the dominant nature or power imbalance between perpetrator and victim, and instead blame bully

and victim equally. However, these incidents may be considered as bullying if they are sequential occurrences (repeated nature as a characteristic of bullying) between students having a power imbalance between them.

[...] We find different kinds of bullying like fighting, disputing, throwing stones to each other, fighting with bat-ball. [Teacher 5(GBS)]

One may go on a counter attack. Both of them are at fault. There is no other reason. [Teacher 1(GP)]

In teachers' responses, incidents of stealing and aggression towards obstacles in maintaining romantic relationships were also mentioned as examples of bullying. In Bangladeshi society, parents usually do not want to allow their offspring to have romantic or premarital relationships. However, just as someone may steal something because of a desire to use that thing, not to hurt the owner, a girl may hurt or threaten another girl or third person (as an obstacle) if she discloses evidence of a romantic relationship (e.g., dating or talking to boyfriend secretly by telephone). Here, the girl having a romantic relationship may be a threat to the other girl, seeing her as an obstacle to the romantic relationship. In such circumstances, stealing and aggression towards obstacles to romantic relationships are not bullying. Teachers may not have clear perceptions about the intentions behind such incidents. These are different from intentions in bullying behaviour. If someone steals something repeatedly to hurt another student psychologically, it may be bullying. Similarly, threatening someone else over maintaining a romantic relationship may also be bullying if it occurs to a student repeatedly, because he or she is considered an undefended and suspected informer to disclose someone's confidential romantic relationship.

[...] such as a girl may take cosmetics or tiffin/meal from another student's bag. I just faced a complaint some days ago. A girl took a mobile phone from another



girl's bag without permission. Both of them were involve in a clash [....]. [Teacher 1 (NGS)]

Girls also have bullying amongst them. Some girls are very desperate and [...] using mobile secretly (for making calls to boyfriend) and then threaten others (students) not to reveal it to teachers. [.....] They make other students scared that they will threaten them through their boyfriends from outside [.....] [Teacher 1(GS)]

Teachers were asked what they thought was needed to deal with bullying problems. Most teachers in primary schools thought that bullying behaviour was natural and would disappear with age. They also said it was not possible to end bullying completely, and that the normal development of children might be disrupted if it was stopped. These statements indicate that teachers may think that bullying behaviour contributes to the child's normal development like play does. According to their opinions, the bully is naturally fickle minded and overactive. In students with these characteristics, the teacher may see bullying behaviour as a source of pleasure which, in turn, is helpful for the student's normal growth. Through such responses, these teachers showed a positive attitude towards bullying as normal and acceptable behaviour, and hence, they did not intend to take steps or to deal with such problematic behaviour.

We can't remove it completely. This is natural. If we remove this, I think, the children will be sick. If I stop a child who is fickle minded, then that child won't grow properly; this is my opinion. We don't have to remove it. [Teacher 8 (GP)]

We do not need to implement interventions. Bullying occurs naturally among students and then they come back to a normal state after few moments. There is no need for separate steps. [Teacher 7 (GP)]

Some secondary teachers also expressed a negative attitude towards dealing with bullying and had no intention to do so. For example, Teacher 1 (GBS) argued that implementing interventions may inspire students to become involved in bullying, rather than reducing it.

Students who were not aware of bullying may practice bullying behaviours as an experiment after learning about bullying in an anti-bullying program. Moreover, according to one Head Teacher, bullying did not occur much in the school context in Bangladesh. However, the same Head Teacher wanted teachers to have guidelines for controlling the problem.

[...] If we try to make awareness about bullying, students who have a tendency to do bullying will be inspired to do that practically. This problem has not much prevalence. There is low possibility of bullying occurring. Nevertheless, if you give us a guideline to control this problem, we can maintain that. [Teacher 1 (GBS)]

In response to the question about the steps usually taken to solve a bullying problem, almost all teachers described similar actions. The school authority invokes primary (preventive) and secondary (targeted) interventions following restorative practices, mediation approaches and traditional disciplinary approaches, such as an apology from the bully under restorative approaches, and making both the bully and victim understand, which is based on mediation approaches. In the case of severe or repeated incidents, school authorities cancel the enrolment of the bully and give him/her a Transfer Certificate as punishment, which is considered expulsion from the present school. This punishment can be categorised under traditional disciplinary approaches and may lead to desired behavioural changes among other students who have a tendency to bully others. As a milder punishment, teachers may warn the bully about cancelling their enrolment if he/she repeats the bullying incident in future. The school authorities and parents are satisfied that this is an effective solution for the bullying problem. However, it is a matter for concern and further investigation as to whether the parents of the bully are also satisfied with the punishment given to their child.

When I come to know (about an incident), I call both of them, bully and victim. After calling them, the bully gives an apology most of the time. He promises that he will not repeat such incidents in future. We also inform his guardian that we would take steps according to government law in school (giving Transfer Certificate) if the

child repeats such incidents in future. [...] We always give them a satisfactory solution. We also take feedback from them (parents) about what is going on. Parents always give us positive feedback: 'my child is in a good situation and he does not face any problem now'. [Teacher 1GBS]

Other preventive or primary steps that were taken included giving moral lessons (learning to distinguish between right and wrong or what should be done) in religious and moral education classes, and discussing parents' responsibility for giving students instruction about how to behave in a given situation. Supervision was also arranged under some responsible person (e.g., teachers and peer group) to identify incidents.

We do not face difficulties in solving some problems. [...] We try to make the bully understand what should be done in school. [...] A class on religion is also held. We also have moral education classes. We try to make them understand this morality. We try to make guardians understand in Parents–Teacher Association meetings and SMC (school management committee) meetings that [...] they also need to give their children some lessons such as [...] what is the code of conduct for behaving with teacher and friends in school environment? [Teacher 3 (GP)]

[...] we have teachers in our council. They roam the school during classes and we have some students in every class acting as informers. [Teacher 3 (NGS)]

One secondary teacher [teacher 7 (GGS)] described additional preventive steps. In her school, students were given lessons about social norms, values, control of emotions and proper behaviour with classmates, friends and parents. The school authorities also gave students lessons about life skills as proposed by the World Health Organization (self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress and coping with emotion) (WHO, 1999). These activities were considered a successful solution.

[...] We usually teach the children about social norms, values, how to control emotions, how to behave with classmates, parents and friends. We motivate them to

learn the ten life skills given by WHO. But for a specific problem, we solve it through counselling, teachers' communication or by talking to guardians. [...] We are doing these things with pleasure and we feel proud of that. [Teacher 7 (GGS)]

#### **4.5.2 Teachers' Recommendations for Implementing an Anti-bullying Program**

##### **4.5.2.1 Justification for an Anti-bullying Program**

Teachers were asked whether they needed additional steps apart from those they usually take. Most primary teachers were unwilling to introduce an anti-bullying program because they considered bullying a normal issue. However, some teachers in primary and secondary schools thought that it was necessary to take anti-bullying steps because of its devastating effects. According to them, the existing steps only provided a temporary solution to the bullying problem. Further anti-bullying programs were needed for more effective solutions. Students needed to understand the seriousness and devastating effects of bullying through counselling, but there were no suitable persons (e.g., counsellors, trained teachers) nor a strategy to deal with such problems.

It is very important to implement an intervention. Sometimes a serious (e.g., physical injury, bleeding) incident occurs from it. [Teacher 7 (NGS)]

They (students) avoid bullying temporarily. [Teacher 6 (NGS)]

To minimise the bullying, an intervention is needed. [...] we are trained not to hit or scold a child rather provide him/her with counselling. But where is the counsellor? I also believe that we should not hit them, rather we have to make them understand and tell them positive things. So, every educational institution needs a counsellor to stop bullying. [Teacher 5 (GBS)]

##### **4.5.2.2 Scope and Components, Provider and Delivery Method**

Teachers were asked what steps could be taken to provide a more effective solution and reducing bullying incidents. Teachers suggested different types and approaches for implementing interventions in primary and secondary schools. Some secondary intervention

strategies based on different theoretical approaches were proposed, principally for repetitive and severe bullying incidents. For example, it was suggested that teachers apply the strategy in the initial stages of a bullying incident, making both bully and victim understand. If this strategy does not work or the bully repeats the bullying incident, teachers can then use harsh language (based on the traditional disciplinary approach) as psychological punishment.

[...] Teachers can make them understand. If this procedure (making understand) is not effective, teachers may give them mental punishment such as scolding, using harsh language. Now, there is an embarkation on corporal punishment. [Teacher 7 (NGS)]

As preventive steps, some respondents suggested training for parents and teachers from educational psychologists or counsellors, using meetings, workshops and seminars under the Directorate or Ministry of Education, or introducing bystander interventions by assigning better behaved students (with good academic results) to different groups and giving moral lessons based on religion.

It will be good, if it is possible to arrange seminars and meetings. Directorate or Ministry of Education can arrange seminars monthly and invite some psychologist to attend. Psychologists can train school teachers so that they can give students lessons about bullying. They can create awareness and solve bullying problems. [...] It is possible to involve other students who are not involved in bullying. We can assign all students of a class to different groups. Then we can select a student from each group as group captain, who is good in nature and a bright student. Thus we can motivate students through these groups. [Teacher 4 (GBS)]

Teachers considered that professionals (e.g., counsellors, educational psychologists) might create awareness among parents, teachers and students by giving them information about the negative effects of bullying and the necessity of dealing with the problem. Trained teachers could also convey information regarding bullying to parents through meetings for raising awareness about the proper guidance needed by students. Although parental involvement was

thought essential, they were not always available because of time limitations or their professional responsibilities. Most teachers stressed teacher training, and moral lessons (distinguishing between good and bad through curriculum intervention) for students as ways for teachers to deal with the problem competently and so that students could avoid problematic behaviour through their own judgment. Almost all teachers thought that teachers (e.g., class teacher) should play a role as the main provider of programs with other professionals (e.g., counsellor or educational psychologist) to help them. Suggested delivery methods for programs included lectures, discussion methods, audio-visual presentations of stories related to bullying, seminars, workshops and counselling.

Bullying intervention is necessary for us (as teachers). We need to learn many things for enhancing our school environment. If an intervention is planned, our teachers and students will cooperate to implement that. [...] It would be better if we (as teachers) give them lesson through their religion class, music class, physical education class, about what is the purpose of education, what is the right thing to do, what type of behaviour should be done, what is the religious instruction [moral education]? Parents are not available always. They just drop their children in school. Then we can't meet them although we call them in any need. Bullying incidents can be reduced if some steps are taken: to involve parents, to convey information regarding bullying frequently in meetings [Parents–Teacher Association meeting, SMC (school management committee) meeting], they need to be informed what should be done as parents besides teachers' activities. [...] If school counsellor or educational psychologist comes to conduct a meeting or workshop, all of us (teachers, students and parents) can benefit. [Teacher 3 (GP)]

#### **4.5.2.3     *Appropriate Grade/Class and Timing***

Teachers were asked how often they devoted time to anti-bullying programs. Most reported time limitations because of existing professional responsibilities. Some teachers thought that it would be possible to arrange sessions for 2 or 3 hours weekly/fortnightly with the approval

of higher authority. Their preference was to make time on Thursdays because of its shorter school hours.

In our daily assembly, teachers can demonstrate something. We can provide five minutes out of 20 minutes to talk about this issue. [...] If the authority instructs us to attend to such program, then we can provide half a day fortnightly or weekly. I think we need this. [Teacher 6 (GP)]

Teacher is already doing something in this regard. He/she can make a time on Thursday in each week for this purpose. [Teacher 4 (GP)]

To decide the target grade of students to include in an anti-bullying program, the researcher wanted to know the grades where bullying is most prevalent. Teachers had mixed opinions about this. Some mentioned different grades of students as more involved in bullying incidents. Others tried to explain why bullying prevalence was higher in a particular grade. For example, they considered the involvement of 3<sup>rd</sup> grade students in bullying was due to their familiarity with the school environment and immaturity in social development. The lack of consensus among teachers means that it is necessary to consider other factors when choosing grade/class for targeting an anti-bullying program, such as school curriculum and students' mental maturity and capacity to understand the purpose of anti-bullying sessions.

Bullying occurs more in 3<sup>rd</sup> grade. [...] Their curiosity is increased in class with being promoted from 1<sup>st</sup> grade to 3<sup>rd</sup> grade. Students of 1<sup>st</sup> and 2<sup>nd</sup> grade are hesitant as they are younger. Students of 1<sup>st</sup> and 2<sup>nd</sup> grade are under control. But they are quite out of control when they are promoted to 3<sup>rd</sup> grade. [...] But students can maintain balance when they are promoted in 5<sup>th</sup> grade. They are under pressure of study in this stage. [Teacher 4 (GP)]

#### **4.5.2.4 *Potential Barriers to an Anti-bullying Program***

Different teachers noted some common barriers that they may face when implementing anti-bullying programs in primary and secondary schools. These included time constraints,

increasing teachers' professional load and students' study load, the risk of further attacks on those helping victims or reporting bullying, and the unwillingness of older students to report bullying because of their age-related motivation for group belongingness.

It is not possible to give time weekly. Teacher can give 10 minutes every day. Thus it will be a total of 60 minutes per week. But it is not possible to give one hour at a time. [...] Other students have to face some barriers to report about bullying. They may be made a further target of bullying. [...] There are more tendencies to report about bullying among students of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade compared to those of 9<sup>th</sup> and 10<sup>th</sup> grade. Students of 9<sup>th</sup> and 10<sup>th</sup> grade do not want to report easily, their group belongingness increases. [Teacher 1 (GBS)]

If we arrange it after finishing the class, then the teachers need to be paid for that and if we do it during school time then we have to cancel a class. [Teacher 6 (NGS)]

Further, teachers believed that parents' negative attitudes and behaviours would work against implementing an anti-bullying program. Guardians were biased about their own children and would not accept complaints against their child in an even-handed manner. Teachers suggested counselling for parents should come first.

[...] I think, parents need to come under counselling at first. We see parents who quarrel. Sometimes, parents beat another student (who was involved in a clash with their child) after coming to the class room. But we can't know this matter. Parents accept what their child says without any verification. They also scold teachers about why we did not give attention to their child properly. So it would be good if parents are given counselling in this regard. [Teacher 4 (GP)]

Guardians also claim their child as inoffensive. They think that their child is always in the right. That is a vital factor. [Teacher 3 (GGS)]

Furthermore, parents' lack of awareness, illiteracy, low economic status and nature of their employment were barriers to their involvement.



[...] Not all of the parents are aware or in a good economic condition. Many parents go to their work in early morning. It is very difficult to involve these parents in a whole day session of intervention. Because, some parents are part-time maid-servant, some are garment workers, some are factory workers. [...] [Teacher 3 (GP)]

Anti-bullying programs using computer software are not suitable for schools in Bangladesh because technical support is not available in some secondary schools and all primary schools.

There is no computer, multimedia or projector in our school, so we can't provide this kind of facility. [Teacher 5 (GP)]

#### **4.5.2.5 Strategies for Increasing Program Effectiveness**

Teachers recommended strategies for increasing program effectiveness as follows: a mandate or central policy from higher authority (the Directorate of Primary Education) to implement programs, involvement of parents, school staff and peer group (as bystander intervention), providing training to teachers, providing guidelines and materials to teachers for implementing a program, giving students awards for showing good/altruistic behaviour.

I think, it will not be possible (implementing anti-bullying program). But if there is an order from higher authority, teachers may take initiative. [Teacher 1 (GP)]

But parents and teachers can do more to solve this problem compared to a bullying expert. [...] it is difficult for an outsider to understand students [...]. [Teacher 1, (GBS)]

Children are over matured. I think, if we arrange an award for showing good behaviour, a bully will try to achieve that award. Thus we can make our school bullying free. [Teacher 2 (GP)]

#### **4.5.3 Summary of Findings**

Most primary school teachers did not intend to implement an anti-bullying program. They considered bullying as a normal part of growing up or believed there was a chance the

program would increase rather than decrease bullying. Some teachers were satisfied with steps already taken but these may not have been only for bullying incidents. Some examples of bullying incidents given by teachers (e.g., fighting, stealing and aggression to third party who was an obstacle in a romantic relationship) may have been bullying or else a single act of inappropriate aggression, with most teachers not concerned about the repeated nature (frequency of bullying) and intention of bullying. Consequently, they followed the same procedure to solve bullying as they used for other kinds of unacceptable single acts. These actions included a procedure to create understanding that was used to resolve fighting or stealing as well as bullying problems, where the negative effects of these unacceptable incidents were highlighted to the offenders. However, some teachers were willing to work with professionals (e.g., educational psychologist or counsellor) to develop guidelines for dealing with bullying problems. Teachers also confirmed that neither the Directorate of Primary Education nor the Directorate of Secondary Education in Bangladesh had a central policy for managing bullying.

Based on resources available in the Bangladesh context (shown in Figure 4.1), most teachers recommended bystander interventions or curriculum interventions (giving moral lessons) based on a restorative approach, or intervention using a mediation approach (making understand) to solve and prevent bullying. In this situation, teachers might play the role of program provider through lectures and discussions or interactive teaching methods. To increase the program effectiveness, other relevant institutes/organisations and persons would need to be involved, such as the Directorate of Primary Education, parents and peer group or other students.

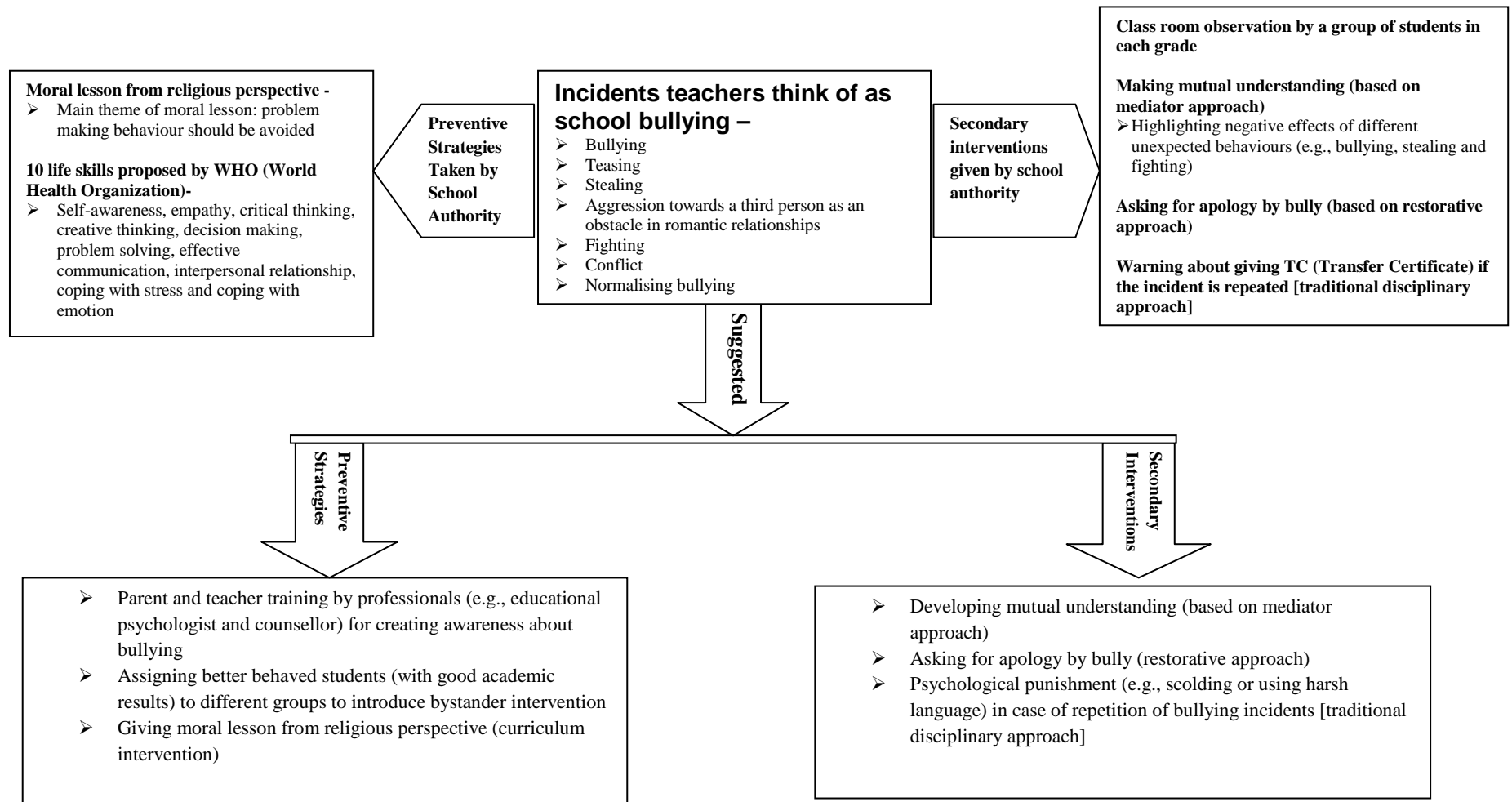


Figure 4.1 Teachers' concepts of bullying and anti-bullying programs

Almost all teachers showed that their knowledge and understanding of bullying differed from the formal definition of it. They thought of bullying as a broad concept that included other kinds of unacceptable single behaviours such as stealing, teasing or romantic involvement. Primary school teachers were more reluctant to introduce anti-bullying programs than teachers in secondary schools, because they considered bullying behaviour was part of the normal social development in younger students that would disappear with age. Hence there is a need for teachers to be taught about basic concepts of bullying. For example, teachers mentioned anti-bullying programs which were also suggested for other types of unacceptable behaviour (e.g., stealing, fighting and teasing) as shown in Figure 4.1. Because teachers could not differentiate bullying incidents from other types of unacceptable behaviours, they may not be able to implement an anti-bullying program and measure its effectiveness by targeting only bullying incidents. Teachers are also the key to the evaluation of program effectiveness by accurately recognising and counting the frequency of bullying incidents. As program providers, teachers' knowledge, attitudes and skills when tackling bullying mediate the effects of anti-bullying policies and programs on students (Ahtola et al., 2012; Bauman & Del Rio, 2006).

The significance of appropriate training for teachers about bullying is crucial when introducing an anti-bullying program. Teachers who understand the concept of bullying (e.g., features of bullying that distinguish it from other kinds of unacceptable behaviour, consequences and negative effects of bullying on students' overall wellbeing) may show anti-bullying attitudes and an intention to deal with the bullying problem competently.

Furthermore, as program providers, teachers must have a clear understanding of bullying so they can convey to students why they should stop such behaviour. Teachers who have a clear understanding of bullying would also be able to identify bullying incidents and provide appropriate secondary intervention. Finally, teachers would also be able to provide an

accurate measure of the frequency of bullying before and after implementation of an anti-bullying program. Such measures are essential to assess program effectiveness. Naylor, Cowie, Cossin, Bettencourt, and Lemme (2006) also argued that it is important to know how teachers define bullying and measure program effectiveness.

Overall, the feasibility study revealed the necessity for teacher training about bullying awareness as a precondition for implementing anti-bullying programs for students. Although the current program of research set out to develop and implement an intervention aimed at students, this initial qualitative study has shown that a student-based intervention is not currently appropriate in Bangladesh because teachers have little knowledge of bullying and minimal intention to intervene. Therefore, the focus will switch to a teacher-based intervention. Chapter 5 presents a literature review of teachers' knowledge of bullying to support this strategy and Chapter 6 presents the results of an intervention/implementation study.

## CHAPTER FIVE

### *REVIEW OF TEACHERS' VIEWS ON, AND TRAINING FOR, SCHOOL BULLYING MITIGATION*

#### **5.1**     *Introduction*

In the feasibility study (Chapter 4), it was found that most teachers in primary and secondary schools in Dhaka (Bangladesh) described some behaviours as bullying that were actually single aggressive behaviours (e.g., fighting or disputing) or other unacceptable behaviours (e.g., stealing). They were not concerned about two unique characteristics of bullying, namely imbalance in power and repetition of bullying incidents. Moreover, most teachers especially in primary schools viewed bullying as a normal phenomenon and said there was no need for prevention or intervention. One of the original intentions of this PhD was to implement an intervention based on reducing bullying among students, but Study 1 showed that what is needed before this is a change in teachers' knowledge, attitudes, intentions and behaviour around bullying. In light of this evidence, in Chapter 5 there are systematic reviews of articles about teachers' knowledge/perception, attitudes toward bullying, intention and actions to deal with bullying, and the need for teacher training about bullying. A systematic literature review was also undertaken of the content and effectiveness of existing teacher training programs for school bullying. The purpose was to provide the theoretical background and justification for selecting or developing a bullying awareness program for teachers in schools in Bangladesh.

#### **5.2**     *Search Strategies for Literature Review*

Two separate systematic searches were undertaken on 19<sup>th</sup> September, 2014, for journal articles about (i) teachers' knowledge, attitude, and intention to intervene in school bullying, and the need for teacher training (see section 5.3) and (ii) the effects of existing anti-bullying programs on teachers' knowledge, attitude, and intention to intervene in school bullying (see section 5.4). Seven databases were searched: PsycINFO, ScienceDirect–Elsevier,

Sociological Abstracts (ProQuest), PubMed, Web of Knowledge (current contents), Scopus, and Informit. These databases were selected because the searches for Study 1 had shown that they contained relevant articles. Searches were limited to articles published in English at any time. Abstracts from the search results were imported into the reference manager (Endnote<sup>®</sup>) and screened, and full text of relevant articles obtained.

### **5.3 *Search Strategy for Literature Review of Teachers' Knowledge, Attitudes, and Intentions to Intervene in School Bullying, and Need for Teacher Training***

The following search terms were used for this review: “(school\* AND bullying AND teacher\*) AND (knowledge OR perception\* OR attitude\* OR belief)”. A total of 736 articles (published, or accepted for publication, from 1991 to 2014) were initially identified: PsycINFO/(OvidSP) = 164, ScienceDirect-Elsevier = 27, Sociological Abstracts (ProQuest) = 67, PubMed = 88, Web of Knowledge (current contents) = 198, Informit = 189 and Scopus = 3. An additional 47 articles were identified through a search in Google Scholar. After removing duplicates, 563 articles were screened, resulting in 65 articles being identified as relevant. After checking the bibliographies of these articles, two additional articles were identified, giving 67 articles for detailed review (see Figure 5.1 for details of search strategy).

#### **5.3.1 *Teachers' Knowledge, Attitudes, Intention and Actions towards Bullying***

The issues to be discussed provide the background for selecting primary school teachers in Bangladesh as participants and assessing their knowledge, attitude, intention and actions against bullying as outcome measures for a new bullying awareness program.

##### **5.3.1.1 *Teachers' Lack of Awareness, and Definitional Challenges***

Reviews (Beaty & Alexeyev, 2008; Gorsek & Cunningham, 2014; Strohmeier & Noam, 2012) and primary research from countries such as Italy (Menesini, Fonzi, & Smith, 2002), Canada (Craig et al., 2011) and the USA (Bauman & Del Rio, 2005; Bradshaw, Sawyer, &

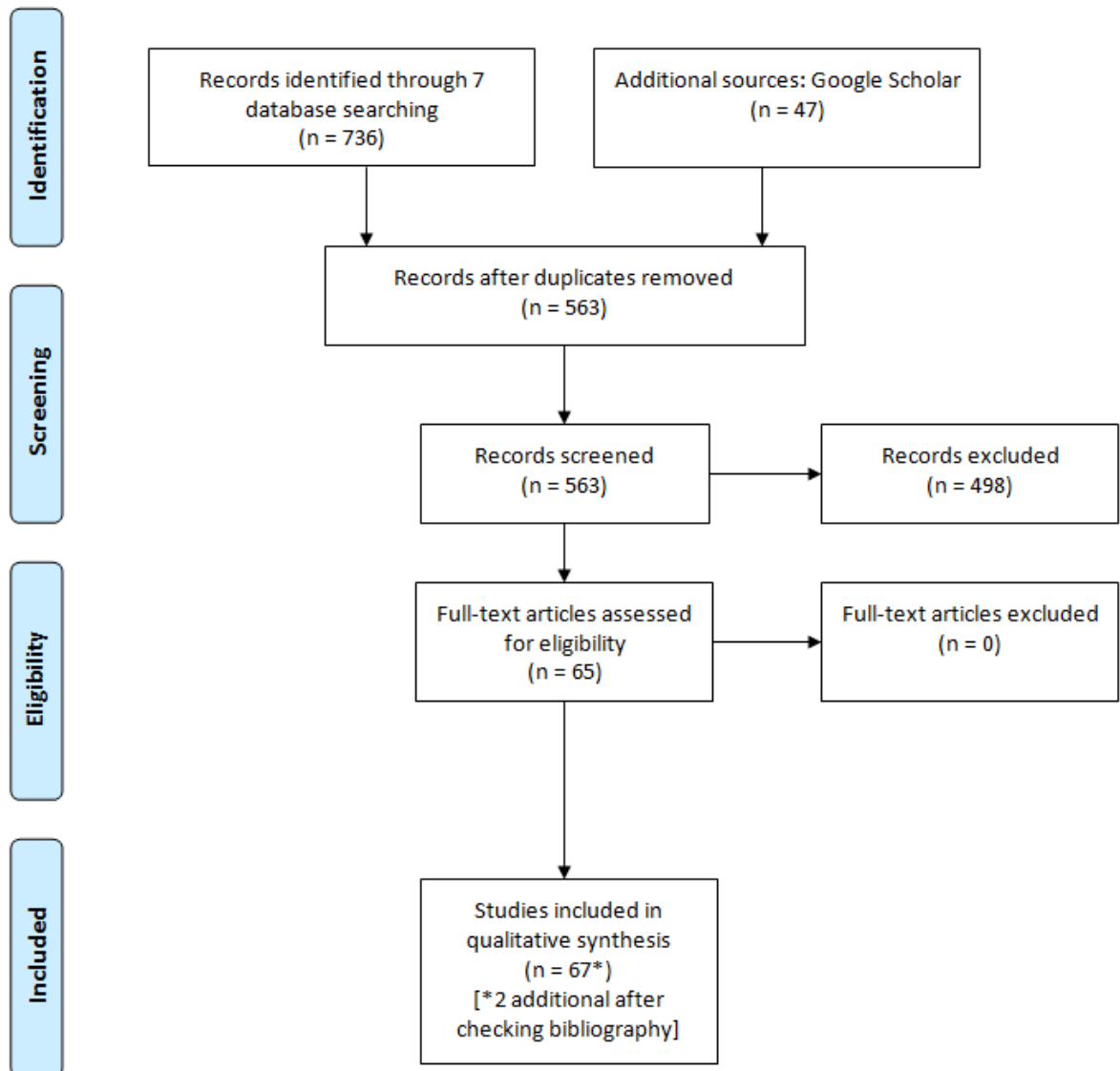


Figure 5.1 *Search Strategy for Review of Teachers' Knowledge, Attitudes and Intention to Intervene with School Bullying, and Need for Teacher Training*



O'Brennan, 2007) demonstrated that teachers had little awareness of the bullying problem among their students. Researchers claimed that pre-service teaching students and teachers needed to be aware about the severity of bullying and its long-term harmful effects on bullies, victims, and bystanders. The absence of consistent and effective disciplinary responses to bullying from teachers served to reinforce it (Pecjak & Pirc, 2015).

Several studies revealed that neither trainee nor qualified teachers were able to define bullying accurately based on the delimiting characteristics of the phenomenon (Bauman & Del Rio, 2006; Benitez, Garcia-Berben, & Fernandez-Cabezas, 2009; Hazler, Miller, Carney, & Green, 2001; Yoon, 2004). Their understanding of bullying was incomplete or inaccurate, and their perception of competence in tackling bullying was inconsistent (overestimated or underestimated) (Ahtola et al., 2012; Bauman & Del Rio, 2005). Mishna, Scarcello, Pepler, and Wiener (2005) noted that most teachers in their study mentioned power imbalance but very few mentioned repetition of bullying incidents. Bauman and Del Rio (2005) found very few pre-service teachers mentioned repetition (6%) or power imbalance (28%), and they were also over-confident in their ability to deal with bullying. Teachers had a crucial role in recognising all forms of bullying as being serious, and preventing or intervening when they saw bullying occurring (Osman, 2013; Rabah & Vlaardingerbroek, 2005). Although teachers spent a great deal of time with students in the school setting (Benitez et al., 2009; Craig et al., 2011; Lund, Blake, Ewing, & Banks, 2012) and were supposed to prevent and intervene in bullying at their schools, they did not indicate a high degree of confidence to deal with bullying problems or did not always know when and how to respond (Gorsek & Cunningham, 2014; Mishna et al., 2005; Osman, 2013).

### **5.3.1.2**     *Discrepancy among the School Community about the Incidence of Bullying*

The lack of a universal definition for bullying remains an unresolved issue within bullying research and across school systems (Goldsmid & Howie, 2014). This lack of consensus created a number of problems. Without a common definition of bullying within schools, school personnel could be confused about recognising and managing bullying situations (Antonopoulos, 2015; Benitez et al., 2009; Craig et al., 2011; Gorsek & Cunningham, 2014); Students, parents, and school staff differed in the ways they defined a bullying incident (Newgent et al., 2009), and school personnel might apply an inconsistent approach to address bullying, which, in turn, affected the success of interventions (Maunder, Harrop, & Tattersall, 2010). Newgent et al. concluded that all members of school communities, such as school counsellors, educators, administrators, parents, teachers and students alike should be well informed about the universal definition, warning signs, causes, and impact of bully victimisation, because such information was crucial to the success of bullying intervention and prevention programs.

Studies showed that teachers who could identify a range of bullying modes were more likely to intervene (Atlas & Pepler, 1998; Rabah & Vlaardingerbroek, 2005), but many teachers were not be able to recognise all types of bullying (Batsche & Knoff, 1994; Rabah & Vlaardingerbroek, 2005). School personnel also had difficulty distinguishing between school bullying and peer conflict (Bauman & Del Rio, 2005; Beaty & Alexeyev, 2008; Benitez et al., 2009; Gorsek & Cunningham, 2014; Strohmeier & Noam, 2012). Teachers and professionals often wrongly identified physical conflicts as bullying although these conflicts did not fit the bullying definition (Hazler et al., 2001; Sahin, 2010; Tepetaş, Akgun, & Altun, 2010). On the contrary, some teachers defined bullying as fighting, which is actually a physical altercation between two children of roughly equal strength (Osman, 2013). They may be unaware that power imbalance between bully and victim is a criterion of bullying.

Teachers were not confident in identifying bullying situations and managing bullying at their schools despite a sound knowledge and understanding of the bullying phenomenon (Osman, 2013). Desensitisation to bullying may have been the reason for their difficulty in identifying bullying (Gorsek & Cunningham, 2014). The difficulty of operationalising an asymmetric power relationship and accurately assessing repetition could also lead to an inability to distinguish between bullying and other behaviours (Rodkin, Espelage, & Hanish, 2015). Moreover, Mishna, Pepler, and Wiener (2006) identified factors that added complexity to efforts to distinguish bullying from teasing and normal conflict. They described the “thin line between bullying and teasing”, and confusion about power imbalances when bullying occurred among friends. O’Moore (2010) identified that teasing may turn into bullying. Teasing included pushing, chasing, or joking among friends if these incidents occurred in playful manner. However, if these incidents created feelings of upset and damage rather than fun, then they should be considered as bullying.

### **5.3.1.3**     *Effects of Untreated Bullying*

The failure to identify bullying accurately and lack of actions to address bullying behaviour created further problems (Antonopoulos, 2015; Fretwell, 2015; Hektner & Swenson, 2012; Unnever & Cornell, 2003). Fretwell (2015) found that if incidents which were not bullying were handled incorrectly, then problems were created for all parties. Similarly, if a bullying incident was wrongly identified and treated as a single unacceptable behaviour, subsequent episodes of the bullying behaviour were harder to handle. Failure to intervene in bullying tended to increase peer victimisation and made students reluctant to report bullying (Fretwell, 2015; Hektner & Swenson, 2012; Unnever & Cornell, 2003; Woods, 2015). Bullying behaviour could continue into an individual’s adult life if it was not addressed properly (Antonopoulos, 2015). Mishandling or ignorance of bullying occurred because of a lack of information, or it could be blown out of proportion if there was misinterpretation of the facts

(Fretwell, 2015). Kennedy, Russom, and Kevorkian (2012) suggested that more training for teachers would help to clarify the definition of bullying and improve identification of bullying behaviour.

#### **5.3.1.4 *Bullying Perceptions, Attitudes, Intentions and Actions: Discrepancies among Teachers, Students and Professionals***

Teachers' attitudes towards bullying and their confidence to deal with it affected their responses to bullying (Osman, 2013). Consequently, the following critical indicators for effectiveness of bullying prevention and interventions with students have been identified: teacher attitudes about bullying, their perceptions of its prevalence, and their self-efficacy beliefs to intervene (Biggs, Vernberg, Twemlow, Fonagy, & Dill, 2008; Kallestad & Olweus, 2003; Williford, 2015).

Teachers wrongly identified bullying incidents (over-identification or misidentification) because of their misunderstanding about what constitutes bullying and, consequently, their responses to bullying were not appropriate (Mishna et al., 2006). Reactions or responses to a certain phenomenon or topic are determined by one's attitude towards the topic (Grumm & Hein, 2013; Kraus, 1995). Teachers who viewed bullying more negatively tended to react more actively (Grumm & Hein, 2013). Fretwell (2015) also found that bullying program activities were more likely to be implemented when principals perceived bullying as a serious matter. However, Newgent et al. (2009) found that the majority of school principals did not see bullying as a problematic issue in their schools. On the contrary, Sahin (2010) revealed that teachers viewed bullying as brutality.

There was evidence that pre-service teaching students and teachers held myths or non-functional beliefs about bullying, for example, that students learned social norms through bullying (normative beliefs), or that students could avoid victimisation if they stood up for themselves (assertive beliefs) (Kochenderfer-Ladd & Pelletier, 2008). A low percentage of

teachers (3.7%) thought that bullying was a matter that victims could tackle themselves (Bauman & Del Rio, 2005). Teachers who considered bullying as normal behaviour or a natural occurrence rather than learned behaviour were less likely to consider it as serious and were more reluctant to intervene or apply passive response strategies (i.e., independent coping, suggesting avoidance) (Antonopoulos, 2015; Hektner & Swenson, 2012; Kochenderfer-Ladd & Pelletier, 2008; Pecjak & Pirc, 2015; Troop-Gordon & Ladd, 2015). These beliefs in teachers were considered non-functional and in need of modification (Kochenderfer-Ladd & Pelletier, 2008; Woods, 2015).

Although teachers understood direct and indirect bullying behaviours, their perceptions of seriousness or severity varied across types of bullying (Mishna et al., 2005). This in turn determined teachers' empathy towards victims and their willingness to deal with specific types of bullying. For instance, pre-service teaching students considered that verbal bullying and cyber bullying had similar effects on victims, but physical bullying was rated as more serious than cyber bullying (Boulton, Hardcastle, Down, Fowles, & Simmonds, 2014). In another study (Bauman & Del Rio, 2006), teacher trainees perceived relational bullying as less serious, expressed the least empathy for the victims of relational bullying and showed lower desire to intervene in it. Experienced teachers were also more likely to intervene in a particular type of bullying if they considered it more serious (Duy, 2013), but their perceptions of perceived seriousness were inconsistent in terms of types of bullying. Unlike Boulton et al. (2014), Duy found that verbal bullying was more serious than physical bullying, but argued that, in real situations, verbal and physical bullying attracted more attention from teachers because of their overt nature and detrimental effects.

Pre-service teaching students, teachers and professionals tended to describe bullying in terms of physical or direct bullying. They considered it more serious and were more likely to take

action against it than other forms of bullying, such as severe exclusion, gender exclusion, verbal bullying, spreading rumours, cyber bullying or psychological bullying (Bauman & Del Rio, 2006; Boulton et al., 2014; Craig, Henderson, & Murphy, 2000; Hazler et al., 2001; Maunder et al., 2010; Menesini et al., 2002; Mishna et al., 2005; Pecjak & Pirc, 2015; Sahin, 2010; Tepetaş et al., 2010; Woods, 2015; Yoon, Sulkowski, & Bauman, 2014; Yoon & Kerber, 2003). However, students understood bullying more broadly, including exclusion (e.g., severe exclusion, gender exclusion) and verbal and psychological behaviour in their descriptions of bullying (Menesini et al., 2002). In contrast, Naylor et al. (2006) found that students (33.5%) were more likely than teachers (10%) to restrict their definitions to direct bullying (verbal and/or physical abuse) and were less likely to refer to social exclusion, a power imbalance between bully and victim, and the bully's intention to cause the target hurt or harm or to feel threatened.

As with the definition of bullying, discrepancies also existed between teachers' and students' perceptions of the frequency and effects of various types of bullying. In one study, students believed that relational bullying was more prevalent while teachers indicated verbal bullying as the main form of aggression (Newgent et al., 2009). In other studies, students reported a higher prevalence of bullying and higher levels of victimisation than teachers (Demaray, Malecki, Secord, & Lyell, 2013; Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002). This difference may have been due to teachers and students having different conceptualisations of bullying (O'Moore & Minton, 2005). For example, Menesini et al. (2002) found that teachers and pupils had consistent definitions of physical bullying, but there was discrepancy between teachers and students with definitions of other bullying-related terms. Students were more inclusive in their definitions and were more likely to include severe social exclusion, gender exclusion and verbal bullying as bullying-related terms.

Discrepancies in awareness and perceived prevalence of bullying occurred among teachers, school staff, students and parents (Naylor et al., 2006; Newgent et al., 2009), and they influenced whether incidents were reported and how effectively they were handled (Newgent et al., 2009). Teachers (76.0%) were more concerned about the effects of bullying than pupils (31.4%) (Naylor et al., 2006). Although all forms of bullying have equally serious effects, teachers tended to ignore particular types of bullying (e.g., indirect or relational bullying) (Pecjak & Pirc, 2015). Osman (2013) concluded that it was essential at the outset to have a clear understanding of what types of bullying were occurring and to determine how serious the problem was before planning strategies to address the issue.

In summary, the literature showed that a clear understanding of bullying is vital (Craig et al., 2011) because the definition of bullying chosen by teachers was linked to their attitude and willingness to intervene (Bauman & Del Rio, 2006; Boulton et al., 2014). It is essential for school principals to clarify definitions of bullying based on its characteristics (Cheng, Chen, Ho, & Cheng, 2011), and after such clarification, for other teachers, staff, students and parents come to an agreement to identify and report actual bullying behaviour. Teachers' ability to address bullying properly depends on their ability or inability to identify and clearly define bullying behaviour (Osman, 2013).

#### **5.3.1.5 *Absence of Bullying Topics in In-service Training***

It was apparent in the reviewed studies that although teachers received in-service training across many educational areas, they were not always given information on the topic of bullying (Bradshaw, Waasdorp, & O'Brennan, 2013; Gorsek & Cunningham, 2014; Lund et al., 2012; Nicolaidis et al., 2002). The reviewed articles primarily reported studies from the USA and UK and, as in these countries teacher training in Bangladesh does not include content about bullying. However, researchers suggested that teacher education curricula

should be updated and redesigned to provide more realistic and evidence-based training for pre-service teachers (Sahin, 2010).

### **5.3.1.6 *Teachers' Need for Training on Bullying***

Teachers spend a great deal of time with students (Benitez et al., 2009; Craig et al., 2011; Lund et al., 2012) and hence they are key players in efforts to prevent or intervene in bullying situations (Marshall, Varjas, Meyers, Graybill, & Skoczylas, 2009). To do this, they are required to have knowledge and understanding of effective bullying prevention and intervention programs (Gorsek & Cunningham, 2014). However, it is a matter of inquiry whether teachers are sufficiently knowledgeable and confident for playing this role (Gorsek & Cunningham, 2014).

It is also important that school districts, Directorates of Education or the government provide regular training to improve teachers' knowledge of bullying and modify non-functional beliefs about bullying so they can implement prevention and intervention strategies (Gorsek & Cunningham, 2014; Osman, 2013). Many researchers have recommended appropriate pre- and in-service training for teachers, which would allow them to clarify definitions of bullying to achieve consistency in bullying perception among all members of a school community; identify all forms of bullying behaviours; modify non-functional beliefs or myths regarding bullying; enhance their knowledge/understanding and confidence to use appropriate bullying prevention and intervention strategies; and generally to deal with this problematic behaviour confidently (Dake, Price, & Telljohann, 2003; Dake, Price, Telljohann, & Funk, 2004; Fretwell, 2015; Gorsek & Cunningham, 2014; Grumm & Hein, 2013; Hazler et al., 2001; Kennedy et al., 2012; Osman, 2013; Pecjak & Pirc, 2015; Troop-Gordon & Ladd, 2015; Yıldırım, Selçuk, Ocak, & Sarıbaş, 2014).



In some studies, teachers requested more professional development or training on bullying to improve their skills to deal with this problem effectively (Kennedy et al., 2012; Nicolaidis et al., 2002; Osman, 2013; Rabah & Vlaardingerbroek, 2005). Teachers also felt strongly that bullying prevention training should be included as part of the school curriculum (Boulton, 1997; Fretwell, 2015; Kennedy et al., 2012). The topic of bullying needs to be included in teacher-training curricula used to prepare teachers for their profession (Osman, 2013).

#### **5.3.1.7 *Bullying Training Program: Adaptation to the School Context***

Researchers have proposed that key components of anti-bullying training should include detection of school bullies, differentiation between major and minor bullying cases, and knowledge of which intervention practices are appropriate for each case (Craig et al., 2011; Strohmeier & Noam, 2012). However, even with these components anti-bullying training was not always a standard program for many teachers (Bradshaw et al., 2013; Gorsek & Cunningham, 2014). Hence, researchers concluded there was a need to incorporate more specific training about bullying policies and intervention programs that was tailored for specific school contexts to address this problem (Bauman & Del Rio, 2005; Benitez et al., 2009; Gorsek & Cunningham, 2014).

#### **5.3.1.8 *School Bullying Policy to Support a Consensus Definition of Bullying***

Kennedy et al. (2012) identified that all members of a school community, including students, parents, teachers and administrators, believed it was essential to have a bullying policy in the school. Topics to be covered by such policies included development of an universal definition of bullying within the school system for common understanding among teachers and other key parties (e.g., pupils and parents); identification of different types of bullying; methods to address such incidents; clarification of roles and responsibilities of school teachers and other school stakeholders; and modules for stakeholder training (Fretwell, 2015; Kennedy et al.,

2012; Lee, 2006; Lester & Maldonado, 2014; Osman, 2013). Rabah and Vlaardingerbroek (2005) found that most schools in Lebanon did not have written anti-bullying policies but such policies were encouraged because they facilitated the implementation and dissemination of a school philosophy on bullying through professional development workshops or training.

The existence of bullying policies may provide teachers with a sound platform from which they can train, handle and communicate with stakeholders and deal with this vexed issue more effectively (Fretwell, 2015; Osman, 2013). Teachers felt supported, confident and motivated to deal with bullying if a school district or Directorate of Education took a significant stand against it and provided guidelines or policies for management (Fretwell, 2015). Such guidelines gave teachers confidence that they could communicate clearly with parents and the community about bullying (Fretwell, 2015). Bullying policies also assisted in minimising discrepancies between teachers' and students' attribution of meaning to bullying (Menesini et al., 2002). However, teachers needed greater support and regular training to implement bullying policy properly (Cross et al., 2011a).

#### **5.3.1.9 *Responsibilities of the School District and Professionals in Dealing with Bullying***

Gorsek and Cunningham (2014) identified that school districts or Directorates of Education had a number of responsibilities when preparing anti-bullying training programs and policies. Such programs should be based on research evidence about teachers' perceptions, knowledge and training regarding bullying in schools. A consensus on the definition of bullying was necessary to reduce discrepancies and school personnel required in-service training regarding specific anti-bullying policies and strategies to implement them (Gorsek & Cunningham, 2014).

Other researchers found that school principals played a vital role in influencing the school climate (Hallinger, Bickman, & Davis, 1996; Leithwood & Jantzi, 1997). Where teachers

perceived the principal as supportive, they felt higher levels of satisfaction, expectations and self-efficacy for working with bullies, and their ability to resolve challenging classroom situations might also be enhanced (Rhodes, Camic, Milburn, & Lowe, 2009; Skinner, Babinski, & Gifford, 2014).

Psychologists and educators in preparatory courses played a crucial role in helping teachers to reflect on their attitudes and beliefs regarding bullying. They were also able to support teachers to better understand bullying and options for reacting to bullying cases (Grumm & Hein, 2013).

#### **5.3.1.10 *Effectiveness of Teacher Training for Bullying***

Mishna et al. (2005) revealed that the majority of teachers in their Canadian study did not receive training on bullying but expressed the desire for such training. Training about bullying was effective when it increased knowledge and use of bullying intervention skills; teachers developed greater efficacy or confidence in their ability to recognise and intervene in bullying situations and had high efficacy beliefs regarding classroom management; and students responded better to teachers who had good training (Ahtola et al., 2012; Duy, 2013; Gorsek & Cunningham, 2014; Howard, Horne, & Jolliff, 2001; Long & Alexander, 2010; Newman-Carlson & Horne, 2004; Talleyrand, 2011; Woods, 2015). Mishna et al. (2005) found that teachers who originally considered only physical bullying shifted their attitude to include non-physical bullying after exposure to Olweus's (1989) definition of bullying.

#### **5.3.1.11 *Barriers to Implementing Effective Bullying Prevention/Interventions***

The barriers to dealing with bullying that have been identified include lack of guidelines to deal with particular types of bullying, the topic having a low priority relative to other problems, teachers' difficulties in dealing with bullying in addition to covering required curriculum, and lack of training and/or resources (Dake et al., 2004; Mishna et al., 2005).

Marshall (2012) identified barriers to effective bullying intervention under four categories. Teacher-based barriers included lack of knowledge or skills to intervene effectively, difficulty in identifying bullying, lack of time to address bullying consistently, and poor relationships with student(s). Student-based barriers included individual student factors, their unwillingness to inform teachers about bullying incidents, students intentionally bullying where teachers could not see them, denial of bullying when confronted, encouragement of bullying by other students, and lack of knowledge or skills to differentiate bullying from teasing. School-based barriers referred to issues such as ineffective discipline policies and/or consequences, lack of resources and/or administrative support, lack of time for other school staff to address bullying consistently, other school staff's lack of knowledge or skills to intervene effectively, school climate factors, ineffective supervision of students, different perceptions among school staff, and bullying of students by school staff. Finally, there were sociocultural barriers within many communities.

#### **5.3.1.12 *Discrepancies in Negative Bullying Attitudes across Types of School***

Teachers' perceptions of bullying as a problematic issue varied across types of schools. Most teachers in middle schools and some teachers in elementary and high schools perceived bullying as problematic at their schools. On the other hand, some elementary school teachers perceived engaging in bullying as normal behaviour for their young students (Hahn, 2008). This finding has drawn attention to the need to change this belief among primary school teachers as a priority.

#### **5.3.1.13 *Summary of Systematic Review***

Bauman and Del Rio (2006) concluded that all types of bullying made students equally distressed and all required intervention or prevention. However, not all teachers were able to define and/or identify bullying incidents accurately. Their perceived seriousness of an

incident and willingness to tackle bullying varied according to the type of bullying. There was often no consensus about the definition of bullying among members of school communities (e.g., teachers, students and staff) and this created difficulty in identifying bullying incidents accurately. There were also discrepancies in the perceived seriousness of bullying across its forms. Primary school teachers were more likely to perceive bullying as normal behaviour for younger children.

Teachers' ability to address bullying properly depended on how well they could identify and clearly define bullying behaviour, their attitudes towards bullying and their knowledge about effective intervention strategies. Research evidence showed that teacher training programs had little effect on their perception, attitude and willingness to intervene in bullying. This may have been because bullying was not a part of the core curriculum in teacher preparation or training programs, but instead was incorporated in educational psychology or child development courses (Bauman & Del Rio, 2006; Nicolaidis et al., 2002). Most researchers recommended regular training for teachers to increase their ability to identify bullying accurately, modify their non-functional beliefs or myths about bullying, and enhance their confidence to use appropriate bullying prevention and intervention strategies. It was also recommended to establish bullying policies or guidelines to eliminate discrepancies among school personnel (e.g., teachers and staff) in defining bullying and implanting proper bullying prevention and intervention strategies. The issue of ineffective training for teachers led this researcher to seek out anti-bullying programs designed for teachers.

#### **5.4 Systematic Search Strategy for Literature Review of the Effect of Existing Anti-bullying Programs on Teachers' Knowledge, Attitudes, Intentions and Actions to Deal with School Bullying**

The terms used to search the seven databases were as follows: "(bullying\* AND school\* AND teacher\*)" AND "(intervention\* OR prevention\* OR program\*)". A total of 1076 articles, published or accepted for publication from 1994 to 2014, were identified initially as

follows: PsyINFO/(OvidSP) = 238, ScienceDirect–Elsevier = 15, Sociological Abstracts (ProQuest) = 199, PubMed = 145, Web of Knowledge (current contents) = 246, Informit = 233 and Scopus = no matches. After excluding duplication, 711 articles were screened and five articles selected for review. One additional article was found after checking the bibliographies of selected articles, giving a total of six articles for reviewed. Details of the search strategy are shown in Figure 5.2.

#### **5.4.1 *Anti-bullying Programs/Courses/Workshops for Teachers or Pre-service Teachers***

The selected articles covered four different programs. One examined the effectiveness of the KiVa program (Ahtola et al., 2012), another reported the impact of a course about bullying in pre-service teachers' training (Benitez et al., 2009) and a third described the effects of a workshop on school bullying (Ihnat & Smith, 2013). The remaining three articles were related to the effectiveness of *Bully Busters: A Psychoeducational Intervention Program* and its abbreviated version (Bell, Raczynski, & Horne, 2010; Howard et al., 2001; Newman-Carlson & Horne, 2004). The effectiveness of these programs, courses and workshops was assessed using a pre-test and post-test design. Descriptions and summaries of these are given below.

##### **5.4.1.1 *Effectiveness of KiVa: Finish Anti-bullying Program for Elementary Teachers***

Ahtola et al. (2012) assessed the effectiveness of KiVa on teachers' perceptions of bullying. This was among the first studies to assess the effects of an anti-bullying program on teachers using a randomised controlled trial. Teachers in intervention schools were given training to prepare them as program providers. They were provided with facts about bullying and an overview of the KiVa program and its implementation during the school year. Researchers assumed that changes in teachers' views regarding bullying might occur when they, as program providers, taught students about the role (e.g., as bystander or reinforcer or

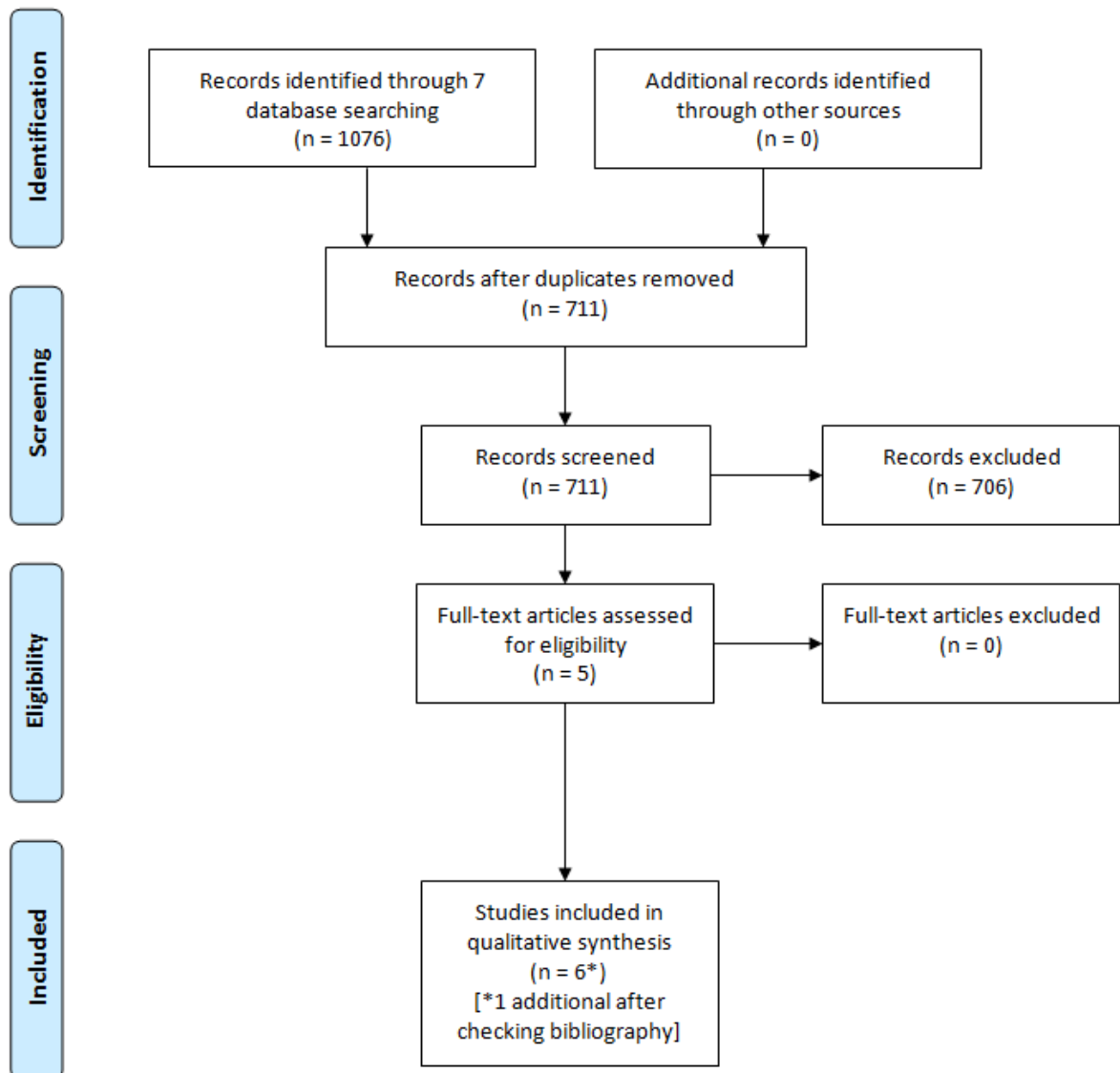


Figure 5.2 *Search Strategy for Review of the Effect of Anti-bullying Programs on Teachers' Knowledge, Attitudes, and Intention to Intervene*

defender) of the peer group in bullying. Teachers who thought that the peer group was a determinant in preventing or increasing bullying might then be willing to deal with bullying, whereas previously these teachers may have supporting myths about bullying, such as considering it a personal and permanent characteristic of victims and bullies that was determined by the home environment, genetics, or other factors, and which the school had no responsibility to manage (Ahtola et al., 2012).

In terms of *program components*, KiVa focused on developing an attitude towards bullying as a resolvable phenomenon, which in turn could increase teachers' intentions to deal with the problem. However, knowledge about bullying (e.g., clear understanding of bullying and features distinguishing bullying from other kind of single aggressive behaviour) may also be a determinant of attitude and willingness (or reluctance) to tackle bullying. This crucial factor was not a focus of this study.

Data were gathered from 238 teachers in Grades 1–3 in elementary schools in Finland, using a web-based questionnaire. A total of 128 teachers from 33 intervention schools and 110 teachers from 29 control schools were selected by stratified random sampling. Three components of bullying were measured: anti-bullying effort, teachers' competence to tackle and understand bullying, and their confidence in prevention methods. At the end of the intervention year, the findings revealed that overall self-evaluated competence to tackle bullying was higher among teachers in intervention schools than in control schools. However, confidence in KiVa's effectiveness and understanding of bullying as a manageable or controllable phenomenon were not significantly higher among teachers in intervention schools. Further, in intervention schools, there was an association between teachers' perception of bullying and participation in KiVa activities. That is, teachers in intervention



schools who had higher competence in tackling bullying, thought that bullying was manageable and KiVa was effective, participated more in implementing anti-bullying lessons.

*The nature of the KiVa program* was a whole-school approach with the theme being “we learn by teaching”. So, changes in teachers’ perceptions and competence occurred through playing a role as program provider. However, there are no anti-bullying policies in some countries and it would not be possible to implement a whole-school approach program at the initial stage. For this reason, the KiVa program is not suitable for Bangladesh. In terms of *methodological issues*, the study showed that understanding of bullying was not significantly higher among staff in intervention schools than in control schools (Ahtola et al., 2012). As a possible reason for the non-significant result, researchers suggested that the media publicity surrounding the KiVa program and its positive effect, identified in another study, may have contributed to the similarity in perceptions of bullying between teachers in intervention and control schools, but because no baseline data had been collected this could not be confirmed. So, this study was not well-controlled and the program effect on understanding of bullying was confounded.

#### **5.4.1.2     *The Impact of a Course on Bullying for Pre-service Teachers in Spain***

Benitez et al. (2009) investigated the impact of a course about bullying on pre-service teachers’ (N = 199) knowledge of bullying and self-efficacy through a quasi-experimental pre–post design. This course was included in the pre-service teachers’ curriculum in Spain and was delivered for 60 hours in weekly sessions of two hours each. The course contents were designed to contextualise school violence and provide an introduction to the bullying phenomenon. Issues discussed were problems in definition and characteristics, etiological factors, analysis of the agents involved, effects of bullying, evaluation of the phenomenon, and knowledge and practices for interventions that prevent or address bullying. After the

training course, the ability to define bullying and self-efficacy to deal with bullying were significantly increased among members of the experimental group. Subjects from the experimental group considered not only the physical and psychological characteristics, but also included the intentionality of the abusive behaviour in their definition, the recurrence and duration of the phenomenon and the difference in power between victim and bully.

This was an extensive course and as such would not be suitable for teachers in schools in Bangladesh given their time constraints. To recap, Bangladesh teachers interviewed in Study 1 (Chapter 4) recommended specific intervention strategies, including peer support strategies, restorative approaches (the no blame approach, the common concern method and restorative conferencing) and mediation approaches, as suitable in the school context of Bangladesh. These intervention strategies need to be incorporated into programs for teachers beyond the course contents described by Benitez et al. (2009).

#### **5.4.1.3**     *Effects of Bullying-related Workshop for Pre-service Teachers in Canada*

Ihnat and Smith (2013) investigated the impact of a two-hour interactive workshop on pre-service teachers' responses to hypothetical bullying situations (six written vignettes). A total of 66 pre-service teachers were recruited in this study. They had chosen the course entitled *Counselling Applications in School Contexts* offered as an option within the Teacher Education (B. Ed) program at a central Canadian university. More than one-third of the pre-service teaching students who participated had previously been taught about general aspects of bullying while less than one-quarter of them had received formal instruction on bullying prevention and intervention strategies. The purpose of the workshop was to give information about the different roles (e.g., bully, victim) that students play in bullying incidents, behavioural problems caused by victimisation, and psychological consequences for all students involved in bullying situations. The workshop also emphasised relationship- and

restorative-based solutions to bullying. Results revealed that pre-service teachers' responses to the hypothetical bullying situations improved after attending the workshop. They generally used relationship- and restorative-based strategies to deal with bullying situations in preference to less effective intervention strategies (e.g., neglectful or punitive strategies).

After the workshop, marginally significant changes in pre-service teachers' responses to bullying were found. However, the 2-hour duration of the workshop was considered too short for such a broad and complex topic. Furthermore, responses to hypothetical bullying situations in a research setting may not be replicated in real bullying situations. Hence, researchers suggested additional training and integration of bullying training within the curriculum of teacher education programs for creating efficacy among teachers to show more appropriate responses to bullying.

#### **5.4.1.4 Effectiveness of Bully Busters Program (USA)**

The purpose of Newman-Carlson and Horne's (2004) study was to test *Bully Busters: A Psychoeducational Intervention* on teachers' knowledge and use of bullying intervention skills, self-efficacy for working with specific types of children and classroom bullying behaviours. Participants were 30 sixth-, seventh-, and eighth-grade middle school teachers in the United States (intervention group = 15; control group = 15) who took part in a quasi-experimental pre-test/post-test design. The program consisted of three 2-hour sessions, one per week over three weeks. The contents included information related to bullying and victimisation, recommended interventions, prevention strategies, stress management techniques, and classroom activities. Results showed that teachers' confidence in their ability to recognise and intervene in a bullying situation was increased following the training. Knowledge and use of bullying intervention skills were increased, as was self-efficacy to work with specific types of children. Actual classroom bullying was also reduced.

Howard et al. (2001) found a similar impact after replicating the *Bully Buster* program with sixth grade teachers employed at a public middle school in Fort Wayne, Indiana. They also used a quasi-experimental pre-test/post-test design. Results showed that the intervention program increased teachers' knowledge and use of bullying intervention skills, enhanced teachers' general sense of self-efficacy in working with students, and reduced the rate of bullying incidents.

In another study (Bell et al., 2010), an abbreviated version of the *Bully Busters* program was delivered to 52 teachers in public middle schools in the south-eastern United States through seven group sessions. A quasi-experimental pre-test/post-test design was used to examine the program's effectiveness. After program implementation, teachers reported significantly higher self-efficacy for working with students who exhibited bullying or victimisation behaviours and they had higher expectations for adaptive behaviour in their students. The program did not significantly increase teachers' sense of self-efficacy for maintaining a positive classroom environment, or their awareness of problem behaviours in the school environment and reported perceptions of classroom climate.

*Bully Busters: A Psychoeducational Intervention* did not focus on attitudes towards bullying but rather on developing knowledge and use of bullying intervention skills and self-efficacy to deal with bullying. In Bangladesh, Study 1 (Chapter 4) revealed that most teachers in primary schools thought bullying was normative behaviour in young children and they recommended different intervention strategies to those used in *Bully Busters*. In study 1, school teachers mentioned bystander intervention or curriculum intervention (giving moral lessons) in a restorative approach or intervention or mediation (making understand) approach as suitable interventions in the school context in Bangladesh. The psychoeducation intervention used in *Bully Busters* included strategies appropriate for secondary school

students, such as taking charge, assisting victims, relaxation and coping skills. These skills are not appropriate for increasing teachers' knowledge about bullying, changing their attitudes to the bullying problem, or developing willingness and use of strategies (recommended in Study 1) to deal with bullying in Bangladesh.

#### **5.4.1.5**     *Summary of Review of Program Effectiveness*

The programs discussed above are not directly replicable in Bangladesh for a number of reasons. Some content material (e.g., intervention strategies in *Bully Busters*) is inappropriate in the Bangladesh school context, according to the views of Head Teachers reported in Study 1. There are time constraints that make it impossible to implement long programs (e.g., 60 hours for a bullying related course, Benitez et al., 2009), and at present the school context is such that it is not feasible to introduce a whole-school approach program (e.g., KiVa anti-bullying program).

In the light of the literature reviewed and the evidence from Study 1 (Chapter 4), a new anti-bullying program is proposed, taking into account the elements that are, or are not, applicable in the Bangladesh context (see Chapter 6, section 6.4.1.3). The program will include definition of bullying, elements (repetition of bullying incident and power imbalance among perpetrator and victim) unique to bullying, causes and consequences of bullying, signs for detecting bullying and anti-bullying strategies suitable in the Bangladesh school context.

### **5.6**     *Chapter Summary*

The background for preparing a new bullying awareness program and its contents has been established based on information from two streams: the evidence from Study 1 and existing literature. Study 1 revealed teachers' inability to identify bullying, which reflected the gap in their knowledge about bullying. In study 1, most primary school teachers were unwilling to intervene in bullying because they considered it normal behaviour for younger students.

Theoretically, aggression is believed to peak among students aged 10 to 13 years (see Chapter 2) so it may be more appropriate to introduce bullying prevention strategies for younger students. Hence, primary school teachers need to be provided with bullying training as a priority.

Almost all teachers have limited time to deal with this problem because of their mandated workloads, but some strategies were recommended as suitable in the Bangladesh school context. The evidence of Study 1 was also strongly supported by existing literature. This showed, for example, that teachers could not identify all forms of bullying because of the lack of a universal bullying definition, and that teachers have myths (e.g., bullying as normal behaviour) about bullying which, in turn, makes them unwilling to prevent and intervene in bullying at their schools. Many researchers recommended implementing a clear policy and training teachers to identify bullying accurately and enhance their willingness to solve the bullying problem through modifying their non-functional beliefs or myths about bullying.

Evidence from Study 1 also showed that existing teacher training programs in Bangladesh are not suitable for informing school teachers about bullying because of time constraints and the perceived irrelevance of content. Hence, the new bullying awareness program needs to incorporate such material as may be manageable in the primary school context in Bangladesh, and which would enhance teachers' ability to define incidents of bullying, modify their favourable attitude toward bullying, enhance their intention to solve this problem and make them capable of applying intervention strategies recommended in Study 1. The details are discussed fully in Chapter 6 in which a study is planned and conducted under experimental conditions to see the impact of the proposed program.

## CHAPTER SIX

### ***STUDY 2: RANDOMISED CONTROLLED TRIAL OF A BULLYING AWARENESS PROGRAM***

#### **6.1 Introduction**

In Chapter 6 the details and results of a randomised controlled trial of a teacher-based bullying awareness program are presented. Adults (e.g., parents and teachers) and young people have different levels of knowledge, values and attitudes about bullying which undoubtedly determine their concern and guide their actions towards bullying (O'Moore, 2010). Bullying awareness may be identified through a better understanding (knowledge) of bullying, a shift towards an anti-bullying attitude, and positive intentions and/or actions towards dealing with bullying. Therefore, the indicator variables chosen were knowledge, attitude, intentions and actions about school bullying. It was proposed that the impact of a bullying awareness program would be able to be identified using these constructs.

Changes in these indicator variables (knowledge, attitude, intentions and actions) were assessed using self-report questionnaires. This technique has the advantages of being relatively cost-effective while still providing good quality data and reducing potential bias (Marshall, 2005). They are easy and quick to complete, provide immediate quantifiable feedback, and allow rapid access to the responses of large samples (McKernan, 1996).

The literature also suggests (Chapter 5) that teachers who are more aware of bullying, or consider bullying to be serious, are more likely to intervene. A clear understanding of bullying and an anti-bullying attitude are vital to an effective anti-bullying program (Ahtola et al., 2012; Bauman & Del Rio, 2006; O'Moore, 2010). A better understanding of bullying may lead to a better definition and identification of bullying, enabling the problem to be tackled more competently (Bauman & Del Rio, 2006; Boulton et al., 2014).

## **6.2**     *Aim and Objective of Study 2*

Based on the background presented in Chapter 5, the aim of Study 2 was to test a new bullying awareness program among primary school teachers in Dhaka city, Bangladesh, and examine its impact on their knowledge, attitude, intentions and actions concerning bullying.

To achieve this aim, the following objective was chosen:

To assess the impact of the bullying awareness program among primary school teachers in Bangladesh in terms of their knowledge, attitude, intentions and actions.

## **6.3**     *Hypotheses*

After completion of the bullying awareness program:

- (i) knowledge about school bullying will be increased in the intervention group compared with the control group;
- (ii) teachers in the intervention group will show a more appropriate attitude against bullying compared with those in the control group;
- (iii) teachers in the intervention group will show more positive intentions to deal with bullying compared with those in the control group;
- (iv) intentions to introduce a central bullying policy from the Directorate of Primary Education will be higher among teachers in the intervention group compared with those in the control group;
- (v) appropriate actions (as recommended in the program) to deal with bullying will be increased in the intervention group compared with the control group.

## **6.4**     *Method*

### **6.4.1**    *Development of the Bullying Awareness Program*

#### **6.4.1.1**    *Theoretical Framework for the Bullying Awareness Program*

Teachers play a crucial role as their knowledge, attitudes regarding bullying, and skills to tackle bullying mediate the effects of anti-bullying policies and programs on students (Ahtola et al., 2012; Bauman & Del Rio, 2006). They are also the key to evaluating the effectiveness



of program by recognising and counting frequency of bullying incidents accurately. It is essential to design a bullying awareness program that incorporates all elements of the definition, clearly distinguishes bullying from other forms of aggression and violence, and provides strategies to deal with bullying (Bauman & Del Rio, 2005). Such a program may increase teachers' awareness and knowledge about bullying, their empathy towards victims, and competence to introduce bullying interventions (Duy, 2013; Yoon, 2004).

The evidence from Study 1 (Chapter 4) and the literature review (Chapter 5) provides the theoretical background and justification for developing a new bullying awareness program for teachers in primary schools in Dhaka city, Bangladesh, and assessing its effectiveness.

#### **6.4.1.2     *The Theoretical Background for Program Delivery Methods***

The selected program delivery methods were influenced by the following theoretical considerations. According to constructivist theories of learning, as adult persons, teachers may have prior beliefs and knowledge which could interfere with new learning about bullying behaviour and even become an obstacle to learning (Brighi & Mujis, 2013). Hence, it is important to create a friendly climate in which participants feel free to express their opinions and reactions without fear of "getting it wrong." In such circumstances, teachers (as learners) may have scope to restructure their prior experiences and accumulate knowledge about school bullying. Considering these facts, a brainstorming interactive discussion was selected as the program delivery method, together with lectures, storytelling and picture presentations. According to Paivio's dual-coding theory of cognition (Reed, 2010), the use of combined verbal and visual presentations may create simultaneous dual codes for a bullying issue (e.g., types of bullying) which, in turn, may increase the chance of remembering that information. Feedback was given to participants by distributing handouts and asking them to

complete questionnaires during the session. It was assumed that such feedback would improve their knowledge about bullying. All materials are included in Appendix 6.1.

### **6.4.1.3**     *Specific Components Selected for the Program*

Topics were selected based on “Handbook for Trainers” (Brighi & Mujis, 2013) and the literature review. Critical issues were identified for inclusion: definition of bullying, signs, effects and causes of bullying, preventive strategies, skills to deal with bully/victim problems, and encouraging the development of school policies to counter bullying (O’Moore, 2000).

The components of the program are presented in Table 6.1. Expected changes in knowledge, attitudes, intention and actions towards bullying are shown in Figure 6.1.

In *Session 1*, teachers were given a general description of the program including objectives, the provider (researcher), delivery methods (e.g., lecture, brainstorming discussion and storytelling), session schedule, and rules. After this 25-minute introduction, the definition and types of bullying, duration of bullying, differences between bullying and other hurtful behaviours, and students’ roles in bullying as bully, victim or bystander were presented. This took 1 hour 35 minutes, during which time participants were involved in a group discussion focusing on critical questions such as “What is bullying for you?” and “Is any particular incident listed in the handout bullying or not?” (Appendix 6.1a). A lecture, storytelling and a picture presentation (Appendix 6.1b) were also used to teach about aspects of bullying.

Through such learning, it was proposed that teachers would have a clear understanding about the concept of bullying, enabling them to identify bullying incidents and deal with them appropriately (Bauman & Del Rio, 2006; Boulton et al., 2014; O’Moore, 2000). They would also be able to count the frequency of bullying incidents over a week or month. A teacher may also assign students to solve or reduce bullying problems through understanding students’ different roles in bullying incidents. Text for Session 1 is attached (Appendix 6.2a).

Table 6.1 *Components of a bullying awareness program among primary school teachers*

| Session | Topics  | Duration                 | Description and Sources  |
|---------|---|--------------------------|--|
| 1       | Program introduction                                      | 25 minutes               | Program description, goals and objectives, topics, delivery methods, providers, schedules, evaluations, and requirements.<br>Definition and types of bullying (Baldry, 2004; Brighi & Mujis, 2013; Crick & Grotpeter, 1995; Cunningham et al., 2010; Farrington, 1993; Langos, 2012; Murphy & Lewers, 2000; Olweus, 1994; Olweus, 1999; Rigby, 2007; River & Smith, 1994; Sanders & Phye, 2004; Wolke et al., 2000); duration of bullying (Brighi & Mujis, 2013); bullying and other kinds of hurtful behaviours (Brighi & Mujis, 2013; O'Moore, 2010); persons involved in bullying: role of the students in bullying behaviour, characteristics of bully and victim, bystander behaviour as critical to intervene in bullying (Brighi & Mujis, 2013; Murphy & Lewers, 2000). |
|         | Concept of bullying                                       |                          |  |
|         | Definition  | 35 minutes               |  |
|         | Other hurtful behaviour                                   | 35 minutes               |  |
|         | Persons involved in bullying                              | 25 minutes               |  |
| 2       | Causes and consequences of bullying behaviour             | 30 minutes<br>45 minutes | Causes of bullying (Brighi & Mujis, 2013; Espelage & Swearer, 2003; Murphy & Lewers, 2000; Nicolaides et al., 2002).<br>Consequences of bullying of school bullying on health (both physical and mental), academic performance, social and later (on adult stage) life, short-term and long-term effect (Arseneault et al., 2010; Brighi & Mujis, 2013; Farrington et al., 2011; Fekkes et al., 2004; Matthews & Matthews, 2011; Murphy & Lewers, 2000; O'Moore, 2010; Rigby, 2007; Ttofi et al., 2011a); the way to detect bullying incidents: signs to notice in the bully, victim, and parents' reports (Brighi & Mujis, 2013; Murphy & Lewers, 2000); places where bullying occurs (Brighi & Mujis, 2013).   |
|         | The detection of bullying                                 | 55 minutes               |  |
| 3       | Bullying in the classroom                                 | 30 minutes               | Dealing with bullying in the classroom (Brighi & Mujis, 2013); constructive communication skills (Brighi & Mujis, 2013); peer support approach: befriending/buddying, School Watch (O'Moore, 2010).  |
|         | Constructive communication skills                         | 50 minutes               |  |
|         | Peer support strategies                                   | 40 minutes               |  |
| 4       | Strategies following restorative and mediation approaches | 90 minutes               | Restorative approach: The No Blame Approach, The Common Concerned Method, and Restorative Conferencing (O'Moore, 2010; Rigby, 2010); Mediation (O'Moore, 2010).  |
|         |   | 30 minutes               |  |

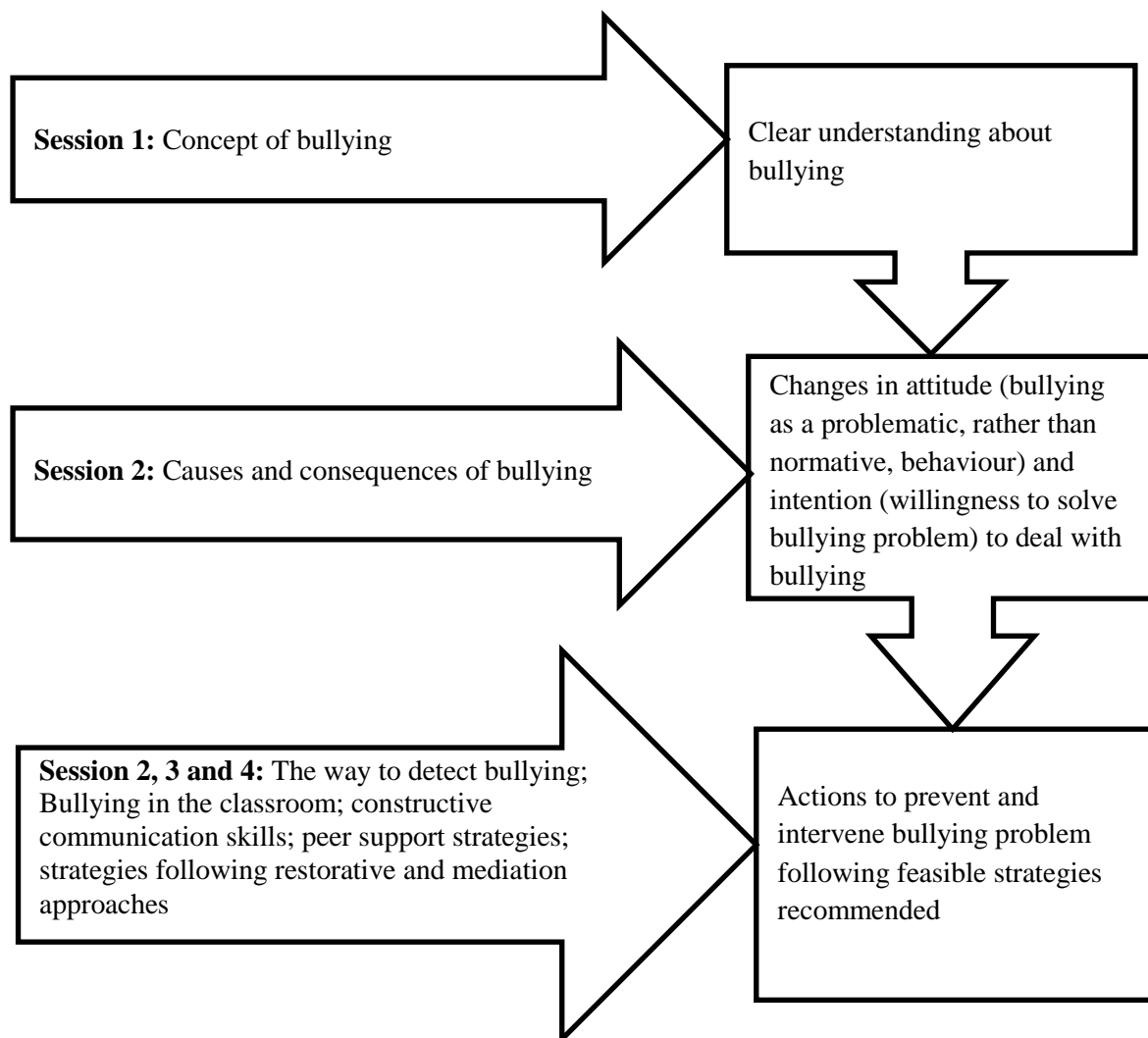


Figure 6.1 *Flowchart describing hypothetical changes in knowledge, attitudes, intention and actions toward bullying following components of the bullying awareness program*

The focus of *Session 2* was on the causes and consequences of bullying, and possible signs and places of bullying (Appendix 6.2b). A good knowledge of the causes and the ill effects of bullying is important to dispel myths among teachers and parents, such as that bullying is not harmful for victims, or bullying is just normal behaviour in the development of children (O'Moore, 2000). A clear understanding of the causes of bullying is also necessary to avoid blaming victims for their misfortune or expressing intolerance towards victims' inability to solve their own problems, and to decide appropriate preventive strategies and focus (O'Moore, 2000). For example, if students with low self-esteem are at risk of victimisation, teachers may follow strategies to enhance self-esteem. Discussion of the consequences of bullying may develop positive intentions among teachers to deal with bullying problem.

The session also included the detection of bullying. Among these, signs of bullying and victimisation and possible places of bullying were highlighted. If teachers can learn about the signs of victimisation and bullying through a training program, they can communicate with relevant parents and can follow strategies in time to deal with it. Thus, they can avoid many unexpected incidents (e.g., suicide). There was a case in Ireland of a 17-year-old boy who committed suicide, but his teachers and parents could not detect signs of victimisation before his death (O'Moore, 2000). Information about causes and consequences was delivered to participants through lectures, followed by a group discussion in which participants listed different factors as causal factors of bullying. Participants were also asked to categorise causal factors listed in a handout (Appendix 6.1c). They gave their opinions about the most relevant, short- and long-term effects following a story about the effects of bullying on a victim. Participants were informed about critical signs to detect bullying incidents. Using a handout, they identified possible places of bullying (Appendix 6.1d) and through group discussion identified other places where bullying commonly occurred.

*Session 3* dealt with bullying in the classroom, and identified development of constructive communication skills among teachers and peer support strategies (Appendix 6.2c). The nature and types of classroom bullying, and curriculum resources (e.g., books, poems and statements) were highlighted in group discussions. The focus on curriculum resources was because most teachers in Study 1 suggested bullying could be prevented by giving moral lessons from religious perspectives. Participants used existing curriculum resources to identify strategies for prevention and intervention in bullying. A story was used to give participants ideas about defensive comments that disappoint parents of victims. They were then asked to write defensive comments (Appendix 6.1e) and to match these with 12 comments from the ‘Wall of Defence’ presentation (Appendix 6.1f). Participants next held a group discussion to share their written comments, particularly discussing any that were dissimilar to those from the ‘Wall of Defence’ presentation. They also discussed how school authorities could establish supportive responses to parents in place of defensive comments, through developing constructive communication skills among teachers. Constructive communication skills could help teachers to establish open communication with parents. The qualitative study (Study 1) had revealed that teachers believed parents were unaware of and reluctant to cooperate in solving bullying. Because there is no identified strategy for solving bullying in schools in Dhaka, Bangladesh, through open communication teachers may inspire parents to become actively involved in reducing bullying.

As recommended in Study 1 (see Chapter 4), peer support strategies and strategies following restorative and mediation approaches were included in *Session 3 and Session 4* (Appendix 6.2c and 6.2d). Peer support strategies give students confidence and promote a collective sense of responsibility to prevent bullying as a bystander (O’Moore, 2010). Different peer support strategies are appropriate at different ages: (i) befriending or buddying (from age seven), (ii) circle of friends (from age seven), (iii) school watch (from age nine), (iv) peer

mediation (from age nine), (v) peer counselling (from age eleven) and (vi) peer mentoring (from age eleven). The restorative approach involves strategies such as the no blame approach, common concerned method, restorative conferencing, critical time, aggression replacement training, and mediation. Rigby (2010) categorised mediation as a different approach but O'Moore (2010) included it as a restorative approach strategy. Participants in Study 1 suggested that students may be assigned to report about unacceptable behaviour (e.g., fighting, stealing, teasing etc.), and that bullying may be solved through mutual understanding and an apology from the perpetrator with the initiative of adults (parents, teacher and staff). However, teachers and students in schools in Dhaka, Bangladesh are not trained to deal with bullying, so some strategies under peer support, restorative and mediation approaches were excluded from this bullying awareness program, because well-trained teachers, professionals (e.g., counsellor, educational psychologist) and students are required. The strategies selected for this program were befriending/buddying (from age seven) and school watch (from age nine) under the peer support approach (discussed in session 3); the no blame approach, the common concerned method and restorative conferencing under restorative approach, and mediation (in session 4).

Befriending is used as a preventive strategy, protecting a student from possible victimisation. Through the school watch strategy, students are empowered to report bullying and they learn to behave in a responsible manner. A restorative approach is more effective than a punitive approach. The no blame approach teaches bullies to take responsibility for their behaviour and to make amends. The common concerned method is similar to the no blame approach, but is more effective when a student is bullied by a gang or mob. Restorative conferencing is most effective when dealing with a serious bullying incident. The mediation approach is useful to strengthen skills in conflict resolution and restore positive relationships between the bully and victim. These strategies are used to deal with cases of bullying behaviour (as

secondary intervention) and to prevent its continuation (as primary intervention). The program provider described different scenarios, using steps in each selected strategy to give teachers lessons about preventing and intervening in bullying problems. Each story was followed by group discussion with critical questions like, “Whether a given strategy is effective” and “Whether it is possible to introduce that strategy in their school context.”

#### **6.4.2 Research Design**

Study 2 used a 2 (group) x 3 (time) cluster randomised controlled trial design. There were intervention and control groups, while the time points were pre-test (one week prior to the program), post-test (one week after program cessation), and follow-up (four months later) (see Figure 6.2). To assess the impact of the program on teachers’ knowledge, attitude, intentions and actions concerning bullying, data were collected using self-report questionnaires administered at each of these time points. Table 6.2 illustrates this protocol.

Table 6.2 *Representation of data collection protocol for Study 2*

| <b>Groups</b>      | <b>Pre-test</b> | <b>Intervention</b> | <b>Post-test</b> | <b>Follow-up</b> |
|--------------------|-----------------|---------------------|------------------|------------------|
| Intervention group | O <sub>1</sub>  | X                   | O <sub>2</sub>   | O <sub>3</sub>   |
| Control group      | O <sub>1</sub>  |                     | O <sub>2</sub>   | O <sub>3</sub>   |

*Notes:* O<sub>1</sub> = Data collection 1; O<sub>2</sub> = Data collection 2; O<sub>3</sub> = Data collection 3; X = Intervention.

#### **6.4.3 Research Ethics for Study 2**

The study was approved by the Social and Behavioural Research Ethics Committee of Flinders University (project no: 6758, Appendix 6.3). A Letter of Introduction was sent to the Director General of Primary Education, Bangladesh, asking for permission to conduct the study with primary school teachers in Dhaka city, and approval was received (Appendix 6.4a and 6.4b). The study was conducted between February and August, 2015.



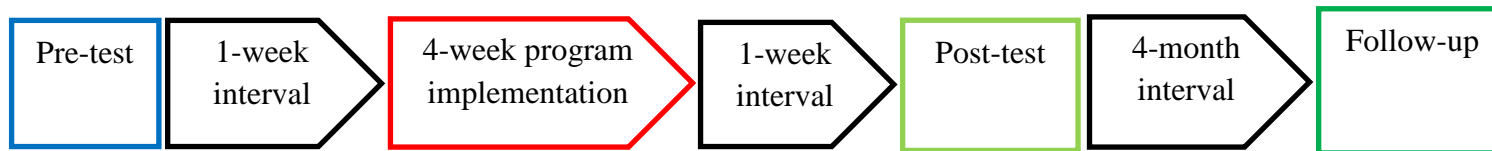


Figure 6.2 *Flowchart Representation of the Design of Study 2*

#### **6.4.4 Participants**

Participant selection first involved the random selection of education zones (*thanas*), followed by the random selection of schools within chosen zones, including the random assignment of chosen schools to either the intervention or control group. There was no sampling of teachers from within chosen schools. Rather, all teachers were invited to participate. The individual teacher was the final unit of analysis.

##### **6.4.4.1 Available Schools**

According to the master list available from the Directorate of Primary Education, Dhaka, Bangladesh, there were 300 government primary schools in Dhaka city, Bangladesh which were divided into 12 education zones. These schools employed 2995 teachers. The zones, the number of schools in each zone, and the number of teachers in each school, are shown in Table 6.3.

##### **6.4.4.2 Zone Selection**

To limit time and cost, a minimum of 15 teachers per school was set prior to sampling. It was also determined that three clusters per group with 15 teachers per cluster would achieve 87% power to detect a difference of 0.50 between group means when the standard deviation is 0.50 and the intracluster correlation is 0.02, using a two-sided test with a significance level of 0.05 (Donner & Klar, 1996, 2000). With the additional consideration of socio-economic status also, six education zones (highlighted in Table 6.3) were chosen for the final sampling frame: (a) low socio-economic status (Lalbag 5 schools; Kotwali 1 school), (b) medium socio-economic status (Mirpur 11 schools; Mohammadpur 6 schools) and (c) upper socio-economic status (Dhanmondi 4 schools; Gulsan 9 schools). These decisions resulted in 36 schools (with a total of 661 teachers) being available for second stage sampling.

Table 6.3 *Education zones, government primary schools and teacher numbers in Dhaka city, Bangladesh*

| Zone         | Schools    | Teachers    | Information unavailable | Schools with 15+ teachers | Range of teacher numbers | Number of teachers |
|--------------|------------|-------------|-------------------------|---------------------------|--------------------------|--------------------|
| Mirpur       | 29         | 377         | 1                       | 11                        | 15–31                    | 212                |
| Mohammadpur  | 17         | 214         | 0                       | 6                         | 15–21                    | 107                |
| Dhanmondi    | 9          | 102         | 1                       | 4                         | 15–19                    | 64                 |
| Lalbag       | 39         | 360         | 2                       | 5                         | 15–26                    | 97                 |
| Kotwali      | 31         | 179         | 0                       | 1                         | 15*                      | 15                 |
| Sutrapur     | 48         | 316         | 0                       | 1                         | 15*                      | 15                 |
| Cantonment   | 12         | 115         | 0                       | 4                         | 15–17                    | 64                 |
| Motijheel    | 23         | 262         | 0                       | 4                         | 15–41                    | 89                 |
| Ramna        | 10         | 68          | 1                       | 0                         | N/A                      | 0                  |
| Tejgaon      | 11         | 106         | 1                       | 1                         | 15*                      | 15                 |
| Gulsan       | 31         | 376         | 0                       | 9                         | 15–29                    | 166                |
| Demra        | 40         | 520         | 0                       | 15                        | 15–27                    | 284                |
| <b>Total</b> | <b>300</b> | <b>2995</b> | <b>6</b>                | <b>61</b>                 | <b>15–41</b>             | <b>1128</b>        |

*Notes:* Shaded zones were selected for the final sampling frame considering the minimum required number of teachers (15) per school and socio-economic status.

\* 1 school only.

#### **6.4.4.3**     *School Selection*

Schools within socio-economic status categories were serially numbered (e.g., 13 upper socio-economic status schools were labelled  $U_1, U_2, \dots$  and  $U_{13}$ ). Two schools from each status category were then selected using the fishbowl draw technique (Kumar, 2010), with one of these assigned to be an intervention school using the same technique while the other was designated a control group school. Thus, intervention and control groups both comprised three schools, one of each socio-economic status. These schools employed 116 eligible teachers (minimum of one year in the profession) of whom 60 were designated “Intervention” and 56 “Control” (Table 6.4). The full procedure for sample selection is shown in Figure 6.3.

All teachers in the intervention group received the bullying awareness program, with 84.7% ( $n = 50$ ) attending all four sessions. Both groups completed the same questionnaires at the three time points. The number of teachers who provided data and (for the intervention group) attended each session, is also shown in Table 6.4.

#### **6.4.5**     *Measures*

Some scales chosen to assess the impact of the bullying awareness program were adapted from previously validated questionnaires, allowing comparisons with data derived from other studies (e.g., Nicolaides et al., 2002). Other items were prepared by the researcher considering the research purpose and the content of program protocol. The post-test questionnaire differed from pre-test only in that items regarding socio-demographic details and teaching experience were removed. At follow-up, the intervention group questionnaire included a section on program evaluation. All questionnaires are presented in Appendix 6.5.

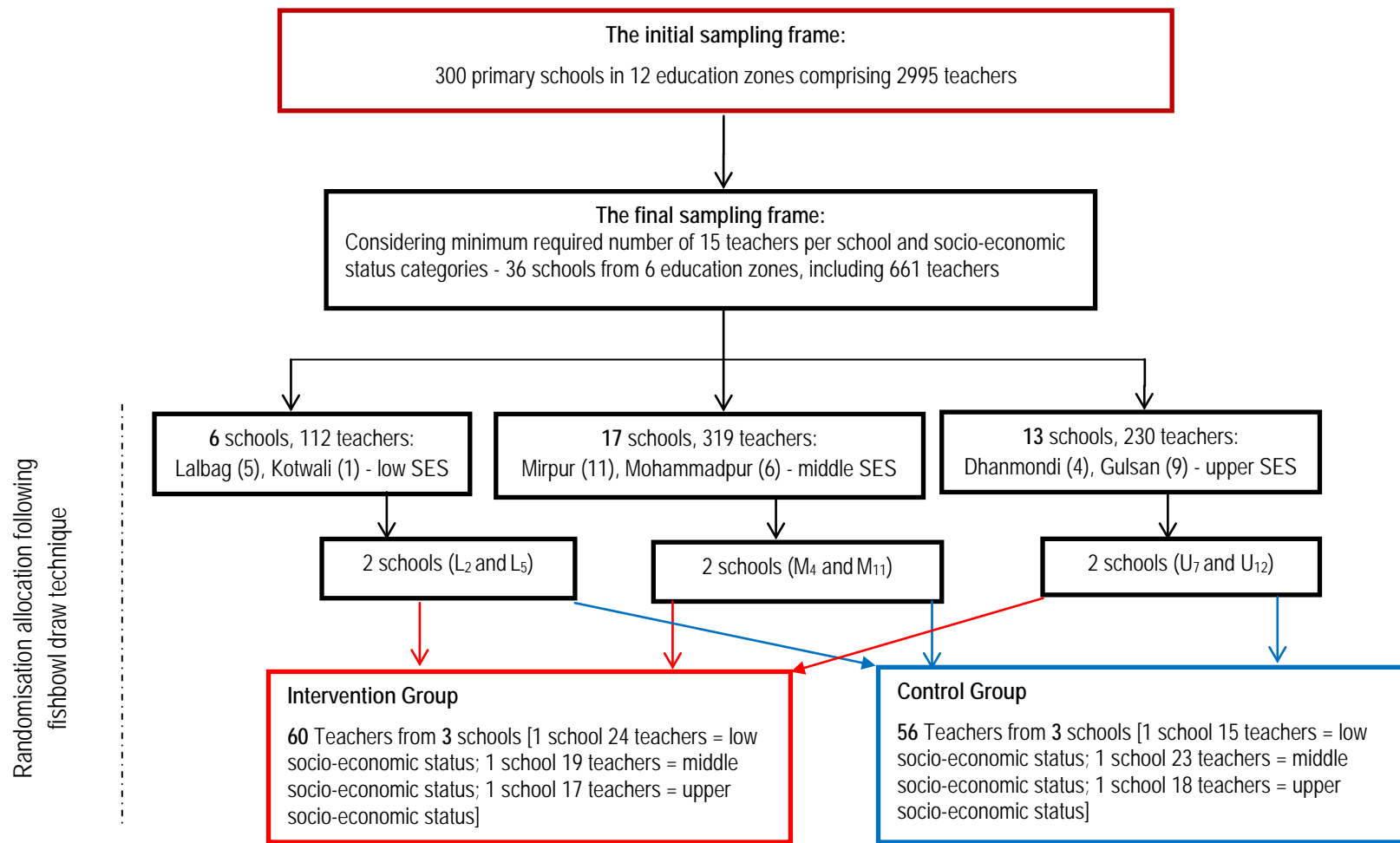


Figure 6.3 *Flowchart of the selection procedure for the cluster randomised sampling technique*

**Key:** → one school assigned in the intervention group; → one school assigned in the control group

Table 6.4 *Distribution of teachers by school, data provision and attendance for Study 2*

| Group        | School       | Teachers invited | Pre-test data | Session 1 attendance | Session 2 attendance | Session 3 attendance | Session 4 attendance | Post-test data | Follow-up data |
|--------------|--------------|------------------|---------------|----------------------|----------------------|----------------------|----------------------|----------------|----------------|
| Intervention | A            | 24               | 23            | 23                   | 21                   | 22                   | 22                   | 23             | 19             |
|              | B            | 17               | 17            | 17                   | 16                   | 17                   | 16                   | 17             | 17             |
|              | C            | 19               | 19            | 17                   | 18                   | 16                   | 19                   | 19             | 18             |
|              | <b>Total</b> | <b>60</b>        | <b>59</b>     | <b>57</b>            | <b>55</b>            | <b>55</b>            | <b>57</b>            | <b>59</b>      | <b>54</b>      |
| Control      | A            | 15               | 14            |                      |                      |                      |                      | 12             | 11             |
|              | B            | 18               | 17            |                      |                      |                      |                      | 16             | 17             |
|              | C            | 23               | 22            |                      |                      |                      |                      | 19             | 20             |
|              | <b>Total</b> | <b>56</b>        | <b>53</b>     |                      |                      |                      |                      | <b>47</b>      | <b>48</b>      |

*Notes:* Data provision and attendance reflect refusal to participate, and specific circumstances such as ill health, recreation leave at the scheduled time of data collection, and transfer to another school during the study.

#### **6.4.5.1 *Socio-demographic Details and Teaching Experience***

Age (in years), gender, years teaching experience, years of service at current school, educational qualifications (Secondary School Certificate, Higher Secondary Certificate, Graduate [Bachelor degree], or Postgraduate [Master's degree]), and details of special education training that participants may have undertaken, such as Bachelor of Education (B. Ed), Master of Education (M. Ed), or Certificate in Education (C-in-Ed) were requested.

#### **6.4.5.2 *Definition of Bullying***

At each time point participants were requested to describe their definition of bullying in a few sentences (Nicolaidis et al., 2002). Responses were coded thematically, focusing on whether participants mentioned (1) power imbalance between the victim and bully ('Power Imbalance'), (2) intention by the bully to cause harm to the victim ('Intention to Harm'), and (3) repetition involving the same victim ('Repeat Offending'). Outcome variables derived from this information were individual counts for each theme and a summative score (range 0–3) of how many themes were mentioned.

#### **6.4.5.3 *Knowledge about Bullying***

A 20-item measure was used to determine the extent of teachers' knowledge about bullying (e.g., "An argument between two people is one kind of bullying"). Responses were recorded on a 3-point scale ('agree', 'unsure', 'disagree'). Items were summed to provide a total score ranging from 20 to 60, with higher scores indicating greater knowledge.

#### **6.4.5.4 *Attitudes toward Bullying***

An 11-item instrument was used to obtain responses to statements about possible attitudes toward bullying using a 5-point scale ('strongly disagree' to 'strongly agree'). An example item is "Bullying is not harmful behaviour." Total scores ranged from 11 to 55, with higher scores indicate a stronger anti-bullying attitude.

#### **6.4.5.5**     *Intention to Deal with Bullying*

Two measures of intention were included. First, five statements such as “I deal with bullying competently” were answered using a 5-point scale (‘definitely no’ to ‘definitely yes’). Total scores ranged from 5 to 25, with higher scores indicating a more affirmative intention to deal with bullying. The second measure (Policy Intention) was a single item regarding the perceived importance of a central policy about bullying from the Directorate of Primary Education. Responses were provided using a 7-point scale with end-points of ‘not at all important’ and ‘extremely important’.

#### **6.4.5.6**     *Actions Used when Bullying Occurs*

Teachers were asked to indicate which actions they had taken to deal with bullying in the past three months (pre-test and follow-up) or six weeks (post-test). A list of ten potential actions was provided (e.g., “supporting a victim”) to which ‘yes’, ‘unsure’, or ‘no’ were the responses. Scores ranging from 10 to 30 were calculated, with higher scores indicating a greater behavioural response to bullying.

#### **6.4.5.7**     *Program Evaluation*

The intervention group follow-up questionnaire also included an evaluation of the bullying awareness program. First, ten statements were presented such as “The number of topics introduced in each session was manageable”. Each was appraised on a 5-point scale (‘strongly disagree’ to ‘strongly agree’) and summed (range 10–50), with higher scores indicating better endorsement of the program. Second, nine issues that had been addressed in the program (e.g., peer support strategies) were rated for both importance (‘not important’, ‘important’, ‘very important’) and understanding (‘not easy’, ‘easy’, ‘very easy’). Overall importance and understanding ratings were calculated (both ranging from 9–27), with higher scores being a more positive endorsement of the program. Participants were then given the



opportunity to provide open-ended feedback to the researcher about possible program enhancements, under the headings of recommended delivery methods and topics.

#### **6.4.6 Procedure**

Upon approval from the Director General of Primary Education, Bangladesh, a list of schools was made available from which six were selected randomly using the process described above (section 6.4.4). The researcher then telephoned Head Teachers of selected schools to arrange face-to-face meetings. At these meetings, Head Teachers were given a Letter of Introduction (Appendix 6.6) and shown the approval letter from the Director General. At this time a description of the purpose of the study and the requirements for participants were provided verbally by the researcher. If the Head Teachers gave consent for the program to be run at his/her school, individual teachers were then approached and invited to participate.

Teachers were verbally informed about their expected involvement, the procedures and potential risks and benefits of participation. They were told that participation was voluntary, that data would remain anonymous and confidential, and that there was the option to withdraw from the study at any time. This information was also provided in the Letter of Introduction and Participant Information Sheet. Written consent was obtained (Consent Form). These materials appear in Appendix 6.6. If a Head Teachers of a selected school declined participation, a replacement school was randomly selected from the same socio-economic status category of the initially chosen school. The four 2-hour sessions for the bullying training program was delivered by the researcher in school hours. Teachers in each intervention school were divided in two groups ranging in size from 8 to 12 teachers. One group attended an intervention session while the other group continued their regular academic work. Thus, each session was repeated in each intervention school. In accord with the procedure established in Study 1, the researcher translated all study materials.

### **6.4.7 Data Analysis**

Statistical analyses were conducted using IBM SPSS version 22. Correlations, *t* tests, ANOVA and  $\chi^2$  tests were used to examine associations and differences between the outcome variables, and between the intervention and control groups at pre-test. The full study was analysed as a 2 (Group: Intervention vs. Control) x 3 (Time: (pre-test, post-test, follow-up) repeated measures ANOVA design with planned contrasts, and ANCOVA to examine the effects of potential covariates.

## **6.5 Results**

### **6.5.1 Description of Full Sample**

Consenting teachers provided pre-test data comprised 21 males (18.8%) and 91 females (81.2%). The mean age of the sample was 39.7 years (SD = 10.9, range 22-63). Both groups contained the Head Teachers of the schools involved (n = 3, respectively). Total years of teaching experience ranged from 1 to 43 years (Mean = 15.1, SD = 11.2). On average, participants had been at their current school for 10.8 years (SD = 9.9, range 1-38). Half of the sample (n = 56, 50.0%) had undertaken postgraduate education, while 28 (25.0%) had a graduate qualification and another 28 (25.0%) had basic SSC or HSC education. Special training in education (e.g., M. Ed) was reported by 82 participants (73.2%).

### **6.5.2 Reliability of Scales**

Prior to final analyses, the internal reliability ( $\alpha$ ; Cronbach, 1951) of relevant scales was tested using pre-test data. This was necessary because of the modifications made specifically for this study and because scales had not previously been applied in the Bangladesh context.

#### **6.5.2.1 Knowledge about Bullying Scale**

Summary statistics are shown in Table 6.5. Item–total correlations were low for almost all of the 20 items, ranging from .01 to .41. The overall  $\alpha$  was also not satisfactory (.17) and could

not be greatly improved (maximum .24) by deleting any specific item. Therefore, a Principal Components Analysis was conducted with the aim of identifying the items that loaded most highly on the first principal component. The result was a 7-item scale with an  $\alpha$  coefficient of .62. While this is still below the accepted level of .70 (Nunnally, 1978), it could not be increased further without substantial loss of further items. Table 6.6 summarises the items in this final scale. The score range for the final scale was 7-21.

#### **6.5.2.2**     *Attitudes toward Bullying Scale*

Item-total correlations for the Attitude Scale were low also (.05-.35) with an overall  $\alpha$  of only .26 (see Table 6.7). Therefore, a Principal Components Analysis was again used to identify key items. The final result was a 5-item scale with a score range of 7 to 25. The  $\alpha$  coefficient (.59) remained unsatisfactory, but could not be improved (Table 6.8).

#### **6.5.2.3**     *Intention to Deal with Bullying Scale*

Summary data for the 5-item Intention Scale (Table 6.9) shows the overall  $\alpha$  to be satisfactory at .76. While this could have been improved to .79, it was not necessary.

#### **6.5.2.4**     *Actions against Bullying Scale*

The data shown in Table 6.10 demonstrate that this 10-item scale had satisfactory internal reliability ( $\alpha = .71$ ) in its original form.

### **6.5.3**     *Associations among Outcome Variables*

Having finalised the outcome variables for the study, the associations among all outcome variables for the total sample at pre-test were determined. Correlations among continuous measures are presented in Table 6.11, along with means and standard deviations. Knowledge was positively associated with Attitude, Policy Intention and Action. Attitude was also positively associated with Intention. No other significant correlations were noted.

Table 6.5 *Initial internal reliability of the Knowledge about Bullying Scale*

| Item | Description  | Item–total correlation <sup>1</sup> | $\alpha$ if item deleted |
|------|--|-------------------------------------|--------------------------|
| 1    | Bullying is a behaviour which is an attack or intentionally causes harm.   | .14                                 | .13                      |
| 2    | Bullying is a behaviour which is done repeatedly in a physical or psychological way.   | .18                                 | .12                      |
| 3    | Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.  | .17                                 | .11                      |
| 4    | Some behaviours like hitting, poking, tripping or pushing through which someone's belongings are damaged repeatedly and; exerting physical dominance onto the victim.                            | .41                                 | .04                      |
| 5    | Bullying is humiliating someone through spreading rumours and playing a nasty joke.  | .16                                 | .12                      |
| 6    | Bullying is posting threatening messages through ICT (Information and communications technology) like telephone network and computer network.  | .25                                 | .09                      |
| 7    | An argument between two people is one kind of bullying.  | .04                                 | .16                      |
| 8    | Bullying is making other students dislike someone.   | .09                                 | .14                      |
| 9    | Bullying is when both are hitting each other or disputing and both are upset by that.  | -.14                                | .22                      |
| 10   | Making psychological harm, injury or in some cases death through the intentional use of physical force or power is bullying which can be a single incident, a random act or can occur over time. | -.19                                | .24                      |
| 11   | Bullying is not pushing, chasing, or joking in a playful manner.   | -.07                                | .20                      |
| 12   | A bully is always physically dominant.   | -.01                                | .18                      |
| 13   | A bully is thoughtless in their actions.   | -.07                                | .20                      |
| 14   | A bully has good leadership skills.  | -.01                                | .18                      |
| 15   | Bystander(s) always reinforces the bully.  | .07                                 | .15                      |
| 16   | Bullies are physically and emotionally abused in their family.   | -.11                                | .21                      |
| 17   | Victims are over protected by their parents.   | .01                                 | .17                      |
| 18   | Physical bullying declines with age.   | -.06                                | .20                      |
| 19   | Exclusion and spreading rumour are more common among girls.  | -.04                                | .20                      |
| 20   | The incident should be considered as bullying if a student faces it at least once a week.  | .21                                 | .09                      |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.6 *Final internal reliability of the Knowledge about Bullying Scale*

| Item | Description   | Item–total correlation <sup>1</sup> | $\alpha$ if item deleted |
|------|---|-------------------------------------|--------------------------|
| 1    | Bullying is a behaviour which is an attack or intentionally causes harm.  | .31                                 | .59                      |
| 3    | Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.   | .18                                 | .62                      |
| 4    | Some behaviours like hitting, poking, tripping or pushing through which someone's belongings are damaged repeatedly and; exerting physical dominance onto the victim. | .27                                 | .60                      |
| 5    | Bullying is humiliating someone through spreading rumours and playing a nasty joke.   | .46                                 | .54                      |
| 6    | Bullying is posting threatening messages through ICT (Information and communications technology) like telephone network and computer network.                         | .46                                 | .54                      |
| 8    | Bullying is making other students dislike someone.  | .47                                 | .53                      |
| 12   | A bully is always physically dominant.  | .22                                 | .62                      |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.7 *Initial internal reliability of the Attitude toward Bullying Scale*

| Item | Description  | Item–total correlation <sup>1</sup> | $\alpha$ if item deleted |
|------|--|-------------------------------------|--------------------------|
| 1    | School bullying in this country is generally a very important issue.   | -.13                                | .34                      |
| 2    | Bullying others enhances a pupil's self-esteem.  | .35                                 | .11                      |
| 3    | Bullying is a natural part of growing up.  | .18                                 | .20                      |
| 4    | It makes me angry when pupils are bullied.   | -.12                                | .33                      |
| 5    | Pupils who are bullied should deal with it themselves.   | -.10                                | .33                      |
| 6    | Victims of bullying usually deserve all they get.  | -.11                                | .33                      |
| 7    | It is disgraceful for a school if the media report the existence of bullying in that school.                             | .27                                 | .16                      |
| 8    | It is disgraceful for a local education authority if the media report the existence of bullying in one of their schools. | .23                                 | .18                      |
| 9    | It's a good thing to help pupils who can't defend themselves.  | -.05                                | .31                      |
| 10   | Bullying is not harmful behaviour.   | .17                                 | .21                      |
| 11   | It's OK to call some pupils nasty names.   | .33                                 | .11                      |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.8 *Final internal reliability of the Attitude toward Bullying Scale*

| <b>Item</b> | <b>Description</b>  | <b>Item–total correlation<sup>1</sup></b> | <b><math>\alpha</math> if item deleted</b> |
|-------------|---|---|--|
| 2           | Bullying others enhances a pupil's self-esteem.               | .51                                       | .43  |
| 3           | Bullying is a natural part of growing up.                     | .29                                       | .56  |
| 9           | It's a good thing to help pupils who can't defend themselves. | .21                                       | .59  |
| 10          | Bullying is not harmful behaviour.                            | .26                                       | .58  |
| 11          | It's OK to call some pupils nasty names.                      | .46                                       | .46  |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.9 *Final internal reliability of the Intention to Deal with Bullying Scale*

| <b>Item</b> | <b>Description</b>   | <b>Item–total correlation<sup>1</sup></b> | <b><math>\alpha</math> if item deleted</b> |
|-------------|--|---|--|
| 1           | I will deal with bullying problem competently.   | .37                                       | .79  |
| 2           | I will take step against bullying if I see any student being bullied.  | .64                                       | .68  |
| 3           | I am willing to get admission if the authority arranges a teachers-training (optional, not mandatory) program on bullying. | .52                                       | .72  |
| 4           | I am eager to work with school authority for preventing and intervening bullying in school.                                | .62                                       | .69  |
| 5           | It would be good step if the school authority develops a whole school policy on bullying.                                  | .56                                       | .71  |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.10 *Internal reliability of the Actions against Bullying Scale*

| Item | Item  | Item–total correlation <sup>1</sup> | $\alpha$ if item deleted |
|------|---|-------------------------------------|--------------------------|
| 1    | Giving lesson on bullying in class for making awareness among students.     | .44                                 | .67                      |
| 2    | Inspiring the students in class to report about bullying to the teacher.    | .38                                 | .68                      |
| 3    | Talking with bullies without blaming them.                                  | .41                                 | .68                      |
| 4    | Making bullies understand to stop bullying.                                 | .48                                 | .68                      |
| 5    | Talking with victims without attributing the cause of the bullying to them. | .35                                 | .69                      |
| 6    | Supporting a victim.  | .11                                 | .74                      |
| 7    | Discussing with bystanders about their responsibility.                      | .42                                 | .68                      |
| 8    | Asking bystanders to take more active role to support victims.              | .34                                 | .69                      |
| 9    | Working with parents of victims.  | .47                                 | .67                      |
| 10   | Working with parents of bullies.  | .45                                 | .67                      |

<sup>1</sup> The corrected correlation between each item and the total score.

Table 6.11 *Summary Data and Correlations among Continuous Outcome Variables*

|                    | Mean | (SD)  | 1      | 2     | 3    | 4   | 5    |
|--------------------|------|-------|--------|-------|------|-----|------|
| 1 Knowledge        | 17.8 | (2.7) |        |       |      |     |      |
| 2 Attitudes        | 19.1 | (3.3) | .25*   |       |      |     |      |
| 3 Intention        | 21.5 | (2.6) | -.07   | .26** |      |     |      |
| 4 Policy Intention | 5.9  | (1.5) | .19*   | .08   | -.01 |     |      |
| 5 Action           | 25.5 | (3.8) | .34*** | .10   | .11  | .16 |      |
| 6 No. of themes    | 0.4  | (0.6) | .17    | -.02  | -.15 | .18 | -.19 |

Notes: \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

The number of participants who described the individual themes of Power Imbalance, Harm to Victim and Repeat Offending in their definition of bullying is shown in Table 6.12.

Associations among these were examined using cross tabulations. However, of the three potential analyses, only Power Imbalance and Intention to Harm were compared because of the low response rate for Repeat Offending. A modest trend (Table 6.13) toward participants who acknowledged Power Imbalance also acknowledging Intention to Harm ( $\rho = .18$ ,  $p = .057$ ) was noted.

Table 6.12 *Endorsement of definition of bullying codes at pre-test*

| <b>Definition</b> | <b><i>n</i></b> | <b>(%)</b> |
|-------------------|-----------------|------------|
| Power Imbalance   | 22              | (19.6)     |
| Intention to Harm | 20              | (17.9)     |
| Repeat Offending  | 2               | (1.8)      |

Table 6.13 *Cross tabulations for Power Imbalance and Intention to Harm*

|                        |            | <b>Intention to Harm</b> |            |                 |            |
|------------------------|------------|--------------------------|------------|-----------------|------------|
|                        |            | <b>No</b>                |            | <b>Yes</b>      |            |
|                        |            | <b><i>n</i></b>          | <b>(%)</b> | <b><i>n</i></b> | <b>(%)</b> |
| <b>Power Imbalance</b> | <b>No</b>  | 77                       | (68.8)     | 13              | (11.6)     |
|                        | <b>Yes</b> | 15                       | (13.4)     | 7               | (6.3)      |

Finally, the degree to which there were mean differences in continuous outcome measures depending on Power Imbalance and Intention to Harm responses were examined using *t* tests. For Power Imbalance a single difference was noted. Participants who had mentioned Power



Imbalance (Mean = 6.5, SD = 1.1) were more likely to endorse Policy Intention ( $t_{(107)} = 2.28$ ,  $p < .05$ ) than participants who did not mention Power Imbalance (Mean = 5.8, SD = 1.6).

Three differences were noted for Intention to Harm. Participants who noted Intention to Harm as part of their definition of bullying reported lower Intention scores ( $t_{(106)} = 2.80$ ,  $p < .01$ ), higher Policy Intention scores ( $t_{(107)} = 2.28$ ,  $p < .05$ ) and lower Action scores ( $t_{(97)} = 2.06$ ,  $p < .05$ ). The relevant means for these significant effects are presented in Table 6.14.

Table 6.14 *Intention to Harm group means for relevant outcome variables*

| Score            | Not mentioned |       | Mentioned |       |
|------------------|---------------|-------|-----------|-------|
|                  | Mean          | (SD)  | Mean      | (SD)  |
| Intention        | 21.8          | (2.0) | 20.1      | (4.0) |
| Policy Intention | 5.8           | (1.6) | 6.5       | (1.0) |
| Action           | 25.8          | (3.5) | 23.8      | (4.6) |

#### 6.5.4 *Pre-test (Baseline) Group Differences*

The goal of the following analyses was to establish that intervention and control groups were essentially equivalent at pre-test, as would be expected following randomisation.

##### 6.5.4.1 *Socio-demographic Details and Teaching Experience Comparisons*

There was no difference between the proportions of males and females in the intervention and control groups ( $\chi^2_{(1)} = 1.54$ ,  $p = .214$ ), with 51 females (86.4%) in the intervention group and 40 females (75.5%) in the control group. Their age, years of teaching experience and years at their current school are shown in Table 6.15. The intervention group was significantly older and therefore had significantly more years of teaching experience. There was no difference between groups in the number of years participants had been at their current schools.

There was also no difference between groups in the educational qualifications held by participants (Table 6.16;  $\chi^2_{(1)} = 0.04, p = .982$ ), nor whether they had undergone further, specialist training ( $\chi^2_{(1)} = 1.87, p = .172$ ; intervention 67.8%, control, 79.2%).

Table 6.15 *Group comparisons of age and teaching experience*

|                           | <b>Intervention</b> |             | <b>Control</b> |             | <i>t</i> |
|---------------------------|---------------------|-------------|----------------|-------------|----------|
|                           | <i>Mean</i>         | <i>(SD)</i> | <i>Mean</i>    | <i>(SD)</i> |          |
| Age (years)               | 42.1                | (10.5)      | 37.0           | (10.8)      | 2.53*    |
| Years teaching experience | 17.3                | (11.1)      | 12.7           | (10.8)      | 2.25*    |
| Years at current school   | 11.8                | (9.4)       | 9.6            | (10.3)      | 1.17     |

Notes: \*  $p < .05$

Table 6.16 *Group comparison of educational qualifications*

|              | <b>Intervention</b> |            | <b>Control</b> |            |
|--------------|---------------------|------------|----------------|------------|
|              | <i>n</i>            | <i>(%)</i> | <i>n</i>       | <i>(%)</i> |
| SSC, HSC     | 15                  | (25.4)     | 13             | (25.0)     |
| Graduate     | 15                  | (25.4)     | 13             | (25.0)     |
| Postgraduate | 29                  | (49.2)     | 27             | (50.0)     |

#### 6.5.4.2 *Group Comparisons of Definition of Bullying at Pre-test*

The number of teachers who mentioned the three individual themes as coded from their open-ended responses to the Definition of Bullying item is shown in Table 6.17. Groups were equivalent at pre-test except for Power Imbalance, with the Intervention group demonstrating greater awareness. A full descriptive presentation of responses is presented in Table 6.18.

Table 6.17 *Group comparisons of bullying codes*

| Theme             | Intervention |        | Control  |        | $\chi^2$ |
|-------------------|--------------|--------|----------|--------|----------|
|                   | <i>n</i>     | (%)    | <i>n</i> | (%)    |          |
| Power Imbalance   | 21           | (35.6) | 1        | (1.9)  | 20.10*** |
| Intention to Harm | 10           | (16.9) | 10       | (18.9) | 0.07     |
| Repeat Offending  | 2            | (3.4)  | 0        | (0.0)  | 0.41     |

Notes: \*\*\*  $p < .001$ .

For the summated responses, participants in the intervention group (mean = 0.6, SD = 0.7) were noted to have mentioned more themes ( $t_{(110)} = 3.20, p < .01$ ) than participants in the control group (mean = 0.2, SD = 0.4).

#### 6.5.4.3 *Group Comparisons of Other Outcome Variables at Pre-test*

To further examine equivalence of the intervention and control groups at pre-test, a series of independent samples *t* tests were conducted using all continuous outcome measures (Table 6.19). The two groups were equivalent on all constructs with the exception of Attitude. Members of the intervention group expressed a significantly higher anti-bullying attitude (higher mean score) than members of the control group.

#### 6.5.5 *Effectiveness of the Bullying Awareness Program*

Responses to the thematic code of Power Imbalance as an important component of bullying are shown in Table 6.20 and Figure 6.4. Responses for Intention to Harm (Table 6.21, Figure 6.5) and Repeat Offending (Table 6.22, Figure 6.6) follow. Ideally, analyses would have acknowledged the repeated measures nature of the data, using for example SPSS Generalised Estimating Equations. However, the sample sizes and low frequencies of cells precluded this technique. A more conservative approach was therefore used with the proportion of affirmative responses at each time point compared between intervention and control groups.

Table 6.18 *Number of bullying definition themes cited at each data collection*

|           | Intervention |        |           |        |            |        |              |        | Control   |        |           |        |            |        |              |       |
|-----------|--------------|--------|-----------|--------|------------|--------|--------------|--------|-----------|--------|-----------|--------|------------|--------|--------------|-------|
|           | No themes    |        | One theme |        | Two themes |        | Three themes |        | No themes |        | One theme |        | Two themes |        | Three themes |       |
|           | <i>n</i>     | (%)    | <i>n</i>  | (%)    | <i>n</i>   | (%)    | <i>n</i>     | (%)    | <i>n</i>  | (%)    | <i>n</i>  | (%)    | <i>n</i>   | (%)    | <i>n</i>     | (%)   |
| Pre-test  | 34           | (57.6) | 17        | (28.8) | 8          | (13.6) | 0            | (0.0)  | 42        | (79.2) | 11        | (20.8) | 0          | (0.0)  | 0            | (0.0) |
| Post-test | 5            | (8.6)  | 14        | (24.1) | 23         | (39.7) | 16           | (27.6) | 22        | (56.4) | 12        | (30.8) | 5          | (12.8) | 0            | (0.0) |
| Follow-up | 6            | (11.8) | 17        | (33.3) | 19         | (37.3) | 9            | (17.6) | 17        | (47.2) | 17        | (47.2) | 2          | (5.6)  | 0            | (0.0) |

Table 6.19 *Group comparisons of continuous outcome variables at pre-test*

| Scale            | Intervention |      |       | Control |      |       | <i>t</i> |
|------------------|--------------|------|-------|---------|------|-------|----------|
|                  | Range        | Mean | (SD)  | Range   | Mean | (SD)  |          |
| Knowledge        | 11–21        | 17.9 | (2.8) | 10–21   | 17.6 | (2.6) | 0.61     |
| Attitude         | 5–25         | 20.0 | (3.5) | 11–25   | 18.2 | (2.9) | 2.74**   |
| Intention        | 5–25         | 21.5 | (3.1) | 18–25   | 21.6 | (1.9) | 0.22     |
| Policy Intention | 1–7          | 6.2  | (1.5) | 1–7     | 5.7  | (1.6) | 1.65     |
| Action           | 10–30        | 25.8 | (4.1) | 13–30   | 25.1 | (3.3) | 0.88     |

Notes: \*\*  $p < .01$

For Power Imbalance, the significant pre-test group difference noted above was retained at both post-test and follow-up. In all cases a higher proportion of intervention group participants than control group participants had noted Power Imbalance as a key term in bullying. However, these outcome differences are difficult to interpret given the existing pre-test difference.

Table 6.20 *Group and time frequencies for Power Imbalance*

| Power Imbalance | Intervention |        | Control  |        | $\chi^2$ |
|-----------------|--------------|--------|----------|--------|----------|
|                 | <i>n</i>     | (%)    | <i>n</i> | (%)    |          |
| Pre-test        | 21           | (35.6) | 1        | (1.9)  | 20.10*** |
| Post-test       | 31           | (53.4) | 2        | (5.1)  | 24.26*** |
| Follow-up       | 21           | (41.2) | 5        | (13.9) | 7.50**   |

Notes: \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

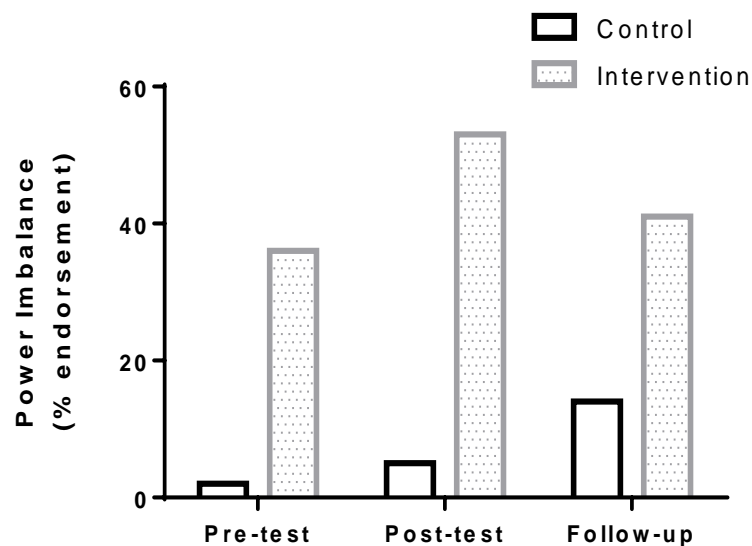


Figure 6.4 *Graphical presentation of Power Imbalance frequencies*

For Intention to Harm, a significant group difference was noted at post-test, with more intervention than control group participants noting Intention to Harm as an important component of the bullying definition. This may be attributable to the effect of the intervention, although it was not maintained at follow-up.

Table 6.21 *Group and time frequencies for Intention to Harm*

| Intention to Harm | Intervention |        | Control  |        | $\chi^2$ |
|-------------------|--------------|--------|----------|--------|----------|
|                   | <i>n</i>     | (%)    | <i>n</i> | (%)    |          |
| Pre-test          | 10           | (16.9) | 10       | (18.9) | 0.07     |
| Post-test         | 42           | (72.4) | 15       | (38.5) | 11.09*** |
| Follow-up         | 24           | (47.1) | 15       | (41.7) | 0.25     |

Notes: \*\*\*  $p < .001$ .

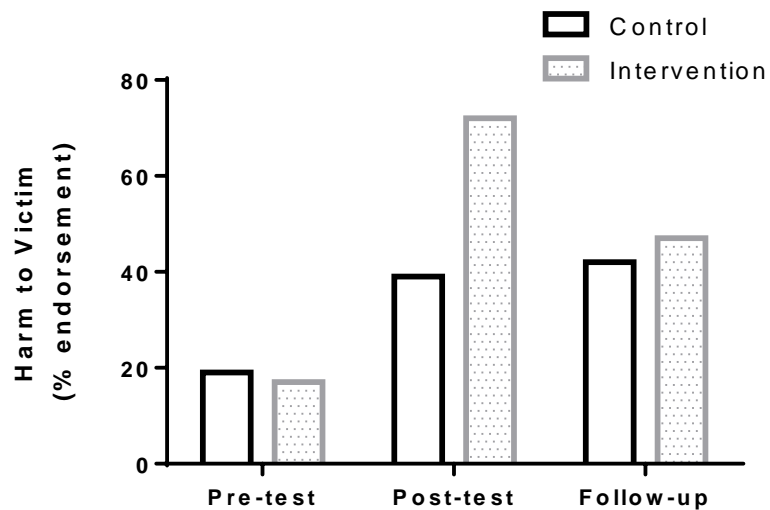


Figure 6.5 *Graphical presentation of Intention to Harm Frequencies*

For Repeat Offending, groups were equivalent at pre-test, with a significant group difference noted at both post-test and follow-up. More intervention than control group participants noted Repeat Offending as a key aspect of bullying. These differences may be attributable to the effect of the intervention program.

Table 6.22 *Group and time frequencies for Repeat Offending*

| Repeat Offending | Intervention |        | Control  |        | $\chi^2$ |
|------------------|--------------|--------|----------|--------|----------|
|                  | <i>n</i>     | (%)    | <i>n</i> | (%)    |          |
| Pre-test         | 2            | (3.4)  | 0        | (0.0)  | 0.41     |
| Post-test        | 35           | (60.3) | 5        | (12.8) | 21.74*** |
| Follow-up        | 37           | (72.5) | 1        | (2.8)  | 41.76*** |

Notes: \*\*\*  $p < .001$ .

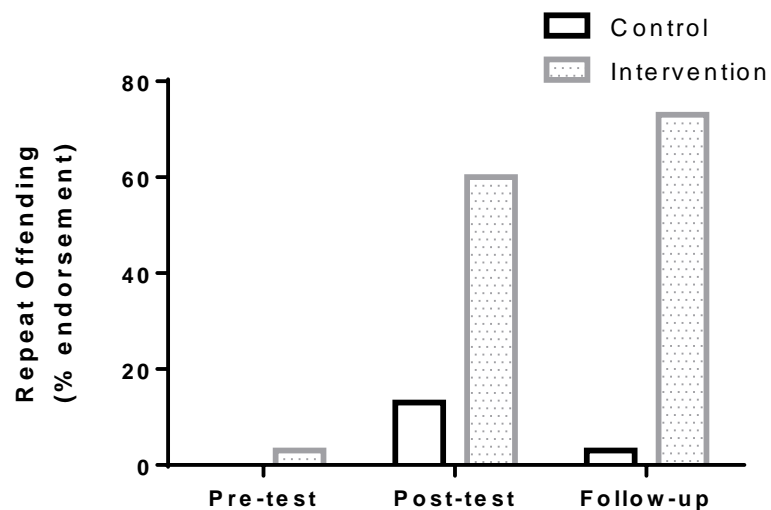


Figure 6.6 *Graphical presentation of Repeat Offending frequencies*

The analysis of continuous outcome measures was conducted using 2 x 3 repeated measures ANOVAs. While main effects of group and time are reported, it is the interaction effect between group and time that provides the true test of program effectiveness. Planned comparisons were also conducted to determine the significance of the interaction between pre-test and post-test and between pre-test and follow-up.

The average number of themes (Power Imbalance, Intention to Harm, Repeat Offending) mentioned by participants after summation (Table 6.23 and Figure 6.7) showed a significant overall interaction (as well as planned comparisons). After controlling for pre-test responses, more themes were mentioned by intervention group participants than control group participants. This difference may be attributable to the effect of the program.

Table 6.23 *Group x Time means and effects for number of themes mentioned*

| <b>Knowledge</b> | <b>Intervention Group</b> |              | <b>Control Group</b> |              | <b>Time</b> |               |
|------------------|---------------------------|--------------|----------------------|--------------|-------------|---------------|
|                  | <i>Mean</i>               | <i>(SEM)</i> | <i>Mean</i>          | <i>(SEM)</i> | <i>Mean</i> | <i>(SEM)</i>  |
| Pre-test         | 0.50                      | (0.09)       | 0.26                 | (0.11)       | 0.38        | (0.07)        |
| Post-test        | 1.84                      | (0.12)       | 0.55                 | (0.15)       | 1.19        | (0.10)        |
| Follow-up        | 1.62                      | (0.12)       | 0.61                 | (0.15)       | 1.12        | (0.09)        |
| Groups           | 1.32                      | (0.07)       | 0.47                 | (0.09)       | <b>0.90</b> | <b>(0.06)</b> |

| <b>Effect</b>                                      | <b><i>F</i></b> | <b><i>(df)</i></b> | <b><i>p</i></b> |
|--|-----------------|--------------------|-----------------|
| <b><i>F</i> group</b>                              | 59.69           | (1, 79)            | < .001          |
| <b><i>F</i> time</b>                               | 29.32           | (2, 158)           | < .001          |
| <b><i>F</i> interaction</b>                        | 10.67           | (2, 158)           | < .001          |
| <b><i>F</i> interaction (Pre-test – Post-test)</b> | 22.63           | (1, 79)            | < .001          |
| <b><i>F</i> interaction (Pre-test – Follow-up)</b> | 12.58           | (1, 79)            | .001            |



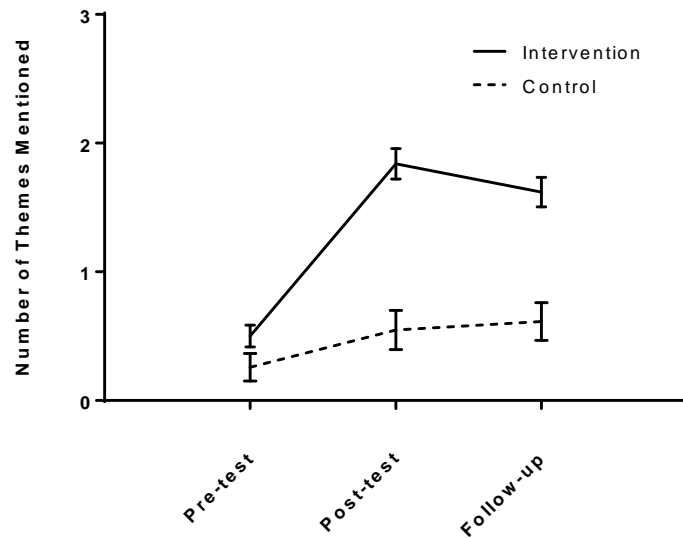


Figure 6.7 Graphical presentation of program outcome for themes

Results for Knowledge are presented in Table 6.24 and Figure 6.8. Although there were significant group and time effects, neither the interaction nor the planned comparisons were statistically significant. However, there was a trend towards significance for the pre-test and post-test contrast in favour of the intervention program. Attitude data are shown in Table 6.25 and Figure 6.9. Results were equivalent to those for Knowledge, including a trend towards significance for the pre-test and post-test contrast in favour of the intervention program. However, for Intention (Table 6.26 and Figure 6.10), all interaction effects were significant, suggesting that the intervention program was a success in this domain. That is, after controlling for pre-test, the intervention group reported a more positive intention to deal with bullying than the control group at both post-test and follow-up. The data for Policy Intention are shown in Table 6.27 and Figure 6.11, namely the degree to which participants believed in the importance of a central policy about bullying being available from the Directorate of Primary Education. Unlike intention *per se*, the only statistically significant result was an overall group effect. Regardless of time, the intervention group reported a stronger belief than the control group in the need for such a policy.

Table 6.24 *Group x Time means and effects for Knowledge*

| Knowledge | Intervention Group |        | Control Group |        | Time         |               |
|-----------|--------------------|--------|---------------|--------|--------------|---------------|
|           | Mean               | (SEM)  | Mean          | (SEM)  | Mean         | (SEM)         |
| Pre-test  | 17.94              | (0.37) | 17.68         | (0.39) | 17.81        | (0.27)        |
| Post-test | 19.39              | (0.23) | 18.09         | (0.24) | 18.74        | (0.17)        |
| Follow-up | 19.20              | (0.24) | 18.11         | (0.26) | 18.66        | (0.18)        |
| Groups    | 18.84              | (0.20) | 17.96         | (0.21) | <b>18.40</b> | <b>(0.14)</b> |

| Effect                                      | <i>F</i> | (df)     | <i>p</i> |
|---|----------|----------|----------|
| <i>F</i> group                              | 9.37     | (1, 91)  | .003     |
| <i>F</i> time                               | 7.59     | (2, 182) | .001     |
| <i>F</i> interaction                        | 2.17     | (2, 182) | .117     |
| <i>F</i> interaction (Pre-test – Post-test) | 3.26     | (1, 91)  | .074     |
| <i>F</i> interaction (Pre-test – Follow-up) | 2.09     | (1, 91)  | .152     |

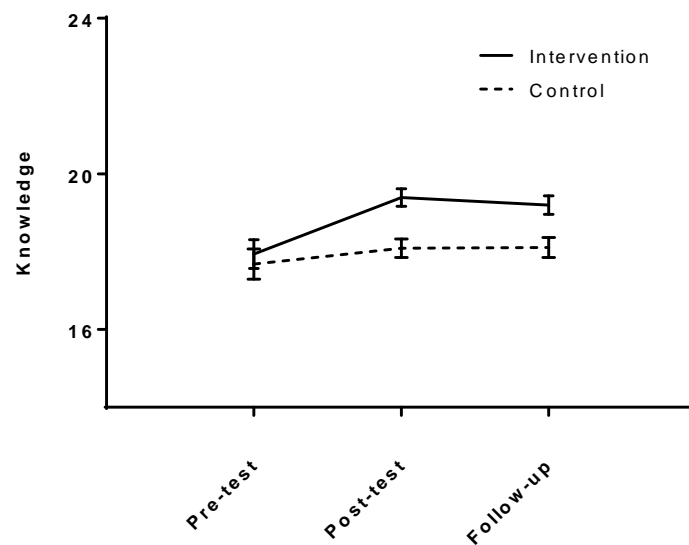
Figure 6.8 *Graphical presentation of program outcome for Knowledge*

Table 6.25 *Group x Time means and effects for Attitude*

| <b>Attitudes</b> | <b>Intervention Group</b> |              | <b>Control Group</b> |              | <b>Time</b>  |               |
|------------------|---------------------------|--------------|----------------------|--------------|--------------|---------------|
|                  | <i>Mean</i>               | <i>(SEM)</i> | <i>Mean</i>          | <i>(SEM)</i> | <i>Mean</i>  | <i>(SEM)</i>  |
| Pre-test         | 19.98                     | (0.48)       | 18.21                | (0.51)       | 19.09        | (0.35)        |
| Post-test        | 21.67                     | (0.39)       | 18.47                | (0.42)       | 20.07        | (0.29)        |
| Follow-up        | 21.67                     | (0.36)       | 18.63                | (0.39)       | 20.15        | (0.27)        |
| Groups           | 21.11                     | (0.30)       | 18.43                | (0.32)       | <b>19.77</b> | <b>(0.22)</b> |

| <b>Effect</b>                               | <b><i>F</i></b> | <b><i>(df)</i></b> | <b><i>p</i></b> |
|---|-----------------|--------------------|-----------------|
| <i>F</i> group                              | 37.41           | (1, 90)            | < .001          |
| <i>F</i> time                               | 5.18            | (2, 180)           | .007            |
| <i>F</i> interaction                        | 2.33            | (2, 180)           | .101            |
| <i>F</i> interaction (Pre-test – Post-test) | 3.75            | (1, 90)            | .056            |
| <i>F</i> interaction (Pre-test – Follow-up) | 2.80            | (1, 90)            | .098            |

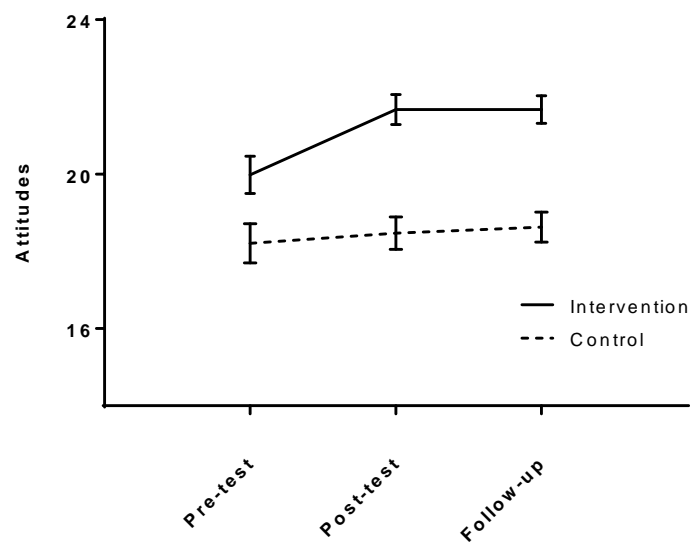
Figure 6.9 *Graphical presentation of program outcome for Attitude*

Table 6.26 *Group x Time means and effects for Intention*

| <b>Intention</b> | <b>Intervention Group</b> |              | <b>Control Group</b> |              | <b>Time</b>  |               |
|------------------|---------------------------|--------------|----------------------|--------------|--------------|---------------|
|                  | <i>Mean</i>               | <i>(SEM)</i> | <i>Mean</i>          | <i>(SEM)</i> | <i>Mean</i>  | <i>(SEM)</i>  |
| Pre-test         | 21.48                     | (0.38)       | 21.56                | (0.40)       | 21.52        | (0.28)        |
| Post-test        | 22.76                     | (0.35)       | 21.24                | (0.37)       | 22.00        | (0.26)        |
| Follow-up        | 22.78                     | (0.41)       | 20.80                | (0.43)       | 21.79        | (0.30)        |
| Groups           | 22.34                     | (0.24)       | 21.20                | (0.25)       | <b>21.77</b> | <b>(0.17)</b> |

| <b>Effect</b>                                      | <b><i>F</i></b> | <b><i>(df)</i></b> | <b><i>p</i></b> |
|--|-----------------|--------------------|-----------------|
| <b><i>F</i> group</b>                              | 10.87           | (1, 93)            | < .001          |
| <b><i>F</i> time</b>                               | 0.84            | (2, 186)           | .434            |
| <b><i>F</i> interaction</b>                        | 4.13            | (2, 186)           | .018            |
| <b><i>F</i> interaction (Pre-test – Post-test)</b> | 5.28            | (1, 93)            | .024            |
| <b><i>F</i> interaction (Pre-test – Follow-up)</b> | 6.58            | (1, 93)            | .012            |

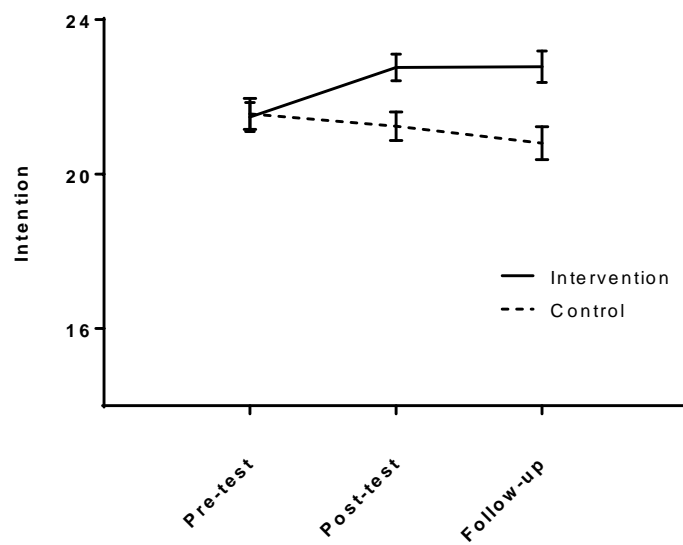
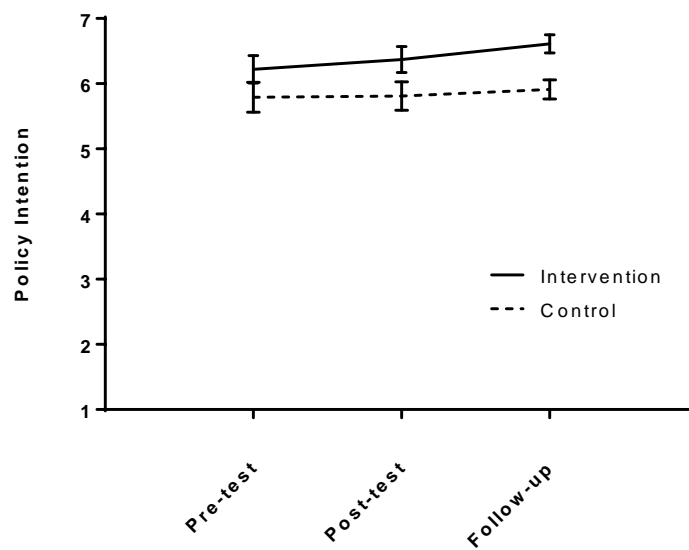
Figure 6.10 *Graphical presentation of program outcome for Intention*

Table 6.27 *Group x Time means and effects for Policy Intention*

| Policy Intention | Intervention Group |        | Control Group |        | Time        |               |
|------------------|--------------------|--------|---------------|--------|-------------|---------------|
|                  | Mean               | (SEM)  | Mean          | (SEM)  | Mean        | (SEM)         |
| Pre-test         | 6.22               | (0.21) | 5.79          | (0.23) | 6.00        | (0.16)        |
| Post-test        | 6.37               | (0.20) | 5.81          | (0.22) | 6.09        | (0.15)        |
| Follow-up        | 6.61               | (0.14) | 5.91          | (0.15) | 6.26        | (0.10)        |
| Groups           | 6.40               | (0.13) | 5.84          | (0.14) | <b>6.12</b> | <b>(0.10)</b> |

| Effect                                      | <i>F</i> | (df)     | <i>p</i> |
|---|----------|----------|----------|
| <i>F</i> group                              | 8.54     | (1, 92)  | .004     |
| <i>F</i> time                               | 1.17     | (2, 184) | .313     |
| <i>F</i> interaction                        | 0.33     | (2, 184) | .716     |
| <i>F</i> interaction (Pre-test – Post-test) | 0.13     | (1, 92)  | .721     |
| <i>F</i> interaction (Pre-test – Follow-up) | 0.75     | (1, 92)  | .390     |

Figure 6.11 *Graphical presentation of program outcome for Policy Intention*

The final outcome measure (Actions) concerned the participants' self-reported likelihood of taking action concerning bullying. The relevant data are contained in Table 6.28 and Figure 6.12. Again, no significant interaction effects were noted. A single significant main effect of time indicated that, on average, all participants increased their likelihood of action from pre-test to post-test to follow-up.

#### **6.5.5.1 *Potential Effects of Age and Teaching Experience***

The final analyses to be reported involved repeating the above ANOVAs with the inclusion of age and teaching experience as covariates (ANCOVAs). This was done in acknowledgement of the significant pre-test group effects that were noted for these two variables (see Table 6.15). If age and teaching experience were also associated with any of the continuous outcome variables, the results reported above may need further qualification. Associations between outcome variables and age and teaching experience, respectively, are presented in Table 6.29. Only in the case of Policy Intention was there even a trend toward significance (for both age and teaching experience). On the basis of these findings, no further analyses were conducted or reported.

#### **6.5.6 *Evaluation of the Bullying Awareness Program***

At the end of the bullying intervention program, when follow-up data were collected, participants in the intervention group were given the opportunity to comment on the content of the program. A total of 54 participants provided responses. Issues covered were (i) the relevance of the topics included, (ii) the ease of understanding the information presented, (iii) the adequacy of the number and duration of sessions, (iv) efficiency of the program provider in making topics comprehensible, (v) program effectiveness in changing knowledge, attitudes and willingness to act to solve the bullying problem, and (vi) the importance of the program for Bangladeshi primary school teachers.

Table 6.28 *Group x Time means and effects for Actions*

| Actions   | Intervention Group |        | Control Group |        | Time         |               |
|-----------|--------------------|--------|---------------|--------|--------------|---------------|
|           | Mean               | (SEM)  | Mean          | (SEM)  | Mean         | (SEM)         |
| Pre-test  | 25.66              | (0.53) | 25.20         | (0.57) | 25.43        | (0.39)        |
| Post-test | 27.43              | (0.52) | 25.93         | (0.57) | 26.68        | (0.39)        |
| Follow-up | 27.92              | (0.40) | 26.93         | (0.44) | 27.42        | (0.30)        |
| Groups    | 27.00              | (0.35) | 26.02         | (0.38) | <b>26.51</b> | <b>(0.26)</b> |

| Effect                                      | <i>F</i> | (df)     | <i>p</i> |
|---|----------|----------|----------|
| <i>F</i> group                              | 3.57     | (1, 85)  | .062     |
| <i>F</i> time                               | 10.93    | (2, 170) | < .001   |
| <i>F</i> interaction                        | 0.73     | (2, 170) | .482     |
| <i>F</i> interaction (Pre-test – Post-test) | 1.16     | (1, 85)  | .284     |
| <i>F</i> interaction (Pre-test – Follow-up) | 0.38     | (1, 85)  | .538     |

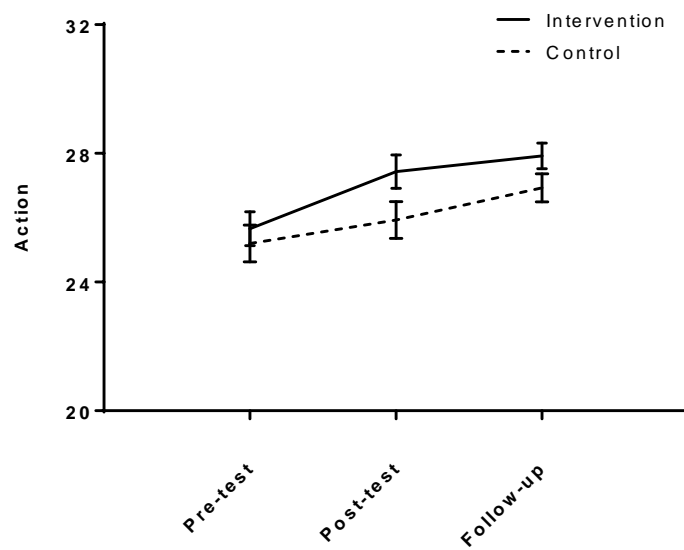
Figure 6.12 *Graphical presentation of program outcome for Action*

Table 6.29 *Associations between outcome variables and age and teaching experience*

| Variable         | Age      |         |          | Teaching Experience |         |          |
|------------------|----------|---------|----------|---------------------|---------|----------|
|                  | <i>F</i> | (df)    | <i>p</i> | <i>F</i>            | (df)    | <i>p</i> |
| No. themes       | 0.14     | (1, 77) | .714     | 0.29                | (1, 77) | .594     |
| Knowledge        | 0.09     | (1, 89) | .763     | 0.18                | (1, 89) | .669     |
| Attitude         | 0.35     | (1, 88) | .558     | 0.98                | (1, 88) | .326     |
| Intention        | 2.06     | (1, 91) | .155     | 1.22                | (1, 91) | .272     |
| Policy Intention | 3.60     | (1, 90) | .061     | 3.15                | (1, 90) | .079     |
| Actions          | 0.12     | (1, 83) | .730     | 1.07                | (1, 83) | .303     |

First, summary data are presented showing the mean responses to overall topic endorsement, importance of topics and understanding of topics (Table 6.30). All means were close to the maximum possible rating.

Table 6.30 *Summary of bullying program evaluation data*

| Question                      | Theoretical range | Obtained range | Mean | (SD)  |
|-------------------------------|-------------------|----------------|------|-------|
| Overall endorsement of topics | 10–50             | 36–50          | 44.6 | (3.8) |
| Importance of topics          | 9–27              | 18–27          | 24.6 | (2.5) |
| Understanding of topics       | 9–27              | 12–27          | 21.1 | (4.3) |

Almost all participants (Table 6.31) reported that program topics were relevant (agree = 57.4%; strongly agree = 42.6%) and easy to understand (agree = 64.8%; strongly agree = 35.2%). The number of session was also considered adequate (agree = 61.1%; strongly agree = 38.9%). However, one participant thought that the duration of sessions and the discussion method of program delivery were inappropriate. Participants believed that the program provider was appropriate and efficient (agree = 51.9%; strongly agree = 48.1%). The



responses also suggested that the program enhanced knowledge of bullying (agree = 29.6%; strongly agree 70.4%), shifted their attitude from bullying as a normative phenomenon to problematic behaviour (agree = 50.0%; strongly agree = 50.0%), and increased their willingness to use strategies (recommended in the program) to deal with bullying (agree = 46.3%; strongly agree = 53.7%). All participants thought the program was essential for primary school teachers in Bangladesh (agree = 35.2%; strongly agree = 64.8%).

The importance and understanding ratings for individual topics included in the program are shown in Table 6.32. Participants thought many of the topics were important, including the overall concept of bullying (96.2%), causes and consequences of bullying (77.4%), signs to detect bullying (85.2%), and bullying in the classroom (79.6%). Only one participant thought that describing ways of detecting bullying behaviour was not important. Most participants also thought constructive communication skills (agree = 24.1%; strongly agree = 75.9%), peer support strategies (agree = 34.6%; strongly agree = 61.5%), the 'no blame' approach (agree = 31.5%; strongly agree = 63.0%), the 'common concerned' method (agree = 41.5%; strongly agree = 58.5%), and 'restorative conferencing and mediation' (agree = 17.0%; strongly agree = 79.2%) to be important. However, a few participants thought aspects of the program such as 'peer support strategies' (3.8%), the 'no blame' approach (5.6%), and 'restorative conferencing and mediation' (3.8%) were not as important.

Overall, most participants thought that program materials were easy to understand (Table 6.32). These included 'bullying in the classroom' (easy = 38.9%; very easy = 59.3%) and 'constructive communication skills' (easy = 42.6%; very easy = 38.9%). However, some participants felt some materials were difficult to understand, including 'constructive communication skills' (18.5%), the 'common concerned' method (14.8%), 'causes and consequences of bullying' (16.7%) and 'signs to detecting bullying' (16.7%).

Table 6.31 *Responses to the perceived appropriateness and effectiveness of features of the awareness program*

|   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Undecided</b> | <b>Agree</b> | <b>Strongly agree</b> |
|---|--------------------------|-----------------|------------------|--------------|-----------------------|
|   | <b>n (%)</b>             | <b>n (%)</b>    | <b>n (%)</b>     | <b>n (%)</b> | <b>n (%)</b>          |
| The topics discussed in the sessions were relevant to bullying.                                   | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 31 (57.4)    | 23 (42.6)             |
| The information presented in the sessions was easy to understand.                                 | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 35 (64.8)    | 19 (35.2)             |
| The number of topics introduced in each session was manageable.                                   | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 33 (61.1)    | 21 (38.9)             |
| The duration of each session was appropriate for the material presented.                          | 0 (0.0)                  | 1 (1.9)         | 2 (3.7)          | 35 (64.8)    | 16 (29.6)             |
| The presenter did a good job of delivering the sessions.  | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 28 (51.9)    | 26 (48.1)             |
| Group discussion was an appropriate program delivery method as it made topics easy to understand. | 0 (0.0)                  | 1 (1.9)         | 0 (0.0)          | 35 (64.8)    | 18 (33.3)             |
| The program changed my knowledge about bullying.  | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 16 (29.6)    | 38 (70.4)             |
| The program changed my attitude towards bullying as a problem behaviour.                          | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 27 (50.0)    | 27 (50.0)             |
| I intend to use strategies I have learnt in this program to address bullying problems.            | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 25 (46.30)   | 29 (53.7)             |
| It is important to introduce this training program to all primary school teachers in Bangladesh.  | 0 (0.0)                  | 0 (0.0)         | 0 (0.0)          | 19 (35.2)    | 35 (64.8)             |

Table 6.32 *Responses to the perceived importance and understanding of the program materials*

|  | <b>Not important</b> |            | <b>Important</b> |            | <b>Very important</b> |            | <b>Not easy to understand</b> |            | <b>Easy to understand</b> |            | <b>Very easy to understand</b> |            |
|--|----------------------|------------|------------------|------------|-----------------------|------------|-------------------------------|------------|---------------------------|------------|--------------------------------|------------|
|  | <b>n</b>             | <b>(%)</b> | <b>n</b>         | <b>(%)</b> | <b>n</b>              | <b>(%)</b> | <b>n</b>                      | <b>(%)</b> | <b>n</b>                  | <b>(%)</b> | <b>n</b>                       | <b>(%)</b> |
| The overall concept of bullying        | 0                    | (0.0)      | 2                | (3.8)      | 51                    | (96.2)     | 6                             | (11.1)     | 18                        | (33.3)     | 30                             | (55.6)     |
| Causes and consequences of bullying    | 0                    | (0.0)      | 12               | (22.6)     | 41                    | (77.4)     | 9                             | (16.7)     | 17                        | (31.5)     | 28                             | (51.9)     |
| Ways to detect bullying                | 1                    | (1.9)      | 7                | (13.0)     | 46                    | (85.2)     | 9                             | (16.7)     | 22                        | (41.5)     | 22                             | (41.5)     |
| Bullying in the classroom              | 0                    | (0.0)      | 11               | (20.4)     | 43                    | (79.6)     | 1                             | (1.9)      | 21                        | (38.9)     | 32                             | (59.3)     |
| Constructive communication skills      | 0                    | (0.0)      | 13               | (24.1)     | 41                    | (75.9)     | 10                            | (18.5)     | 23                        | (42.6)     | 21                             | (38.9)     |
| Peer support strategies                | 2                    | (3.8)      | 18               | (34.6)     | 32                    | (61.5)     | 6                             | (11.3)     | 28                        | (52.8)     | 19                             | (35.8)     |
| The no blame approach                  | 3                    | (5.6)      | 17               | (31.5)     | 34                    | (63.0)     | 4                             | (7.4)      | 26                        | (48.1)     | 24                             | (44.4)     |
| The common concerned method            | 0                    | (0.0)      | 22               | (41.5)     | 31                    | (58.5)     | 8                             | (14.8)     | 27                        | (50.0)     | 19                             | (35.2)     |
| Restorative conferencing and mediation | 2                    | (3.8)      | 9                | (17.0)     | 42                    | (79.2)     | 3                             | (5.6)      | 26                        | (48.1)     | 25                             | (46.3)     |

Finally, participants were given the option of suggesting changes to delivery methods (Table 6.33) and topics (Table 6.34). A multimedia presentation (63.0%) was highly endorsed, as was the use of role plays (42.6%). In terms of topics, introducing training for staff/teachers (25.9%) and a session/workshop with students (24.1%) were the most common suggestions.

Table 6.33 *Open-ended responses: recommended delivery methods*

| <b>Delivery Methods</b>                     | <b><i>n</i></b> | <b>(%)</b> |
|---|-----------------|------------|
| Multimedia presentation                     | 34              | (63.0)     |
| Role plays                                  | 23              | (42.6)     |
| Curriculum for students as a story or drama | 8               | (14.8)     |
| Cartoons                                    | 7               | (13.0)     |
| Bullying-related stories *                  | 6               | (11.1)     |
| Discussion *                                | 6               | (11.1)     |
| Leaflet distribution                        | 5               | (9.3)      |
| Caricatures                                 | 3               | (5.6)      |
| Poster presentation                         | 2               | (3.7)      |
| Counselling                                 | 2               | (3.7)      |

Note. \* These methods *were* used in the program.

Table 6.34 *Open-ended responses: recommended topics*

| <b>Topics</b>                  | <b><i>n</i></b> | <b>(%)</b> |
|--------------------------------|-----------------|------------|
| Training for staff/teachers    | 14              | (25.9)     |
| Session/workshop with students | 13              | (24.1)     |
| Awareness program in community | 8               | (14.8)     |
| Session/workshop with parents  | 1               | (1.9)      |

## 6.6 *Chapter Summary*

This chapter has described the implementation and results of a randomised controlled trial for a bullying awareness program covering knowledge of bullying, attitude towards bullying, and intentions and actions to deal with bullying. Pre-test data showed that participants in both groups were equivalent except for age, teaching experience and their anti-bullying attitude. More Power Imbalance responses were also evident among the intervention group.

Program effectiveness was partially supported. Responses of both groups to three characteristics (Power Imbalance, Intention to Harm and Repeat Offending) increased from pre-test to post-test and follow-up, with these increases more evident in the Intervention group. Group differences were also significant for Repeat Offending at post-test and follow-up, and Intention to Harm at post-test. These differences may be attributed to the program. Moreover, teachers in the intervention group mentioned significantly more themes (Power Imbalance, Intention to Harm and Repeat Offending) than those in the control group at post-test and follow-up.

Evaluation by participants indicated that the program was overall very positive in addressing their understanding of bullying. This was shown by endorsement of the relevance, importance, and ease of understanding of the program materials, delivery and deliverer. This included the confirmation that the program was relevant for primary school teachers in Bangladesh.

Chapter 7 (Discussion and Conclusion) follows, where the findings from Study 1 and Study 2 are summarised, and further explanations of findings and suggestions for future research presented.

## CHAPTER SEVEN

### *DISCUSSION AND CONCLUSIONS*

#### **7.1**     *Introduction*

In this chapter, the background, methodological issues and findings of the two studies presented in Chapters 4 and 6, respectively, are discussed. The chapter is organised into six sections. In Section 7.2 the methodological issues, results and conclusions of Study 1, which was a preliminary feasibility study for introducing an anti-bullying program in schools in Bangladesh, are discussed. The background, methodological issues, results and conclusions of Study 2 are examined in section 7.3, which includes an assessment of the effects of a bullying awareness program on primary school teaches in Bangladesh and evaluation of the program as the findings of Study 2. In Section 7.4, the strengths and limitations of the two studies are assessed. Recommendations for future research and implementation of the present studies are discussed in section 7.5, and concluding remarks are presented in section 6.

#### **7.2**     *Background, Methodological Issues and Results of Study 1*

##### **7.2.1**   *Background and Methodological Issues of Study 1*

Study 1, the preliminary feasibility study, was informed by the context of the research setting/place (schools in Bangladesh) and a literature review. The aim was to investigate the feasibility of implementing an existing anti-bullying program with students. Although school bullying in Bangladesh had received extensive media coverage and the attention of some mental health professionals, no research had been conducted there to investigate the impact of anti-bullying programs. Furthermore, there were no policies about bullying in schools in Bangladesh, nor was the topic included in school curricula or in teacher training (see Chapter 2). The non-existence of a synonym for bullying in Bangla gave further indication of the need to investigate teachers' knowledge of bullying. Lack of human and technical resources in

Bangladesh schools also meant that careful consideration was needed to identify anti-bullying programs that were suitability for schools there. In a systematic literature review, studies elsewhere were examined to determine how factors including teachers' motivation and capability to implement interventions, types of intervention (e.g. curriculum intervention), and other resources needed contributed to the effectiveness of a given anti-bullying program (Chapter 3).

Considering this background, Study 1 was designed to explore teachers' knowledge of bullying, together with their willingness and the cultural appropriateness of implementing an anti-bullying program in schools in Dhaka, Bangladesh. For this purpose, the specific aspects assessed in Study 1 were as follows: (1) teachers' knowledge about and attitudes towards bullying, their intentions and actions taken to solve bullying problem; (2) the need to implement anti-bullying programs in schools in Dhaka, Bangladesh; (3) the scope, components, provider and delivery methods for anti-bullying programs in schools in Dhaka, Bangladesh; (4) appropriate times, grades/classes in which to implement anti-bullying programs; (5) potential barriers to implementation, and; (6) strategies for increasing program effectiveness.

Study 1 was exploratory in nature, with qualitative data collected through in-depth interviews that allowed participants to express their opinions and relevant information in detail without barriers or restrictions. The strengths of qualitative studies include: (i) empowering participants to be actively involved in research, (ii) addressing participants' subjectivity, or personal experiences, emotions, motivations, and their internal life, (iii) the inductive nature of qualitative research permits the researcher to discover knowledge, and understanding of meaning for the given issue, and (iv) participants may give much information about the issue under study and provide direction for preventing and/or intervening in the given problematic issue while responding in unstructured interviews (Patton, Hong, Patel, & Kral, 2015). The

researcher believes that the qualitative study demonstrated these strengths, but it also had limitations often seen in qualitative research. It is not possible to generalise findings of qualitative studies beyond the study sample, and some information raised by participants was irrelevant to the study objectives. Nevertheless, Study 1 indicated issues (e.g., enhancing teachers' understanding, attitudes towards bullying and intentions and actions to deal with the bullying problem) that needed further exploration and gave direction for Study 2, which used a randomised controlled trial (RCT) design.

### **7.2.2 Results of Study 1**

The key finding to emerge from Study 1 related to teachers' knowledge about bullying. Participants from both primary and secondary schools defined bullying by using examples of a wide range of aggressive and unacceptable behaviours, only some of which fitted accepted definitions of bullying as subset of aggressive behaviour. The three characteristics of bullying are an imbalance of power between the bully and the victim, repeated incidents between the same students over a prolonged period of time, and having the intention to hurt or disturb. Some participants mentioned the characteristic of power imbalance between bully and victim, which could be stronger vs weaker in terms of physical strength, academic performance or socio-economic status of family. A few participants from secondary schools also mentioned the repeated nature of bullying. This finding is similar to that in a study by Mishna et al. (2006) in which most respondents mentioned power imbalance while very few were concerned about repetition of bullying incidents. In the present study, the intention to harm was rarely mentioned. Almost all participants from both primary and secondary schools included other kinds of unacceptable behaviours as bullying incidents, such as slapping or fighting each other, or stealing and aggression towards a third person as an obstacle in romantic relationships. Overall, there was little difference between participants from primary and secondary schools in their ability to define bullying correctly. They conceptualised



bullying in the broader sense of aggression where other unacceptable behaviours were included rather than bullying incidents. Previous studies also revealed teachers' inability to define bullying precisely, based on the delimiting characteristics of the phenomenon (Bauman & Del Rio, 2006; Benitez, Garcia-Berben, & Fernandez-Cabezas, 2009; Hazler, Miller, Carney, & Green, 2001; Yoon, 2004).

The reason for difficulties in deciding which acts should be called bullying may be the lack of an exact Bangla term corresponding to the English term "bullying". Smith, Cowie, Olafsson, and Liefoghe (2002) noted that it is difficult for researchers to find a synonym for "bullying" in a number of languages. Further, some factors make it complex to distinguish bullying from teasing and normal conflict, such as the confusing issue of measuring power imbalance in the case of bullying among friends, and the subtle differences between bullying and teasing (Mishna et al., 2006; O'Moore, 2010). The same incident (e.g. pushing, chasing) may be either bullying or teasing depending on the individual's perceived feelings. Pushing may be considered teasing to create a feeling of fun rather than distress. However, correct identification of bullying is a precondition for implementing anti-bullying programs and assessing their effectiveness. Research evidence has shown that it is essential for teachers to have a clear understanding of bullying, because teachers' willingness and preparedness to introduce interventions were related to their definition of bullying (Boulton, 1997; Craig et al., 2011).

In Study 1, participants from primary and secondary schools had different opinions about implementing anti-bullying programs in schools. Some participants were willing to do so, but most participants from primary schools did not want to, because they considered bullying as a natural phenomenon (i.e. they had a positive attitude towards bullying). Their expressed beliefs were consistent with myths about bullying reported by Bauman and Del Rio (2005), Craig et al. (2011) and O'Moore (2010). These included that bullying is a matter for victims

to tackle themselves, bullying is a normal developmental behaviour of childhood, and bullying is not harmful for victims or other persons in school. Such myths may be the main reason for showing favourable attitudes towards bullying and unwillingness to implement anti-bullying programs. The evidence also suggested that the likelihood of teachers intervening in any unacceptable behaviour depended on how much they considered it as severe (degree of harm or damage) or problematic (Duy, 2013). Hence, it is vital to change such non-functional beliefs among teachers (Kochenderfer-Ladd & Pelletier, 2008; Woods, 2015).

As a preventive or primary step, some participants favoured the use of moral lessons in religion and moral education classes. Almost all participants used such strategies as secondary intervention, and they may be categorised as the restorative approach, mediation approach or traditional disciplinary approach. The step of making the bully express regret to the victim is a restorative practice. More often, participants made both bully and victim understand why the behaviour was wrong, which was a mediation approach. School authorities also followed the traditional disciplinary approach, where the bully was given a transfer certificate (expelled from the school) as punishment in case of severe or repeated offences.

The participants recommended other preventive (primary) and secondary intervention strategies for inclusion in future anti-bullying programs for students. They emphasised the need for parents and teachers to receive training from professionals, the use of selected peers to report bullying incidents and support victims, and giving students moral lessons from religious perspectives to prevent bullying. As secondary intervention strategies, participants suggested creating mutual understanding (based on mediation approach), making bullies apologise to victims (under restorative approach), and psychological punishment such as scolding or using harsh language (traditional disciplinary approach).

Like the participants in this research, other researchers also gave importance to training for parents and teachers. In a meta-analysis (Ttofi & Farrington, 2011), parents' training was found to be effective in reducing both bullying and bullying-victimisation, while teacher training led to a substantial reduction in bullying. Other researchers concluded that because teachers were key players in bullying prevention and intervention, it was essential to introduce the topic of bullying in teacher training curricula to prepare them for their profession (Marshall et al., 2009; Osman, 2013). Appropriate teacher training produced a number of outcomes vital to reducing bullying. These included consistency among all members of the school community to perceive bullying through a clear definition; the ability to identify all forms of bullying behaviours; removal of non-functional beliefs or myths regarding bullying; enhanced knowledge and understanding of bullying; and confidence to use appropriate bullying prevention and intervention strategies (Dake et al., 2003; Dake et al., 2004; Fretwell, 2015; Gorsek & Cunningham, 2014; Grumm & Hein, 2013; Hazler et al., 2001; Kennedy et al., 2012; Osman, 2013; Pecjak & Pirc, 2015; Troop- Gordon & Ladd, 2015; Yıldırım et al., 2014).

Participants in Study 1 also suggested that students with good academic achievement and behaviour could be assigned to support groups for reporting bullying incidents and showing empathy and support to victims. The thinking behind this suggestion may have been the school context in Bangladesh, where it is common for the class teacher in each class to form a committee from among students with good behaviour to monitor the classroom situation and report any problems or unacceptable incidents.

The existing school curriculum in Bangladesh has requirements for students in primary school to be given moral lessons from the perspectives of different religions (e.g., Islam, Hinduism, Buddhism and Christianity) (<http://www.dpe.gov.bd/>). Teacher training also includes instruction to help students to learn behaviours that are consistent with social and

religious expectations (Hossain, 2013). Religion has a vital influence on social behaviours (e.g., increasing helping behaviour to others, honesty, decreasing child abuse, and other crimes) (Paloutzian & Park, 2005). In view of the researcher, moral lessons may give students the judgment to distinguish between right and wrong and avoid bullying behaviour by considering its devastating effect on students' overall well-being (e.g. physical, psychological, academic and social). Moral engagement is important to make bullies remorseful and acknowledge the shame of their actions (confessing shame and wrongdoing, taking responsibility and making compensation for the wrongdoing), which is a key principle of restorative justice approaches. Through moral reasoning, peer bystanders may also be inspired to show ethical behaviour and not bully others (Ahmed, 2008).

In the mediation strategy, teachers play the role of neutral mediators. A neutral mediator tries to bring about a peaceful settlement or compromise between bully and victim (Rigby, 2010). This step is taken frequently in schools in Bangladesh because it does not require advanced technical support or other professionals (e.g. counsellor, educational psychologist), and teachers and parents have been satisfied with its effectiveness. For these reasons, an intervention based on the mediation approach would be appropriate for implementation in schools in Bangladesh. The recommendation for implementing restorative approaches (e.g. apology from bully) is consistent with the finding of Ahmed's (2008) study. She found it was possible to reduce school bullying and enhance bystander intervention through implementing the key principles (forgiveness, reconciliation and adaptive shame management) of restorative justice among older children (Grades 7 to 10) in schools in Bangladesh.

The teachers in Study 1 suggested use of punishment such as scolding or expulsion as a way of managing bullying. Bauman and Hurley (2005) found that teachers thought corporal punishment was a sound way to reduce bullying incidents, but other research evidence suggested that punishment under the traditional disciplinary approach should not be used

often because of its limited effectiveness. For instance, Rigby (2010) found that bullies did not stop bullying entirely after punishment but instead continued to bully covertly so it was impossible to detect, and sought reinforcement from supporters. The Directorate of Education has stated that use of punishment in schools in Bangladesh is forbidden.

Almost all participants suggested that teachers should act as program providers after training with or receiving guidelines from professionals (e.g. counsellor or bullying expert). The systematic literature review (Chapter 3) revealed that teachers were program providers in 16 out of 25 trials of anti-bullying programs. Teachers were considered to be appropriate persons as program providers because they spend much time with students in the school setting (Benitez et al., 2009; Craig et al., 2011; Lund et al., 2012). In most trials reviewed, teachers (as providers) used class lessons, group discussions or interactive teaching methods for program delivery. Because schools, specifically primary schools, in Dhaka, Bangladesh have little or no technical support, discussions or interactive teaching methods would be most suitable. Some participants also suggested using different professionals (e.g. educational psychologist or counsellor) to hold workshops or seminars to create awareness about bullying among teachers, students and parents, but at present it is unusual to have such professionals in schools.

Participants in Study 1 acknowledged that time constraints would make program delivery difficult, but they recommended setting aside time on Thursdays, when the school day is shorter than on other days. They also believed that 4<sup>th</sup> grade was the most appropriate stage for an anti-bullying program. Students are given religion and moral lessons from 3<sup>rd</sup> grade to 5<sup>th</sup> grade, hence in 4<sup>th</sup> grade they should have sufficient social and cognitive development to understand and learn from an anti-bullying program. Program effectiveness could then be measured subsequently (e.g. in 5<sup>th</sup> grade) with these students. In the literature, among 19 intervention program trials in primary schools, 17 included students of 4<sup>th</sup> and 5<sup>th</sup> grades,

while six included 3<sup>rd</sup> grade students. Theoretically, aggression tends to peak between the ages of 10 and 13 years. However, the increased rate of bullying behaviours around age 13 may be related to other factors, like puberty (particularly in boys) or school transitions (Craig & Harel, 2004). Hence, it may be beneficial to implement an anti-bullying program with students under the age of 10 years, before the noted increase in bullying incidents.

Participants described factors that acted as barriers or resources to increase program effectiveness when implementing an anti-bullying program. Barriers included teachers' time limitations, their unwillingness to give up time without payment, parents' time limitations because of their work responsibilities, parents being unwilling to accept their own child being at fault, parents' illiteracy, and the need for approval from higher authority (e.g. Directorate of Education). Other studies also identified limitations such as lack of guidelines to solve particular types (non-physical bullying) of bullying, teachers' difficulties in covering curriculum activities and the excessive workload created by dealing with bullying incidents that occurred daily (Dake et al., 2004; Mishna et al., 2005).

In the view of participants, all members of the school community, including parents, have a part to play in dealing with the bullying problem. Although teachers and parents have time limitations, other persons like friends, classmates and class captains may be involved as resources when implementing anti-bullying programs. Bystander or peer group involvement may be possible in this context. Participants also thought that it would be easier for them to make time and implement anti-bullying programs if the Directorate of Education provided a mandate or central policy about bullying. Other researchers also found that staff, students and parents placed importance on having written anti-bullying policies. The advantages of this included the development of a definition of bullying that was shared by all schools, teachers, staff, students and parents, which enabled clear understanding and identification of bullying incidents and minimised discrepancies between teachers' and pupils' understanding of

bullying. Such policies could also be used when deciding proper methods or anti-bullying programs for a given school, to clarify roles and responsibilities of school teachers and other school personnel, and to create schedules for regular bullying-related training for stakeholders (Fretwell, 2015; Kennedy et al., 2012; Lee, 2006; Lester & Maldonado, 2014; Menesini et al., 2002; Osman, 2013).

### **7.2.3 Conclusions from the Findings of Study 1**

In conclusion, few participants had insight into how an incident could shift from a single act of unacceptable behaviour (e.g. conflict, teasing) to bullying incidents. This was because they were not aware of the three characteristics that distinguish bullying: power imbalance, repeat offending and intention to harm. Because they could not distinguish bullying from single aggressive acts, they were not concerned about the repeated occurrence of bullying over a prolonged period of time. Furthermore, they were generally unable to recognise the serious effects of bullying and did not consider it a serious problem. In fact, participants had a positive attitude towards bullying, considering it as a normal developmental behaviour. For these reasons, participants may have been reluctant to take action against bullying.

Because participants were unable to define bullying properly, their recommendations for the components of an anti-bullying program were similar to steps they took to manage other kinds of unacceptable behaviours (see Figure 4.1 in Chapter 4). However, interventions with the best impact on a single conflict may not be effective equally for bullying (Bauman & Del Rio, 2005). The unique nature of bullying, such as the power differential and prolonged effects of repeated victimisation, must be taken into consideration before selecting intervention strategies recommended in Study 1. Some of these may be suitable for an anti-bullying program in the school context in Bangladesh. However, before implementing measures to manage bullying, the findings revealed the need for an initial training program for school teachers to enable them to understand the meaning and overwhelming effects of

bullying. Such knowledge may change teachers' unwillingness to deal with bullying. It is also necessary for teachers to have clear understanding of bullying so that they can deal with the problem competently and quantify measures (e.g. frequency of bullying) to assess program effectiveness.

Although participants suggested holding sessions/workshops with parent and students to create awareness about bullying, it may not be possible to involve them without a central bullying policy from the Directorate of Education. Such policies provide guidelines for involving all members of the school community, or for implementing several policy components simultaneously through a whole-school multidisciplinary intervention.

The findings and evidence from Study 1 gave the researcher direction to focus on increasing bullying awareness among school teachers in Bangladesh before introducing an intervention with parents and students. Primary school teachers were targeted for further study because of their more favourable attitudes towards bullying, and the finding that the best time to intervene in bullying was with primary school students before they reach the stage of high aggression between the ages of 10 and 13 years. Program topics were decided on the basis of evidence from literature reviews and the assumption that selected topics would enhance teachers' knowledge of bullying, change favourable attitudes towards bullying, increase willingness to intervene, and suggest suitable actions against bullying. The effects of the program on these outcome variables were investigated in Study 2, using an RCT. The next section will present a discussion of the background, methodological issues, findings, and conclusions of Study 2.



### **7.3 *Background, Methodological Issues and Results of Study 2***

#### **7.3.1 *Background and Methodological Issues of Study 2***

Study 1 revealed the need for a bullying awareness program for teachers in primary schools in Bangladesh. A subsequent literature review showed that there were no existing bullying awareness programs that were appropriate for Bangladesh primary school teachers. Hence, the researcher decided to plan a new bullying awareness program and assess its effectiveness through an RCT. Teachers in the intervention group participated in an anti-bullying program presented in four 2-hour sessions, over four weeks. Program topics (e.g. concepts, causes and consequences of bullying, and strategies recommended in Study 1 to deal with bullying) were delivered to teachers using group discussions, lectures and storytelling. Quantitative data were collected by self-report questionnaires at three time points: baseline/pre-test, post-test one week after program ceased, and follow-up four months later. Quantitative data allowed comparison of participants' responses at the three time points to assess the impact of the program. The self-reported questionnaires were based on previously validated questionnaires (Nicolaidis et al., 2002), taking into account the research purpose and content of the program. These questionnaires had not been used before in the school context in Bangladesh. A total of 112 primary school teachers (intervention group = 59; control group = 53) participated in the study. Intervention group attendance at the program was good with 84.7% (n = 50) of teachers in intervention group attending all four sessions of the program. Questionnaire response rates were high across all time points. Only one participant in an intervention school refused to participate in Study 2, while some teachers missed sessions for unavoidable reasons such as sick leave or participation in other professional training programs at the time. Program effectiveness was measured through five outcome variables. Specifically, the study assessed impact of the bullying awareness program on: (i) teachers' knowledge about school bullying; (ii) teachers' attitudes towards bullying; (iii) teachers' intentions (willingness) to

deal with school bullying; (iv) teachers' intention to introduce a central bullying policy from the Directorate of Primary Education; and (v) teachers' appropriate actions (as recommended in the program) to deal with bullying. The intervention group (n = 54) also provided evaluation of the program content and delivery at follow-up phase. The discussion of findings of Study 2 follows below.

### **7.3.2 *Impact of the Bullying Awareness Program***

Teachers' knowledge of bullying and their obligation to tackle it are crucial for the success of anti-bullying programs (Ahtola et al., 2012). Study 1 showed that school teachers had insufficient knowledge of bullying and how to tackle it properly. The impact of the program in Study 2 on teachers' knowledge was assessed in two ways, first by seeing if they could identify the three characteristics of bullying incidents (power imbalance, intention to harm, repeat offending), and then their overall knowledge of bullying (Knowledge Scale score). The findings showed that a higher proportion of participants in the intervention group than in the control group reported power imbalance as a key term in bullying at all three time points, pre-test, post-test and follow-up. Hence, because the groups were significantly different on this measure at pre-test, it is difficult to claim that the bullying awareness program alone improved the understanding of power imbalance as a key characteristic of bullying even though both groups improved over time.

There were no significant differences between groups on pre-test for identifying repeat offending and intention to harm as components of bullying. Significantly more participants in the intervention group identified repeat offending at post-test and follow-up, and intention to harm at post-test, compared with participants in the control group. These differences may be attributable to the effect of the program. Moreover, the results of repeated measures ANOVAs showed that participants in the intervention group reported significantly more characteristics/components of bullying behaviour, on average, at post-test and follow-up than

those in the control group. More specifically, participants in the intervention group defined bullying by referring to all three characteristics at pre-test, post-test and follow-up, respectively (0%, 27.6% and 17.6%). On the other hand, no participants in the control group mentioned all three characteristics at the same time in all test phases. Participants in the intervention group were given information about the definition of bullying with its three characteristics during program sessions. Hence, the percentage of teachers in the intervention group who mentioned the three characteristics of bullying increased from pre-test to post-test and follow-up. Benitez et al., (2009) had similar findings, with significantly more participants in the intervention group than the control group identifying the three characteristics of bullying after an intervention.

In terms of overall knowledge, the results showed that the program did not have significant impact. Although the results showed an improvement in knowledge among program participants from pre-test to post-test and follow-up, the change was not statistically significant when compared with the control group. This study was the first time the instrument/questionnaire (Knowledge Scale) had been used in the Bangladesh context and the reliability of the scale was not well-established. The scale may not have provided sufficiently precise data to detect significant differences between the intervention and control groups in overall knowledge of bullying.

Similarly, while scores of attitudes towards bullying increased among program participants from pre-test to post-test, and pre-test to 4-month follow-up, the increases were not significantly different from control group scores. Again, this may have been because the new attitude scale was not sufficiently sensitive for assessing the impact of the program on participants' attitude towards bullying. Another possible reason may be that changes in knowledge and attitude occur gradually (Ahtola et al., 2012) and hence, it may be necessary to arrange regular and long-term anti-bullying programs to change attitudes toward bullying.

In terms of intentions (willingness) to deal with bullying, the findings showed that intention scores increased for the intervention group while the control group's scores decreased from pre-test to post-test and follow-up. The results indicated that the bullying awareness program had a significant impact on increasing teachers' intentions or willingness to deal with bullying problems. The increase in intention scores could be attributed to teachers gaining a clear understanding about the negative effects of bullying from intervention sessions.

Intervention participants may have come to perceive bullying as a serious matter which, in turn, may have increased their willingness to solve this problem. Previous studies have shown that teachers were more willing to deal with particular type of bullying if they considered it more serious (Bauman & Del Rio, 2006; Boulton et al., 2014; Menesini et al., 2002; Mishna et al., 2005). However, the reason (or reasons) why intention scores among the control group decreased is unknown.

Results of the policy intention question ("How important do you believe it is for a central policy on school bullying to be provided from the Directorate of Primary Education?") revealed almost no change within and between groups at all time points, showing that the program had little impact. Although participants in both groups gave equal importance to a central bullying policy, the groups may have had different reasons for their responses.

Control group members may have considered a central bullying policy as a means of managing bullying as part of other unacceptable behaviour such as fighting or violence.

There is no central policy in schools in Bangladesh to deal with any unacceptable behaviour (bullying or other kind of aggressive behaviour). Hence, control group members may have supported implementation of such a policy to focus on all unacceptable behaviours as well as bullying, because of their lack of understanding of exact meaning of bullying. Conversely, participants in the intervention group may have supported a central policy which is actually

school bullying oriented, because of their clear knowledge about difference between bullying and other unacceptable behaviour gained through the program.

Head Teachers in Study 1 also identified the need for a bullying policy, but many of them also cited other aggressive behaviours as examples of bullying. However, the literature review showed that there were advantages from having a guideline or central policy from education authorities. Such policies could provide a common bullying definition for all members of a school community, create clear understanding about different types of bullying and their identification, design schedules for anti-bullying training, and define the responsibilities of school teachers and other stakeholder in dealing with this problem (Fretwell, 2015; Kennedy et al., 2012; Lee, 2006; Lester & Maldonado, 2014; Menesini et al., 2002; Osman, 2013).

The findings of Study 2 showed that the program had no significant impact on participants' actions against bullying. The number of actions taken by both intervention and control group members increased from pre-test to post-test and follow-up. The reason for the increase among participants in the control group may be the experience they gained by completing the questionnaire at pre-test. Control group teachers might have assumed that bullying was a problematic behaviour after reading bullying-related questions in the pre-test. However, they did not show clear understanding of bullying by referring its unique characteristics. Hence, the actions they reported in the Actions against Bullying Scale may have been taken for other problematic behaviours as well as bullying, while teachers in the intervention group might only have reported steps taken for actual bullying problems.

The control group responses could be considered similar to findings in Study 1, where Head Teachers described steps they took to manage all kinds of unacceptable behaviours, including but not restricted to bullying. Perhaps completing the pre-test questionnaire had an effect on

the control group's responses, so it is difficult to say that the bullying awareness program was effective in increasing actions against bullying by intervention group teachers.

### **7.3.3 Evaluation of the Bullying Awareness Program**

For the program evaluation, the 54 participants provided responses to a self-report questionnaire that included the following issues: (i) relevance of the topics included, (ii) ease of understanding the information presented, (iii) adequacy of the number and duration of sessions, (iv) efficiency of the program provider in making topics comprehensible, (v) program effectiveness in changing knowledge, attitudes and willingness to take steps against bullying, and (vi) importance of the program for all primary school teachers in Bangladesh. They also responded to the rating scales on two aspects of program topics: importance and ease of understanding, followed by two open-ended questions regarding recommendations for additional delivery methods and program topics.

Almost all participants thought that topics discussed in the program were relevant and easy to understand. The number of sessions was considered adequate to present information properly. All except one participant thought that the duration of sessions and discussion as a program delivery method were appropriate. The discussion method is more acceptable for programs informed by constructivist theories of learning, because it gives opportunities for learners to express their prior knowledge freely (Brighi & Mujis, 2013). Learners can perceive themselves as important by being allowed to share their existing knowledge, and they can restructure their prior experience and gain new insight after being exposed to new knowledge.

Respondents thought the program provider was appropriate and efficient in making the program materials comprehensible. They believed that the program had a positive impact on their understanding about bullying, changing their attitude from bullying as a normative to problematic behaviour, and increasing willingness to deal with bullying by using

recommended strategies. They also thought that the program was important for all Bangladesh primary school teachers. Similarly, other researchers have emphasised the importance of regular training as an initiative of school districts or Directorates of Education. They believed that regular training may improve teachers' knowledge of bullying, increase anti-bullying attitudes through modifying non-functional beliefs about bullying, and increase teachers' competence to implement prevention and intervention strategies (Dake et al., 2003; Fretwell, 2015; Gorsek & Cunningham, 2014; Osman, 2013).

Participants' ratings of the importance and understanding of individual topics in the program, were also satisfactory. The program topics included the overall concept of bullying, causes and consequences of bullying, signs to detect bullying, bullying in the classroom, constructive communication skills, and some intervention strategies (peer support, the no blame approach, the common concerned method, restorative conferencing and mediation). Almost all participants considered each topic important. A few participants thought certain intervention strategies were less important, such as peer support strategies, the no blame approach, restorative conferencing and mediation. In support of the findings on importance of the program topics, O'Moore's (2000) recommendation may be mentioned. Like intervention participants, she thought similar issues (topics) as relevant to introduce in the bullying program. These issues were definition of bullying, signs, effects and causes of bullying, giving importance to preventive strategies, teaching skills to deal with bully/victim problems, and encouraging the establishment of a school policy for countering bullying.

O'Moore's (2000) recommendation regarding program topics and participants' beliefs about the present program's effectiveness support the flowchart of hypothetical changes in outcome variables proposed by the researcher (see details in Figure 6.1 in Chapter 6), in which she presented possible changes in participants' knowledge of bullying, attitudes toward bullying, intentions and actions to deal with bullying after discussion on particular program topics.

There are possible reasons why a small number of participants considered certain intervention strategies less important. Participants may not have considered peer support/intervention appropriate because of the nature of child development. Bullies may resist peer control and may target peers assigned to tackle bullying, and the victim, for further bullying. In a meta-analysis by Ttofi and Farrington (2011), the results showed that bullying and bullying-victimisation were increased with involvement of peers in intervention programs. Another possible reason may be that participants could not connect these intervention strategies or recall description of them in sessions with the Bangla synonyms used in the questionnaire.

Almost all participants thought that all program materials were easy to understand, but some participants felt that the program topics ‘constructive communication skills’, the ‘common concerned’ method, ‘causes and consequences of bullying’ and ‘signs to detecting bullying’ were difficult to understand. These topics may have seemed difficult because of participants’ lack of concentration during discussion on these topics or the problems of understanding the Bangla version of these topics in the questionnaire.

Through open-ended questions, participants in the intervention group suggested additional program delivery methods and topics for enhancing program effectiveness. Participants highly recommended multimedia presentations (63.0%) followed by use of role plays (42.6%). A few participants suggested the program for students could be in the form of a story or drama, and bullying-related cartoons. Very few participants endorsed leaflet distribution, caricatures, poster presentations, or counselling. The delivery methods recommended by participants may be suitable in the school context in Bangladesh under some conditions. Multimedia presentation was highly recommended because it may increase the possibility of recalling bullying-related information through dual coding of verbal and visual presentations (see Chapter 6 for information about Paivio’s dual-coding theory of cognition).



In terms of program topics or components, the results revealed that a remarkable number of participants suggested that training programs for teachers/staff and sessions/workshops with students should be arranged. However, very few participants recommended holding awareness programs in the community or sessions/workshops with parents. Similar results were also found in Study 1. Most Head Teachers in Study 1 gave priority to training teachers about bullying to prepare them as program providers under the supervision of professionals (e.g. educational psychologist or counsellor) and arranged by the Directorate of Education. Sessions or workshops with students and parents were also recommended in Study 1.

In a meta-analysis, Ttofi and Farrington (2011) also reported that teacher training had an encouraging impact on reducing bullying, and parent training was effective in reducing both bullying and bullying-victimisation. Participants in Study 2 preferred a whole-school multidisciplinary intervention for better impact in reducing bullying problems by suggesting several program components (topics) (teacher/staff training, sessions/workshops with students and parents, and increasing awareness in community). The systematic literature review (see Chapter 3) also revealed that a whole-school multidisciplinary intervention was most effective, possibly by including all members of the school community (the school, the classroom, the students and their parents) in an intervention. Such an intervention would be in accord with ecological systems theory (see Chapter 2), and acknowledges that all members of a school community may contribute directly or indirectly to an environment that supports an anti-bullying sentiment, thus potentially leading to a more effective intervention.

#### **7.3.4 Conclusions from Study 2**

The results from Study 2 regarding the impact of the bullying awareness program were mixed. Participants in both groups were equivalent at pre-test phase, except for age, teaching experience and their anti-bullying attitude. Participants in the intervention group were more likely to identify power imbalance as a component of bullying. However, the results of

ANCOVAs showed no significant associations between age and teaching experience, as potential covariates, and continuous outcome variables. The results for program effectiveness partially supported the hypotheses.

For knowledge of the three characteristics of bullying, program effectiveness was attributable to the significant group differences at post-test and 4-month follow-up for repeat offending, and at post-test phase for intention to harm. Hence, the program had only short-term impact for intention to harm compared with repeat offending. However, the results revealed an encouraging impact of the program when average responses to the three characteristics were calculated across groups. Although no participant in either group defined bullying by referring to the three characteristics at pre-test phase, a higher proportion of participants in the intervention group mentioned all three characteristics at post-test and follow-up.

Other results confirmed the long-term effect of the program on intentions, with scores increasing significantly at post-test and follow-up among the intervention group compared with controls. The program did not have a significant effect for the outcome variables of attitudes, policy intention and actions against bullying. Nevertheless, the program evaluation by participants indicated that the program overall had a very positive impact in delivering anti-bullying information to teachers.

In terms of program evaluation, a high proportion of participants endorsed the program materials as relevant, important, and easy to understand, and delivery methods and presenter as appropriate and efficient, respectively. Participants also believed that the program was essential for all primary school teachers in Bangladesh. Hence, it is evident that the bullying awareness program was very positive overall in addressing their understanding of bullying and steps to tackle this problem. Moreover, participants recommended delivery methods (e.g. multimedia presentation, role plays) and topics (e.g. teacher training, sessions with students)

for enhancing program effectiveness. With the initiative of Directorate of Education, these delivery methods and topics may be introduced into the program in future when certain barriers have been addressed. These include the need for a central bullying policy/guideline, improved technical facilities, and appointment of education professionals.

This section has discussed Study 2 findings concerned with assessing the impact of the bullying awareness program, and its evaluation. The strengths and limitations of the overall research program will now be described.

#### **7.4 *Strengths and Limitations of Research Program***

This study has several strengths. It may be considered as pioneering work because it was the first to assess the impact of a bullying awareness program on knowledge, attitudes, intentions (willingness) and actions against bullying in schools in Bangladesh. The bullying awareness program was also new and it was developed specifically for the school context in Bangladesh. No other studies have assessed the impact of this program in other countries.

Participation rates were high in program sessions and at all test points: pre-test, post-test and 4-month follow-up. One key finding of the study was teachers' lack of knowledge about bullying, which provided an indication of the starting point necessary for programs to deal with bullying in a given country context where anti-bullying programs have not been implemented. Hence, this study may be the platform for initiating action against school bullying in Bangladesh. It may help to launch increasing awareness step by step, such as targeting teachers first to become involved in interventions, then gradually including students, other school staff, students' families, and the wider community. However, the success and implementation of this study depends on willingness of the Directorate of Primary Education in Bangladesh.

This research has several limitations. Study 1 was conducted with a small number of Head Teachers only from schools in Dhaka city. It is not possible to generalise the results of Study 1 because of its qualitative nature. The sample size in Study 2 was relatively modest and drawn only from Dhaka city. Because of time and funding constraints, it was not possible to conduct Study 2 on a larger scale, and lack of facilities in school settings in Bangladesh meant it was not possible in Study 2 to use program delivery methods such as multimedia presentations.

Different results were obtained on the knowledge outcome variable from the two instruments used to measure it, and this makes it difficult to assess the impact of the anti-bullying program. It was shown to be effective in increasing knowledge scores when considering participants' ability to identify three characteristics of bullying, but the program did not have a significant effect on participants' scores on the Knowledge Scale. This variation showed the importance of using precise and well-established reliable questionnaires in Study 2.

Finally, in Study 2 the participants in the intervention and control groups were not equivalent in terms of age, teaching experience and their anti-bullying attitude at baseline. However, no further analysis was conducted because age and teaching experience were not associated with any of the continuous outcome variables. These study limitations need to be considered before planning and implementing school bullying studies in future in Bangladesh.

### **7.5 Recommendations and Possible Implementation**

Although the current research showed mixed results about the impact of the bullying awareness program, it provided indications for further studies and recommendations for the Directorate of Primary Education, primary school authorities and other organisations in Bangladesh.

### **7.5.1 *Future Research***

There are a number of avenues for further research on the topic. At present, lack of facilities in schools means it is not possible to introduce other delivery methods and program components/topics recommended by participants in Study 2. If these barriers could be overcome, there is scope for research into program effectiveness for programs delivered through multimedia, or with sessions/workshops arranged for parents and students. For this to happen, the Directorate of Primary Education would need to appoint more well-trained teachers, school counsellors, and support staff, and provide a bullying policy/guideline (as precondition) in schools in Bangladesh.

It would also be useful to replicate the research on a larger scale, by including schools from all districts in Bangladesh. Given the limitations of questionnaires used in Study 2, the use of different sources of data (such as teachers' reports, students' reports) may help provide greater consistency in outcomes, as would the use of a more rigorous study design. Such studies may assess the impact of the present bullying awareness program more precisely and indicate the strengths and weaknesses of the program that may need modification.

Another avenue of research would be an investigation into the effectiveness of peer involvement in anti-bullying interventions, so as to assess the possibility of using peer-support strategies in the Bangladesh school context. Finally, because participants highlighted the need for involvement of all members of the school community (teachers, staff, students, parents and community) in anti-bullying programs, the Directorate of Primary Education may consider designing an anti-bullying program using the whole-school multidisciplinary approach, implement this nationwide and assess its effectiveness. This study may give an indication of the most suitable design for a bullying-related curriculum for teachers and students, and lead to a central bullying policy for all primary schools in Bangladesh.

### **7.5.2 Possible Implementation**

The research highlighted several steps that could be taken to reduce or manage bullying in schools. The existing moral lessons in the curriculum could be linked to an anti-bullying program for students, but the Directorate of Primary Education in Bangladesh would have to make the decision to do this. The Directorate of Primary Education may also introduce lessons about bullying into the curriculum for teacher training courses.

It is a long-term process to make changes in knowledge and attitudes, so it is essential to arrange regular in-service training on bullying for teachers and other school personnel in schools so they gain better understanding about bullying, develop negative attitudes towards it, and take suitable actions to manage it.

The Directorate of Primary Education needs to appoint school counsellors or educational psychologists to schools in Bangladesh, who will then be able to work as a team with teachers and other staff to deal with the bullying problem.

The most appropriate point to introduce an anti-bullying program for students is before they reach the age of 13 years, when bullying incidents tend to be at a maximum. This issue needs to be considered when implementing anti-bullying program for students in school in Bangladesh.

Constraints faced by teacher and parents that were identified in Study 1, such as lack of time, need to be taken into consideration when deciding on an appropriate anti-bullying program for Bangladeshi school students and assigning teachers, parents and other school staff to this program. The parental barriers noted (e.g. non-judgmental support of their bullying child, parents' illiteracy) may be unique and different from those in other cultural contexts, requiring additional and different steps in anti-bullying programs in Bangladesh.

The government in Bangladesh, with the help of mass media, may also contribute to the creation of bullying awareness and the anti-bullying movement by displaying animated cartoons, short films, or dramas about school bullying. As example of existing media coverage regarding school bullying in Bangladesh is the animated cartoon titled “Meena: Who is Afraid of the Bully”.

Finally, implementation of these recommendations would be facilitated if the Directorate of Education in Bangladesh established a central policy/guideline on school bullying so that teachers could integrate the time and responsibilities related to bullying intervention into their daily official and curriculum activities. This policy could include a common definition of bullying, ways to identify bullying incidents, information on how to prevent or intervene into bullying properly using existing resources, and provide an indication of the responsibilities of teachers and other stakeholders.

### **7.6 Concluding Remarks**

In conclusion, it may be said that the selection of an anti-bullying program or program components appropriate in a given context needs to satisfy a number of issues, such as resources/barriers in the school setting, teachers’ prior knowledge of bullying, and whether there is an existing bullying policy in place. As teachers’ correct knowledge of bullying and their willingness and skills to implement an intervention strategy are preconditions to the success of an intervention strategy, a teacher training program for bullying may be considered as the initial or starting phase to deal with the problem of bullying in new school settings.

**APPENDICES**



**APPENDIX 3.1**  
**DATA EXTRACTION TABLES**

Table A3.1 Study Characteristics by Intervention Type

Table A3.2 Study Outcomes by Intervention Type

**Table A3.1 Study Characteristics by Intervention Type**

| <b>TYPES OF BULLYING INTERVENTION: WHOLE-SCHOOL MULTIDISCIPLINARY INTERVENTION</b> |  |
|--|--|
| <b>Program:</b>  | <b>The Olweus Bullying Prevention Program (OBPP)</b>   |
| <b>Citations</b>   | <b><i>Bauer et al. (2007) ; Bowllan, (2011)</i></b>  |
| Location   | USA  |
| Participants and [Group]   | 6518 students from 10 public middle schools (4959 students from 7 intervention schools and 1559 students from 3 Control schools) (Bauer et al., 2007)<br><br>A cohort of 158 students at baseline/pre-test and the second cohort of 112 students at post-test phase from a Catholic middle school (Bowllan, 2011)  |
| Grade or School Level/ Age Group   | 6 to 8 grade (Bauer et al., 2007); 7 to 8 grade (Bowllan, 2011)  |
| Provider(s) and [Study Design]   | Teacher/Staff (Pre-test, post-test, nonrandomized controlled trial with a cohort) (Bauer et al., 2007);<br><br>Teacher (Pre-test, post-test, quasi-experimental design with time-lagged age cohort) (Bowllan, 2011)  |
| Duration of intervention and time point of measurement:                            | 1 year (pre-test in spring, 2003 and post-test in spring 2005) (Bauer et al., 2007) ;<br>1 year (pre-test in February, 2007 and post-test in March, 2008) (Bowllan, 2011)  |
| Components and [Application Method of Intervention]                                | The intervention targets school-, classroom-, individual-, and community-level. [school wide-school assembly showing commitment to bullying prevention, students supervision, teacher and staff discussion about problematic issue and development of collaboration in implementation efforts, engaging parents and students; classroom level- regular class discussion on school wide ant bullying rules, posting of school rules in all classrooms, and fostering empathy for others and, Reinforcing school rules ; Community level- raising community awareness and inspiring program development based in the community |
| Method of Group assignment:  | Assigned by School (Bauer et al., 2007); Time-lagged cohorts, not randomized (Bowllan, 2011)   |
| <b>Program:</b>  | <b>The antibullying program in Ireland [based on Olweus' whole school antibullying]</b>  |
| <b>Citations</b>   | <b><i>O'Moore and Minton (2005)</i></b>  |
| Location   | Ireland  |
| Participants and [Group]   | 527 third-and fourth grade students at baseline/pre-test phase and 520 fourth-and fifth-grade students at post-test phase from 22 primary schools  |
| Grade or School Level/ Age Group   | Grade:3, 4 and 5   |

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| Provider(s) and [Study Design]                         | Teacher (Pre-test, post-test, control comparison)   |
| Duration of intervention and time point of measurement | 1 year (1 year interval between pre-test and post-test)   |
| Components and [Application Method of Intervention]    | 12 full days training program for preparing teachers as intervention provider; Teachers' Resource Pack provided to the network member as a source of information regarding bullying behaviour, classroom management, the development of a positive atmosphere in class and school, staff leadership and parent-teacher co-operation; Parents' Resource Pack as an information leaflet entitled "Bullying", provide information on the prevalence, types, causes, effects and indicators of bullying behaviour, and how to deal with alleged or actual incidents of bullying; Students' age-related handbooks give them ideas for the prevention and countering of bullying in their class and school and, encourage them to support bullying-victim as bystander. |
| Method of Group assignment                             | Assigned by class   |
| <b>Program:</b>  | <b>The KIVA Antibullying Program: Grade 4-6 and Grade 1-9</b>   |
| <b>Citations</b>                                       | <b><i>Kärnä et al., 2011a; Karna et al., 2011; Salmivalli et al., 2011; Williford et al., 2011</i></b>  |
| Location   | Finland   |
| Participants and [Group]                               | 150,000 students from 888 schools [schools having elementary (70.8%), lower secondary (13.3%), and both elementary and lower secondary (15.9%) grade (Kärnä et al., 2011a)<br><br>8166 students from 78 schools (4,201 students from 39 intervention schools and 3965 students from 39 control schools) (Karna et al., 2011b)<br><br>5651 students 78 schools (3,347 students in intervention group and 2,304 students in control group) (Salmivalli et al., 2011);<br><br>7,741 students 78 schools (4,056 students in intervention group and 3,685 students in control group) (Williford et al., 2011)  |
| Grade or School Level/ Age Group                       | Grade: 1-9 (8 to 16 years) (Kärnä et al., 2011a);<br><br>Grade 4-6 (10 to 12 years) (Karna et al., 2011b; Salmivalli et al., 2011; Williford et al., 2011 )   |
| Provider(s) and [Study Design]                         | Teacher (cohort-longitudinal design with adjacent cohorts (Kärnä et al., 2011a);<br><br>Teacher [Pre-test, post-test, randomized controlled trial (Karna et al., 2011b; Salmivalli et al., 2011; Williford et al., 2011)  |
| Duration of intervention and time point of measurement | 9 months (pre-test in May, 2010 and post-test in May, 2011) (Kärnä et al., 2011a);<br><br>9 months (Pre-test in May, 2007, post-test in December, 2007 or January, 2008 and, follow-up test in May, 2008) (Karna et al., 2011b; Salmivalli et al., 2011; Williford et al., 2011)  |

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| Components and [Application Method of Intervention]    | <p>Face to face training for teachers and networks of school teams as support to implement the program;</p> <p>Universal (targeted at all students to prevent bullying) actions: student lessons by classroom teachers through discussion, group work, role-play exercises, and short films about bullying; five level-computer game regarding bullying for primary school students; bright vests for the recess supervisors to give signal of bullying considered as serious in school; posters and graphic presentation for whole personnel and parents, and guideline for parents;</p> <p>Indicated (targeted at students involved in bullying to intervene bullying) actions: teacher(s)' meeting with the victims and bullying, Classroom teacher's meeting with prosocial and high-status classmates for encouraging them to support the victimized child</p> |
| Method of Group assignment                             | <p>Time-lagged cohorts, not randomized (Kärnä et al., 2011a);</p> <p>Randomly assigned by school to experimental or control group (Karna et al., 2011b; Salmivalli et al., 2011; Williford et al., 2011)</p>  |
| <b>Program:</b>  | <b>The Finnish intervention program</b>   |
| <b>Citations</b>                                       | <b>Salmivalli et al. (2005)</b>   |
| Location   | Finland   |
| Participants and [Group]                               | 1220 students (600 girls and 620 boys) from 48 school classes in 16 schools   |
| Grade or School Level/ Age Group                       | Grade 4, 5, and 6 (or 9 to 10-, 10 to 11-, and 11 to 12-year-old students, respectively)  |
| Provider(s) and [Study Design]                         | Teacher (the cohort longitudinal design with adjacent cohorts)  |
| Duration of intervention and time point of measurement | 12 months [data collection at three time points: baseline/pre-test point (time 1); time 2 (after 6 month) time 3 (after 12 month)]  |
| Components and [Application Method of Intervention]    | 1-year training course for teachers (3 day-long meeting lasting each for 8 hours and a final meeting for three hours); class level interventions (curriculum based work, class-level work: through discussion about bullying, role play, drama exercises, utilizing literature, developing class rules with regard to bystander behaviours, and so on); school-level interventions [developing whole school anti-bullying policy]; individual level interventions (individual discussion following method of shared concern, the no blame approach and the Farsta method)   |
| Method of Group assignment                             | Time-lagged cohorts, not randomized   |

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| <b>Program:</b>  | <b>The Steps to Respect intervention</b>  |
| <b>Citations</b>                                       | <b><i>Frey et al. (2005); Brown et al. (2011)</i></b>   |
| Location   | USA   |
| Participants and [Group]                               | 1,023 students from 6 elementary schools (Frey et al., 2005);<br>2, 940 students from 33 elementary schools (Brown et al., 2011)  |
| Grade or School Level/ Age Group                       | Grade 3 to 6 (Frey et al., 2005);<br>Grade 3 to 5 (Brown et al., 2011)  |
| Provider(s) and [Study Design]                         | Teacher (Cohort sequential design with a control group at pre- and post-test) (Frey et al., 2005);<br><br>Teachers, counselors, and administrators (Pre-test, Post-test, randomized, controlled trial) (Brown et al., 2011)   |
| Duration of intervention and time point of measurement | 12 to 14 weeks (duration for classroom curriculum )(time point for collecting data not clearly mentioned)(Frey et al., 2005);<br><br>6 months for classroom lesson (time point for collecting data not clearly mentioned)(Brown et al., 2011)   |
| Components and [Application Method of Intervention]    | Three components of the program: Staff training:<br><br>A core instructional session for all school staff and two in-depth training sessions for counsellors, administrators, and teachers were delivered. A 3 hour overview of program goals and key features of program content (e.g., a definition of bullying, a model for responding to bullying reports) were also provided for all staffs. An additional 1.5 -hour training for teachers, counsellors, and administrators aims to deal with students involved in bullying. A 2 hour orientation to classroom materials and instructional strategies was arranged for Third- through sixth-grade teachers.<br><br>Classroom Curriculum: the student curriculum comprises skill (social-emotional skills for positive peer relations, emotion management, and recognizing, refusing, and reporting of bullying behaviour) and literature-based lessons presented by third- through sixth-grade teachers over a 12–14-week period. Each of the weekly lessons, totalling about 1 hour, was taught over 2–3 days.<br><br>Parent Engagement: a scripted informational overview delivered to them. |
| Method of Group assignment                             | Randomly assigned by school to experimental or control group (Frey et al., 2005; Brown et al., 2011)  |

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| <b>Program:</b>  | <b>The Dutch antibullying intervention</b>  |
| <b>Citations</b>                                       | <b><i>Fekkes et al., 2006</i></b>   |
| Location   | Netherlands   |
| Participants and [Group]                               | 3816 students from 46 elementary schools (1214 students from 14 Intervention Schools; 1552 Students from 18 Schools of control group 1; 1050 students from 12 Schools of control group 2)   |
| Grade or School Level/ Age Group                       | 9 to 12 years   |
| Provider(s) and [Study Design]                         | Teacher (Pre-test, Post-test, randomized, controlled trial)   |
| Duration of intervention and time point of measurement | 1 school year (Three time point of data collection: one baseline measurement in November, 1999 and two follow-up measurement in May 2000 and May 2001)  |
| Components and [Application Method of Intervention]    | Two days training for increasing teachers' awareness about bullying and their capability to measure and deal with bullying; a bullying survey; providing the booklet for developing anti-bullying rules and a written antibullying school policy which contains regular measurements of bullying behaviour by means of a questionnaire, have a curriculum of lessons on bullying behaviour and social skills, have good supervision during recess, and inform for parents; increased intensity of observation; and information meetings for parents |
| Method of Group assignment                             | Randomly assigned by school to experimental or control group  |

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| <b>Program:</b>   | <b>The Friendly Schools whole-of-school intervention</b>   |
| <b>Citations</b>  | <b><i>Cross et al. (2011)</i></b>  |
| Location:   | Australia  |
| Participants and [Group*]:                              | 1968 students from 29 primary schools (1046 students from 15 Intervention Schools; 922 Students from 14 control schools)   |
| Grade or School Level/ Age Group:                       | 4 to 6 grade   |
| Provider(s) and [Study Design]:                         | Teacher (randomized controlled trial with longitudinal cohort)   |
| Duration of intervention and time point of measurement: | 2 years[four time point of data collection: one baseline measurement in March 2000 (before intervention started), pot-test 1 in November 2000 (intervention continued), post-test 2 in November 2001 (after intervention terminated) and post-test 3 in November, 2002 (one year after intervention terminated)] |
| Components and [Application Method of Intervention]:    | Whole-school intervention:<br>Four-hour intensive training for 4or 5 key staff (called Friendly School team/FS team) in each   |

intervention schools in each of two school years, a comprehensive planning and strategy manual provided to the FS team for guiding their activities to reduce bullying problem;

Family intervention: nine 10 – 15 minutes home activities and 16 brief newsletter items for increasing parents' awareness and skill to help the children preventing and managing bullying problem;

Classroom Intervention: six 3 hours student-centred learning activities (nine hours/year or three 3 hours in a year) for increasing students' knowledge, attitudes and skills; training and self-contained manuals for teacher, these manuals contain the detail of the key learning outcomes, background information, and the cross-curricular learning activities (including support materials such as game pieces, resource sheets and videos).

Method of Group assignment: Randomly assigned by school to intervention or comparison group

**Program:** **The Restorative Whole-School Approach (RWsA)**

**Citations** **Wong et al. (2011)**

Location: China

Participants and [Group] 1,480 students from 4 secondary school [1 school in intervention Group (RWsA Program fully implemented), 2 schools in partially intervention group (RWsA Program partially implemented) and 1 school in control group]

Grade or School Level/ Age Group Grade 7 to 9 (age: 12 to 14 years )

Provider(s) and [Study Design] Professional social workers (Pre-test, post-test, quasi-experimental design)

Duration of intervention and time point of measurement 15 months (15 months interval between pre-test and post-test, no follow-up test)

Components and [Application Method of Intervention] In-depth professional training in school harmony programs such as drafting antibullying policies, workshops and talks for parents, mediation services for resolving conflicts, peace education curriculum, students' competitions relating to building a harmony school, and training programs for general office staff and janitor

Method of Group assignment Assigned by school

**Program:** **The intervention based on the action model (Planning-Action-Observation-Reflection)**

**Citations** **Ju et al. (2009)**

Location China

Participants and [Group] 354 students from a primary school (Intervention group= 233; Control group= 121)

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| Grade or School Level/ Age Group                       | Grade 3 (177 students) and Grade 5 (177 students)  |
| Provider(s) and [Study Design]                         | Teacher (Pre-test, post-test, randomized, controlled design)   |
| Duration of intervention and time point of measurement | 5 weeks (5 weeks interval between pre-test and post-test)  |
| Components and [Application Method of Intervention]    | <p>A total of 3 Steps:</p> <p>Step one: Teacher training includes four types of content- (i) basic knowledge of the procedure and methodology of educational research (ii) knowledge of school bullying, (iii) action research and, (iv) intervention skills, including brain storming, quality circle, self-confidence training, role playing, etc.</p> <p>Step Two: Planning a five-week intervention program- week one- class meeting; week two- parents meeting; week three- politeness training, role playing skill; week four- self-confidence training; week five - summary making.</p> <p>Step Three: implementing the intervention program.</p> |
| Method of Group assignment                             | Random assignment by class   |
| <b>Program:</b>  | <b>The focused educational intervention</b>  |
| <b>Citations</b>                                       | <b>Hunt, 2007</b>  |
| Location:  | Australia  |
| Participants and [Group]                               | 444 students from 6 junior secondary schools (155 students in 3 intervention schools and 289 students in 3 control schools )   |
| Grade or School Level/ Age Group                       | Grade 7 to 10 (12 to 15 years)   |
| Provider(s) and [Study Design]                         | School staff (Pre-test, post-test, randomized controlled design)   |
| Duration of intervention and time point of measurement | 1 year (1 year interval between pre-test and post-test)  |
| Components and [Application Method of Intervention]    | Parent and teacher meetings were conducted to provide information about the nature of bullying in schools, levels of bullying reported by students in the initial survey, strategies for dealing with bullying at the individual and school level. School staff conducted a 2-hour classroom-based discussion regarding bullying using activities from an anti-bullying workbook.  |



Method of Group assignment Randomly assigned by school to intervention or comparison group

### TYPES OF BULLYING INTERVENTION: CURRICULUM INTERVENTION

**Program:** Greek Antibullying program [a set of curricular activities]

**Citations** *Andreou et al. (2007, 2008)*

Location Greece

Participants and [Group] 454 students from 10 primary schools (intervention group = 248; control group= 206)

Grade or School Level/ Age Group Grade 4 to 6 (10 to 12 years)

Provider(s) and [Study Design] Teachers (Quasi-experimental pre-test/post-test design)

Duration of intervention and time point of measurement: 4 weeks (pre-test in December 2003, post-test in May 2004, follow-up test in November 2004)

Components and [Application Method of Intervention] After-school training for teachers aims to raise teachers' awareness of the bullying problem and its seriousness, actively involve them in the intervention and raise their self-efficacy in implementing particular anti-bullying curricular activities. A total of eight curricular activities: eight instructional hours implemented over approximately a one-month period (two instructional hours per week = a total of four weeks)- three hours instruction for awareness raising, two hours instruction for self-reflection and three hours instruction for commitment to new behaviours.

Method of Group assignment: Assigned by class to intervention and control group on the basis of teachers' willingness

**Program:** Youth Matters Prevention Curriculum

**Citations** *Jenson et al. (2007); Jenson et al. (2010)*

Location USA

Participants and [Group] 1,126 students from 28 public elementary schools (670 students from 14 experimental schools; 456 students from 14 control schools)

Grade or School Level/ Age Group Grade 4 and 5

Provider(s) and [Study Design] NCM (Pre-test, post-test, randomized controlled design)

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| Duration of intervention and time point of measurement | 2 years (pre-test before commencing intervention, post-test two year after terminating intervention, 12 months follow-up test)  |
| Components and [Application Method of Intervention]    | Four YM curriculum modules were implemented: each module consists of 10-sessions which were provided during each of the four semesters in the 2003–2004 and 2004–2005 academic years. These instructional modules address some critical issues (topics) and skills which are important to students and their school community. In issue modules, students discuss some developmental concerns (e.g., being a good friend, teasing and bullying, building empathy, risks and norms surrounding aggression, etc.) to strengthen peer and school norms against antisocial behaviour. Skill modules aim to develop social competency and social resistance skills among students, such as asking for help, preventing bullying behaviours, coping with bullying, etc. Students can use these skills to deal with trouble, and avoid antisocial behaviour. |
| Method of Group assignment                             | Randomly assigned by school to intervention or comparison group   |

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| <b>Program:</b>  | <b>The Project Ploughshares Puppets for Peace (P4) program</b>  |
| <b>Citations:</b>                                      | <b><i>Beran and Shapiro (2005)</i></b>  |
| Location   | Canada  |
| Participants and [Group]                               | 129 students from 2 public elementary school (66 in intervention group and 63 in control group)               |
| Grade or School Level/ Age Group                       | Grade 3 and 4   |
| Provider(s) and [Study Design]                         | MCM (Pre-test, post-test, randomized controlled design)   |
| Duration of intervention and time point of measurement | 45 minutes (45 minutes interval between pre-test and post-test and, 3 months after follow-up test)            |
| Components and [Application Method of Intervention]    | A 30 minute puppet show with the theme of experiencing direct and indirect bullying and subsequent discussion |
| Method of Group assignment                             | Randomly assigned by class to intervention or comparison group  |

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| <b>Program:</b>          | <b>The positive psychology (PP) intervention program</b>   |
| <b>Citations</b>         | <b><i>Richards et al. (2008)</i></b>   |
| Location                 | UK   |
| Participants and [Group] | 368 students from 2 secondary schools (206 students from intervention school and 162 students from control school) |

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| Grade or School Level/ Age Group                       | Grade 7  |
| Provider(s) and [Study Design]                         | Teacher (Pre-test, post-test, Quasi-experimental design)   |
| Duration of intervention and time point of measurement | 9 weeks (interval between pre-test and post-test not clearly mentioned)  |
| Components and [Application Method of Intervention]    | Eight Personal, Social & Health Education (PSHE) lessons: 1 - defining and discussing interpersonal qualities (e.g., empathy, altruism, optimism); 2 - definitions of bullying and application of qualities; 3 - poster depicting individual strengths through Information Communication Technology; 4 - applying interpersonal qualities through role play; 5 - pupils managing school , personal reflection about the past in school using worksheet and homework assignment; 6 - discussion on definition of optimism versus pessimism; 7 - developing and applying interpersonal qualities using worksheet; 8 - recap and reflection |
| Method of Group assignment                             | Intervention school targeted by the Local Education Authority to apply a positive psychology approach.   |

#### **TYPES OF BULLYING INTERVENTION: TARGETED INTERVENTION**

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| <b>Program:</b>  | <b>The Bullying Prevention Program (BPP)</b>   |
| <b>Citations</b>                                       | <b>Kim (2006)</b>  |
| Location   | South Korea  |
| Participants and [Group]                               | 16 bullied students from an elementary school (intervention group = 8 students; control group = 8 students)  |
| Grade or School Level/ Age Group                       | Grade 5 (10 students) and 6 (6 students)   |
| Provider(s) and [Study Design]                         | Counsellor (Pre-test, post-test, Quasi-experimental design)  |
| Duration of intervention and time point of measurement | 5 weeks [interval between pre-test and post-test not clearly mentioned]  |
| Components and [Application Method of Intervention]    | A total of 10 sessions, two sessions per week, the duration of each session from 60 to 90 minutes. Session 1- increasing feeling of belonging by making new friends; session 2- sharing feelings (experienced from bully or bullies) of bullied student through role play; session 3- helping students to recognize real problem they faced in peer relationship; session 4 – explain to bullied students about five basic psychological needs as essential for human beings: needs for survival, belonging, power, freedom, and fun; session 5- making them understand about four components of total behaviour: doing, thinking, feeling and physiology; session 6-learning self-control strategies: staying calm under pressure, deep breathing and counting forwards and backwards; session 7- learning regard, respect, yield and assertiveness and, feeling of belonging through attending cooperative works; session 8 – enabling bullied student to respond appropriately to four conflict: cutting line, excluding, |

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|  | bullying, and pushing; session 9- learn the way to invite peers to play or interact through role play; session 10- new start and saying good-bye: writing a letter to ownself about the change through group work and read out the letter in front of other group member for their feedback.   |
| Method of Group assignment                             | Class teacher nominated bullied students assigned randomly to intervention and control group   |
| <b>Program:</b>  | <b>School Based Lunch Time Mentoring as a selective prevention for bullied [lunch buddy program]</b>   |
| <b>Citations</b>                                       | <b><i>Elledge et al. (2010)</i></b>  |
| Location   | USA  |
| Participants and [Group]                               | 36 students from 2 elementary schools [12 students in the Lunch Buddy Program (intervention group), 12 students in same control group (from same Lunch Buddy school), 12 in different control group (from different elementary school)]  |
| Grade or School Level/ Age Group                       | Grade 4 and 5  |
| Provider(s) and [Study Design]                         | Mentor (Pre-test, post-test, Quasi-experimental design)  |
| Duration of intervention and time point of measurement | during spring semester (from late January/early February to the first week of May) [pre-test in the Fall semester and post-test in late spring]  |
| Components and [Application Method of Intervention]    | Mentor visited twice weekly at scheduled lunch times during the spring semester in an academic year and proceeded mentoring following some instructions given in two-hour training program [Two hour training on some aspects as follows: (a) preliminary paperwork for mentoring, (b) issues of safety, (c) proper dress and behaviour in an elementary school setting, (d) procedures for handling critical events (e.g., highly disruptive behaviour, disclosure of maltreatment), (e) instructions for completing weekly log sheets, and (f) guidelines for preparing mentees for the end of the mentoring relationship] |
| Method of Group assignment                             | Child and teacher nominated bullied students were assigned to intervention and control group.  |
| <b>Program:</b>  | <b>Social and Behavioural Skills Group Training Interventions [the cognitive-behavioural manualized group intervention program]</b>  |
| <b>Citations</b>                                       | <b><i>Berry and Hunt (2009)</i></b>  |
| Location   | Australia  |
| Participants and [Group]                               | 46 students from 7 Catholic schools (22 students in intervention group and 24 in control group); Only boys included  |
| Grade or School Level/ Age Group                       | Grade 7 to 10 (12–15 years)  |
| Provider(s) and [Study Design]                         | Clinical psychologist (Pre-test, post-test, randomized, controlled design)   |

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| Duration of intervention and time point of measurement | 8 weeks (pre-test, post-test and, 3 months after follow-up test)  |
| Components and [Application Method of Intervention]    | <p>A total of 8 weeks (hour-long session per week) separate parallel program for parents and students.</p> <p>Program components: one session of anxiety management, two sessions of cognitive restructuring, one session on graded exposure, one session on the use of adaptive coping strategies in bullying situations, one session for enhancing social skills, a session focuses on self-esteem through cognitive strategies, the final session for overview regarding all the skills learnt and relapse prevention.</p> <p>program delivery method: skill demonstration, role plays, group discussion and, homework on practice of strategies in real-life situations</p> |
| Method of Group assignment:                            | Counsellor nominated male students (with anxiety score at least one standard deviation above the population mean) assigned randomly to intervention and control group   |
| <b>Program:</b>  | <b>The Social Skills Group Intervention (S.S. GRIN) program</b>   |
| <b>Citations</b>                                       | DeRosier (2004) [DeRosier & Marcus , 2005 as follow-up]   |
| Location   | USA   |
| Participants and [Group]                               | 381 students from 11 elementary schools (187 students in treatment group and 194 students in control group)   |
| Grade or School Level/ Age Group                       | Grade 4 (7.8 to 10.9 years)   |
| Provider(s) and [Study Design]                         | The school counsellor and an intern [pre-test, post-test randomized controlled deign]   |
| Duration of intervention and time point of measurement | 8 weeks (pre-test, post-test and 1 year follow-up test)   |
| Components and [Application Method of Intervention]    | Per week one session lasted approximately 50 to 60 minutes. Intervention delivery method: role playing, modelling, hands-on activities. the intervention aims to achieve the goals as follows: building basic behavioural and cognitive social skills, reinforcing prosocial attitudes and behaviour, building adaptive coping strategies for social problems of teasing and peer pressure, through integrating each skill into an overall cognitive framework of self-esteem, respect, and responsibility  |
| Method of Group assignment                             | Students (having high score in peer-reported peer dislike, bullied by peers and self-reported social anxiety) assigned randomly to intervention and control group   |

Note: NCM = Not Clearly Mentioned

Table A3.2 Study Outcomes by Intervention Type

| TYPES OF BULLYING INTERVENTION: WHOLE-SCHOOL MULTIDISCIPLINARY INTERVENTION |  |
|---|--|
| <b>Program</b>  | <b>The Olweus Bullying Prevention Program (OBPP)</b>   |
| <b>Citation(s)</b>  | <b><i>Bauer et al. (2007); Bowllan (2011)</i></b>  |
| <b>Dependent Variable(s)</b>  | Student reported victimization, student attitudes toward bullying and perceptions of others' readiness to intervene, general school experience beyond bullying (Bauer et al., 2007); Students reported prevalence and frequency of bullying (behaviour), students' perceived sense of safety; teachers reported ability to identify, manage and reporting bullying incidents (Bowllan, 2011)   |
| <b>Outcome Summary</b>  | No overall significant effect of the OBPP across the experimental condition (the intervention group and the control group), the grade level, gender as well as source of information (self-reported vs teachers' report) in both studies.<br>Overall significant effect only for improving self-reported perceptions of others' readiness to intervene bullying ( $p < .05$ ) (Bauer et al., 2007);<br>Inconsistent effect of the OBPP across the grade level (7th and 8th grade) and gender; significant improvement in teachers' capacity to identify bullying ( $p = 0.016$ ), talk to bully ( $p = 0.024$ ) and, talk to being bullied students ( $p = 0.051$ ) (Bowllan, 2011). |
| <b>Remarks</b>  | Possible variables confounding the results: absence of true randomization, control group under additional factors like, change in education, administrative, or school routine and disciplinary action procedure, beyond the intervention  |
| <b>Program:</b>   | <b>The antibullying program in Ireland [based on Olweus' whole school antibullying]</b>  |
| <b>Citation(s)</b>  | <b><i>O'Moore and Minton (2005)</i></b>  |
| <b>Dependent Variable(s)</b>  | Victimization, bullying, and taking part in bullying others (assisting or reinforcing bully)   |
| <b>Outcome Summary</b>  | Significant reduction in percentage of victimized (19.6%), having taken part (or assisting/helping the bully) in bullying others (17.3%) and frequently bullying others (69.2%) after the program implementation   |
| <b>Remarks</b>  | The study result possibility confounded with extraneous variables for absence of proper randomization  |
| <b>Program:</b>   | <b>The KIVA Antibullying Program: Grade 4-6 and Grade 1-9</b>  |
| <b>Citation(s)</b>  | <b><i>Kärnä et al.(2011a); Kärnä et al. (2011b); Salmivalli et al. (2011); Williford et al. (2011)</i></b>   |
| <b>Dependent Variable(s)</b>  | Variation between program effectiveness obtained during the RCT (Karna et al., 2011b) and the nationwide implementation (Kärnä et al., 2011a), Variation in program effectiveness across grade levels (Kärnä et al., 2011a).<br>Self-reported and peer-reported bullying and victimization (Karna et al., 2011b)<br>Nine specific forms of self-reported victimization: verbal, exclusion, physical, manipulative, material, threat racist, sexual and, cyber (Salmivalli et al., 2011).   |

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| Outcome Summary | <p>Reductions in peer-reported victimization; peer reported victimization as predictor of anxiety, depression and positive peer perception (Williford et al., 2011)</p> <p>The program effectiveness to reduce peer victimization weaker in nationwide study than RTC; the overall reductions for the entire sample: 15% and 14% in the prevalence rates of victimization and bullying respectively; The intervention effects increased from grade 1 until grade 4, for self-reported victimization (OR = 1.33) and bullying (OR = 1.34); the KiVa was more effective in grades 1- 6 than lower secondary school (grade 7 – 9) except grade 8 reported significant reduction for victimization; the intervention program was also less effective for bullying others than being bullied (Kärnä et al., 2011a).</p> <p>Significant lower level of peer-reported victimization (<math>p &lt; .008</math>) in intervention schools at post-test phase; more self-efficacy for defending the bully (<math>p = .026</math>) and well-being (<math>p = .011</math>) in intervention schools compared to the control-schools at post-test phase;</p> <p>Significant lower level of self-reported victimization (<math>p &lt; .001</math>), self-reported bullying (<math>p = .012</math>), peer-reported victimization (<math>p &lt; .001</math>), assisting/helping the bully (<math>p = .011</math>) as well as reinforcing/ encouraging the bully (<math>p = .019</math>) in intervention schools at follow-up phase (Kärnä et al., 2011b);</p> <p>The significant effect of the KiVa in reducing self-reported nine types of victimization (verbal, exclusion, physical, manipulative, material, threat racist, sexual and cyber bullying) as well as global victimization (Salmivalli et al., 2011).</p> <p>Significantly low level of peer victimization (<math>p &lt; 0.01</math>), the less decrease of positive peer perception (<math>p = 0.02</math>) and the larger decrease of anxiety (<math>p &lt; 0.01</math>) in intervention schools at the follow-up test phase (Williford et al., 2011).</p> |
| Remarks         | <p>Non-randomized sample and only self-reported data used, withdraw of some problematic student and classroom from the study (Kärnä et al., 2011a);</p> <p>Schools in Finland having the homogeneity with respect to bullying, teachers having good training, and the possibility of a legal obligation to tackle bullying (Kärnä et al., 2011b);</p> <p>Internet-based questionnaire was used</p>  |

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| <b>Program:</b>       | <b>The Finnish intervention program</b>   |
| <b>Citation(s)</b>    | <b>Salmivalli et al. (2005)</b>   |
| Dependent Variable(s) | Self and peer reported outcome variables: frequencies of bullies-victims in the class, anti-bullying attitude, efficacy beliefs (students' beliefs about their efficacy to do something about bullying) and participant role behaviours (bullying, assisting, reinforcing, defending and withdrawing).  |
| Outcome Summary       | <p>Degree of implementation: Statistically significant intervention effects emerged at both grade levels for classes with a high level of implementation.</p> <p>Self-reported victimization rates went down in Grade 4 by 29% and 57%, for low and high implementation schools respectively whilst, Grade 5 showed a smaller decrease of 15% or 46% for low and high implementation schools respectively. No differences were found for peer-reported victimization.</p> <p>Observed and experienced bullying: Observed and experienced bullying from self-report measure was significant only in grade 4 (<math>p &lt; 0.05</math>) but not in grade 5. However from peer</p> |

report these variables were not significant in both grades.

Participant role behaviours: The intervention effects on self-reported participant role behaviours (assisting and reinforcing the bully) were inconsistent across grade levels considering the p value 0.05. The effect was less significant in grade 4 than 5. In the case of peer-reports of participant role behaviours, there was a substantial increase in defending the victims for high implementation classes in Grade 5 ( $p < 0.05$ ), but not in Grade 4.

Bullying-related beliefs (i.e. anti-bullying attitudes and efficacy beliefs): Statistically significant intervention effects on bullying-related beliefs (i.e. anti-bullying attitudes and efficacy beliefs) both grade levels for classes with a high level of implementation (as an exception, there was already a significant effect with the low level of implementation on anti-bullying attitudes in Grade 4).

Remarks The characteristics of pupils who/ who not benefited from the intervention are important for further research and predating the effect; more structured intervention, clear theoretical background or framework based program suggested; teachers (as provider) need extensive training and their many activities vary from school to school, class to class like the present study; the variation in the amount of back up from the school management.

**Program:** **The Steps to Respect intervention**

**Citation(s)** ***Frey et al. (2005); Brown et al. (2011)***

Dependent Variable(s) Teacher and self-reported data: Bullying and bystander behaviour on playgrounds, children's bullying-related beliefs and, social-emotional skills (Frey et al., 2005).

Reducing school bullying perpetration and victimization, antibullying attitudes, social skills, bystander behaviours, and improved school climate and school connectedness (Brown et al., 2011)

Outcome Summary The decline in bullying and argumentative behaviour, the increase in agreeable interactions and a trend towards reduced destructive bystander behaviour among intervention group than control group ( $P < 0.05$  for all variables) as the change in playground behaviour; enhanced bystander responsibility, greater perceived adult responsiveness, and less acceptance of bullying/aggression in intervention group; no significant group difference for self-reported aggression (Frey et al., 2005).

Positive significant ( $p < 0.05$  for all variables) effect on various outcomes variables (improved school climate, lower levels of physical bullying perpetration, less school bullying-related problems) found (Brown et al., 2011)

Remarks All types of bullying may not be recorded in playground observation; the specific behaviour was described in the self-report measures rather than bullying (Frey et al., 2005).

Online checklist possible to make non-response bias (Brown et al., 2011)

**Program:** **The Dutch antibullying intervention**

**Citation(s)** ***Fekkes et al. (2006)***

Dependent Variable(s) Self-reported bullying behaviour, depression, psychosomatic complaints, delinquent behaviour, and satisfaction with school life and peer relationships



Outcome Summary Reduced in bullying (decreased by 25%), a decrease in victimization ( $p < .01$ ), and active bullying behaviour ( $p < .05$ ), as well as improvement in self-reported peer victimization ( $p < .05$ ) in intervention group compared to control group; no significant group difference in other outcome measures like depression, psychosomatic complaints, and satisfaction with school life; no significant difference on outcomes measures at follow-up

Remarks The intervention was designed based on the key features from Olweus program.

**Program:** **The Friendly Schools whole-of-school intervention**

**Citation(s)** ***Cross et al. (2011)***

Dependent Variable(s) Self-reported frequency of being bullied, bullying others, reporting bullying of self and observing another to be bullied

Outcome Summary Students in intervention group were significantly less likely to observe the incidence of bullying to other at post-test 1, 2 and 3; be bullied after post-test 1 and 3; and significantly more likely to report if himself/herself being bullied after post-test 1 compared to students in comparison group. No differences were found between students in intervention and comparison group in terms of self-reported perpetration of bullying.

Remarks It is a socio-ecological approach based intervention

**Program:** **The Restorative Whole-School Approach (RWsA)**

**Citation(s)** ***Wong et al. (2011)***

Dependent Variable(s) Self-reported reduction of bullying, higher caring behaviour and empathic attitudes, and higher self-esteem

Outcome Summary Significant reduction in bullying ( $p < 0.001$ ), higher self-esteem ( $p < 0.001$ ), higher empathic attitudes ( $p < 0.05$ ) for the RWsA group than the partial RWsA group (which did not receive the full treatment) and the control group (which received no treatment); no significant effect on caring behaviour was found

Remarks It was designed based on Norwegian bullying prevention program (Olweus, 1993) and Sheffield antibullying project in England (Smith & Sharp, 1994). Schools of the middle band (i.e., the middle 33% of academic ratings) were included in sampling frame to reduce the confounding effect of academic achievements on student behaviour. Inequality for the key outcome variables (bullying behaviour, caring behaviour, empathy) across the groups at baseline phase

**Program:** **The intervention based on the action model (Planning-Action-Observation-Reflection)**

**Citation(s)** ***Ju et al. (2009)***

Dependent Variable(s) Students' self-reported incidence of bullying/victimization on the way to school and the way home, students' sense of security in school setting and, teachers' awareness and problem-solving ability

Outcome Summary >Significant reduction in severity of victimization in intervention group compared to control group ( $p < 0.01$ ) and significant changes in scores of being bullied between successive weeks ( $p < 0.001$ ). >Improving students' sense of security in school, the teachers' awareness and problem-solving ability.

Remarks The study only focused on bullying/victimization at a group level or classroom level, typical bullies and victim oriented problem; and self-reported measures. Future research suggested to enhance various psychological skills and focus on the social contexts of the children including family, school, peer; social network as bullying is both an individual and group process.

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**Program:** **The focused educational intervention**

**Citation(s)** ***Hunt (2007)***

Dependent Variable(s) Self-reported sympathetic attitude towards victim of the bullying, acceptance of bullying and incidents of reported bullying

Outcome Summary No significant results except the greater reduction in bullying others across the groups and reduction in bullied by others over time ( $p < 0.01$  for both variables)

Remarks In view of the author, short-term educational approaches having little impact on bullying behaviour, and schools need to develop alternative approaches. Possible reason to limit the impact of the intervention: the substantial drop-out rate of the participants in intervention (28%) and control group (18%), the nature of developmental factors of students

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#### TYPES OF BULLYING INTERVENTION: CURRICULUM INTERVENTION

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**Program:** **Greek Antibullying program [a set of curricular activities]**

**Citation(s)** ***Andreou et al. (2007, 2008)***

Dependent Variable(s) Reducing self-reported bullying and victimisation, reducing self-efficacy beliefs for aggression and enhancing self-efficacy beliefs for both assertion and intervening in bully/victim incidents, promoting more positive interactions with peers (Andreou et al., 2007); students' attitudes towards bullying, intentions to intervene in bully-victim problems, perceived efficacy of intervening and actual intervening behaviour (Andreou et al., 2008)

Outcome Summary No significant effect of the intervention over time on bullying behaviour and reported victimization (at post-test and follow-up test). Some significant positive outcomes at post-test and follow-up test: more positive attitudes to victims ( $p < .01$ ), reducing bystander behaviour as reluctant to help the victim of bullying ( $p < .01$ ), increasing self-efficacy for assertion ( $p < .05$ ) and self-efficacy for intervening ( $p < .01$ ).

Remarks The intervention effect was modest with no maintenance effect. The possible reasons to Limited long-term effect: the shorten period of time for program implementation and, the supporting curriculum based class work; Intervention implementation with limited time may make just awareness, but the change in attitude and behaviour require the long term intervention; Curriculum based intervention not sufficient as bullying is occurred on broader social context; the result may be confounded due to the situational and teachers' (as a provider) factors (students' dependency heavily on teachers' personal commitment to the project, their attitudes and intentions towards the intervention, and on various structural and curricular restrictions); the result cannot be generalized for whole school because of including just three upper grades out of six as sample.

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| <b>Program:</b>       | <b>Youth Matters Prevention Curriculum</b>   |
| <b>Citation(s)</b>    | <b><i>Jenson et al. (2007); Jenson et al. (2010)</i></b>   |
| Dependent Variable(s) | Self-reported incidences of bullying others and being bullied (Jenson et al., 2007)  |
| Outcome Summary       | Significantly lower rate of bullying victimization in intervention group schools compared to control group schools two year after just end of intervention. Bullying victimization also decreased at a higher rate in intervention group schools than control group schools. No significant reduction in bullying others observed for implementing intervention (Jenson et al., 2007).<br><br>No significant difference in rates of bullying others and being bullied between intervention group schools and control group schools at 12-month follow-up (Jenson et al., 2010) |
| Remarks               | The social development model [SDM] of antisocial conduct is the theoretical ground of the intervention program.  |

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| <b>Program:</b>       | <b>The Project Ploughshares Puppets for Peace (P4) program</b>   |
| <b>Citation(s)</b>    | <b><i>Beran and Shapiro (2005)</i></b>   |
| Dependent Variable(s) | Self-reported knowledge about bullying and skill to deal with bullying   |
| Outcome Summary       | No significant increase in understanding of bullying (e.g. definition of bullying) and skill to deal with bullying   |
| Remarks               | The short duration of puppet show as methodological limitation; Multi-method approach suggested for future research. |

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| <b>Program:</b>       | <b>The positive psychology (PP) intervention program</b>  |
| <b>Citations</b>      | <b><i>Richards et al. (2008)</i></b>  |
| Dependent Variable(s) | Self-reported bullying behaviour, general well-being and mental health  |
| Outcome Summary       | Significant reduction in reports of bullying from pre-test to post-test ( $p < 0.01$ ) and the mean score in general well-being for intervention group was significantly better ( $p < 0.01$ ); no significant result for mental health                   |
| Remarks               | Only grade 7 was included under intervention; no significant difference in mental health may be due to short-term intervention program (only 9 week); session 3- poster depicting individual strengths through Information Communication Technology (ICT) |

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**TYPES OF BULLYING INTERVENTION: TARGETED INTERVENTION**


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| <b>Program:</b>       | <b>The Bullying Prevention Program (BPP)</b>   |
| <b>Citation(s)</b>    | <b><i>Kim (2006)</i></b>   |
| Dependent Variable(s) | Self-reported sense of self responsibility and victimization of bullied students   |
| Outcome Summary       | Significantly higher score in self-responsibility test ( $p < 0.05$ ) as well as higher reduction in victimization ( $p < 0.001$ ) for bullied students in the intervention group compared to the control group.   |
| Remarks               | The BPP is a group counselling program and derived from reality therapy and choice theory as well as Olweus' bullying prevention program. Only self-reported measures were used; the therapeutic maintenance effect was not focused; the quasi experimental control design was used; it is secondary prevention program.   |
| <b>Program:</b>       | <b>School Based Lunch Time Mentoring as a selective prevention for bullied [lunch buddy program]</b>   |
| <b>Citation(s)</b>    | <b><i>Elledge et al. (2010)</i></b>  |
| Dependent Variable(s) | Self, teacher and peer reported peer victimization   |
| Outcome Summary       | Significant reduction in peer reported victimization, but this result is inconsistent with self and teacher reported peer victimization  |
| Remarks               | Non-random assignment implemented; no follow up test conducted   |
| <b>Program:</b>       | <b>Social and Behavioural Skills Group Training Interventions [the cognitive-behavioural manualized group intervention program]</b>  |
| <b>Citation(s)</b>    | <b><i>Berry and Hunt (2009)</i></b>  |
| Dependent Variable(s) | Self-reported self-esteem, incidence of being bullied, distress associated with bullying incidents, depression, anxiety, use of helpful and unhelpful strategies to cope with bullying situation   |
| Outcome Summary       | Significant decrease in anxiety symptoms ( $p < 0.001$ ), depression symptoms ( $p < 0.001$ ), bullying experiences ( $p < 0.001$ ), less likely to use unhelpful strategies (e.g. becoming upset or crying) to bullying situation ( $p < 0.001$ ) and, increase in score of social acceptance self-esteem ( $p < 0.005$ ) from pre-test to post-test for students in the intervention group compared to those in the control group.<br><br>But no significant result was found for improving global self-esteem and decreasing maladaptive coping strategies.<br><br>No significant change for most measures at the follow-up except child-reported total bullying ( $p < 0.01$ ) and anxiety ( $p < 0.05$ ). |

|                       |  |
|-----------------------|--|
| Remarks               | This program not applicable for the students suffered from severe bullying related anxiety.<br>Male students from Catholic school may be different from general school   |
| <b>Program:</b>       | <b>The Social Skills Group Intervention (S.S. GRIN) program</b>  |
| <b>Citation(s)</b>    | <b><i>DeRosier (2004); [DeRosier and Marcus, 2005 as follow-up]</i></b>  |
| Dependent Variable(s) | Self and peer reported information: Peer rejection/dislike, bullying by peer, social anxiety, self-efficacy, social acceptance, social self-perceptions, self-esteem, social anxiety, depression, antisocial affiliation   |
| Outcome Summary       | <p>As the impact of the intervention, significantly improvement in peer reported peer liking (<math>p &lt; .05</math>), self-reported self-esteem (<math>p &lt; .05</math>), self-reported self-efficacy (<math>p &lt; .05</math>) and, decrease in self-reported social anxiety (<math>p &lt; .05</math>) and self-reported antisocial affiliation among students in the intervention group compared to those in the control group (DeRosier, 2004).</p> <p>As maintenance effect, significant increase in peer-reported like (<math>p &lt; 0.0001</math>), self-reported self-esteem (<math>p &lt; 0.0001</math>), self-reported self-efficacy (<math>p &lt; 0.05</math>), self-reported outcome expectancy (<math>p &lt; 0.001</math>), self-reported leadership (<math>p &lt; 0.001</math>) and, decrease in peer-reported dislike (<math>p &lt; 0.0001</math>), peer-reported aggression (<math>p &lt; 0.0001</math>), peer-reported victimization (<math>p &lt; 0.0001</math>), self-reported social anxiety in general (<math>p &lt; 0.001</math>), self-reported social anxiety with new peers (<math>p &lt; 0.001</math>), self-reported depression (<math>p &lt; 0.0001</math>), self-reported rejection (<math>p &lt; 0.0001</math>), self-reported victimization (<math>p &lt; 0.0001</math>) and self-reported social withdrawal (<math>p &lt; 0.0001</math>) (DeRosier &amp; Marcus, 2005)</p> <p>No significant effect on self-reported bullying and antisocial affiliation in follow-up test (DeRosier &amp; Marcus, 2005)</p> |
| Remarks               | <p>Social learning and cognitive-behavioural techniques are combined in this intervention.</p> <p>Some factors limit the intervention efficacy for school children with all grade and school level, such as gender and treatment interaction, inconsistency between self-reported and peer reported measures for social and emotional functioning and only 3rd grade children as participant.</p>  |

**APPENDIX 4.1**  
**ETHICS APPROVAL FOR STUDY 1**

# FINAL APPROVAL NOTICE

|                       |  |                              |                  |
|-----------------------|--|------------------------------|------------------|
| Project No.:          | 5601   |                              |                  |
| Project Title:        | The Context of School Bullying in Bangladesh                           |                              |                  |
| Principal Researcher: | Ms Most. Aeysha Sultana  |                              |                  |
| Email:                | <a href="mailto:sult0016@flinders.edu.au">sult0016@flinders.edu.au</a> |                              |                  |
| Address:              | Public Health  |                              |                  |
| Approval Date:        | 31 May 2012  | Ethics Approval Expiry Date: | 31 December 2012 |

The above proposed project has been **approved** on the basis of the information contained in the application, its attachments and the information subsequently provided with the addition of the following comment:

## Additional information required:

1. Please ensure that copies of correspondence granting permission to interview primary and secondary school principals from the Director of the Ministry of Primary Education and the Director of the Minister of Secondary Education, Bangladesh are provided to the Committee *on receipt* (Conditional approval response – item 9).

## RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

### 1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.
- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 'INSERT PROJECT No. here following approval'). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).*

## 2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research (March 2007)* an annual progress report must be submitted each year on the **31 May** (approval anniversary date) for the duration of the ethics approval using the [annual progress / final report pro forma](#). *Please retain this notice for reference when completing annual progress or final reports.*

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please submit either (1) a final report; or (2) an extension of time request and an annual report.

Your first report is due on **31 May 2013** or on completion of the project, whichever is the earliest.

## 3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such matters include:

- proposed changes to the research protocol;
- proposed changes to participant recruitment methods;
- amendments to participant documentation and/or research tools;
- extension of ethics approval expiry date; and
- changes to the research team (addition, removals, supervisor changes).

To notify the Committee of any proposed modifications to the project please submit a [Modification Request Form](#) to the [Executive Officer](#). Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

### Change of Contact Details

Please ensure that you notify the Committee if either your mailing or email address changes to ensure that correspondence relating to this project can be sent to you. A modification request is not required to change your contact details.

## 4. Adverse Events and/or Complaints

Researchers should advise the Executive Officer of the Ethics Committee on 08 8201-3116 or [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au) immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that affects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Kind regards

-----  
[Mrs Andrea Fiegert and Ms Rae Tyler](#)

Ethics Officers and Executive Officer, Social and Behavioural Research Ethics Committee

Andrea - Telephone: +61 8 8201-3116 | Monday, Tuesday, Wednesday

Rae – Telephone: +61 8 8201-7938 | ½ day Wednesday, Thursday and Friday

Email: [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)

Web: [Social and Behavioural Research Ethics Committee \(SBREC\)](#)



**APPENDIX 4.2**  
**INTERVIEW SCHEDULE FOR STUDY 1**



## **INTERVIEW SCHEDULE ON SCHOOL BULLYING**

In this study, face to face interview will be held according to the interview schedule containing the following several open-ended questions:

1. What is your opinion about the concept of “school bullying”?
2. What types of bullying appeared usually in the school environment?
3. What type of school bullying occurs frequently?
4. What is your opinion about the possible causes of school bullying?
5. What are the consequences (e. g. physical and mental) of school bullying?
6. What are the characteristics of bully and victim?
7. What are the gender, age and grade of perpetrator compared to the victim in a given bullying incidence?
8. Where the school bullying occurred usually?
9. How often bullying incidences had been reported last year at school?
10. Do you think all types of bullying have been reported formally to the school authority? If no, why you think so?
11. Who informs the school authority about the incidence of school bullying?
12. What are the steps taken by the school authority to reduce the school bullying?
13. What are the additional steps could be taken to reduce school bullying in optimal level?

14. What is your opinion about the necessity to implement a formal bullying intervention?
15. What kind of barriers the peer support group may encounter to support the victim?
16. Who (e. g. teacher, staff, students and parents) can be involved in a formal antibullying intervention with required time?
17. What kind of action/responsibilities from parents, teachers, school staff, students and law-enforcers may be effective to reduce school bullying?
18. How much time the school teacher may be involved for holding regular class on antibullying?
19. What types of technical supports are available for implementing an intervention?
20. What is the role the school counsellor or educational psychologist may play to solve such a problem?

\_\_\_\_\_

**APPENDIX 4.3**  
**LETTERS OF INTRODUCTION AND APPROVAL LETTERS FOR: STUDY 1**

- 4.3a Letter of Introduction:  
Director General of the Directorate of Primary Education
- 4.3b Letter of Introduction:  
Director General of the Directorate of Secondary and Higher Education
- 4.3c Approval Letter:  
Director General of the Directorate of Primary Education
- 4.3d Approval Letter:  
Director General of the Directorate of Secondary and Higher Education



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GPO Facsimile +61 8 7221 8544  
[www.flinders.edu.au](http://www.flinders.edu.au)

## APPENDIX 4.3a

### LETTER OF INTRODUCTION

#### THE CONTEXT OF SCHOOL BULLYING IN BANGLADESH

Dear Sir/Madam,

This letter is to introduce Most. Aeysha Sultana, a PhD candidate in the School of Medicine at Flinders University, Adelaide, Australia. She is undertaking research leading to the production of a thesis concerning school bullying in Bangladesh.

She seeks your permission to invite the Head Teachers of primary schools in Dhaka city under the Directorate of Primary Education to participate in Phase 1 of her research. She would be grateful if you give the consent for interviewing the school Head Teacher as participants and provide the complete list of primary schools and phone number. The interview procedure will take 50 to 60 minutes.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project can be directed to me at the email address given above, or directly to Aeysha ([most.sultana@flinders.edu.au](mailto:most.sultana@flinders.edu.au)). This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. The Executive Officer of this Committee can be contacted on 8201 3116 or by e-mail ([human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Thank you for your attention and assistance.

**Malcolm J Bond**

## **APPENDIX 4.3b**

### **LETTER OF INTRODUCTION**

#### **THE CONTEXT OF SCHOOL BULLYING IN BANGLADESH**

Dear Sir/Madam,

This letter is to introduce Most. Aeysha Sultana, a PhD candidate in the School of Medicine at Flinders University, Adelaide, Australia. She is undertaking research leading to the production of a thesis concerning school bullying in Bangladesh.

She seeks your permission to invite the Head Teachers of secondary schools in Dhaka city under the Directorate of Secondary and Higher Education to participate in Phase 1 of her research. She would be grateful if you give the consent for interviewing the school Head Teachers as participants and provide the complete list of primary schools and phone number. The interview procedure will take 50 to 60 minutes.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project can be directed to me at the email address given above, or directly to Aeysha ([most.sultana@flinders.edu.au](mailto:most.sultana@flinders.edu.au)). This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. The Executive Officer of this Committee can be contacted on 8201 3116 or by e-mail ([human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Thank you for your attention and assistance.



**Malcolm J Bond**

## APPENDIX 4.3c

Government of the People's Republic of Bangladesh  
Directorate of Primary Education  
Section-2, Mirpur, Dhaka-1216

Date: June 28, 2012

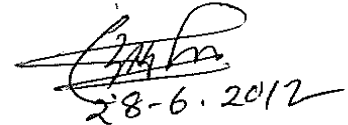
Memo no – DPE/OM-11/School-Dhaka/2006/533/2

Subject: Seeking permission to provide necessary information for PhD research.

Source: Application of PhD researcher Most. Aeysha Sultana, dated 24/06/2012.

In reference to the above subject and source, Most. Aeysha Sultana, PhD researcher, School of Medicine, Flinders University, Australia, has been given permission to collect the list of school principals and their opinions about school bullying in government primary schools, registered non-government primary schools and community primary schools of Dhaka City under the Directorate of Primary Education.

2. The application is enclosed herewith.



Debesh Chandra Sarker  
Assistant Director (School)  
On behalf of the Director General

District Primary Education Officer  
Dhaka

### C.C:

1. Most. Aeysha Sultana, PhD researcher, ID – 2090720, School of Medicine, Flinders University, Australia.
2. Office Copy.

**APPENDIX 4.3d**

**Government of the People's Republic of Bangladesh**  
Directorate of Secondary and Higher Education  
Bangladesh, Dhaka

Memo.- no.- 4625/M

Date: 21.06.2012

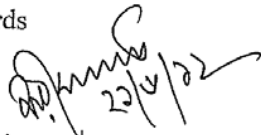
**Subject:** Data Collection for Research Purpose .

Dear Principal/Headmaster,

This is to demonstrate that Most. Aeysha Sultana is doing the research work on school bullying in Bangladesh under her PhD Program in School of Medicine, Flinders University, Australia. The research purpose and the approved research ethical consideration have been described to me properly. I recommend for your cordial cooperation providing the necessary information for her research purpose.

I wish her all the best.

Regards



The Director General (In-Charge)

The Directorate of Secondary and Higher Education  
Bangladesh, Dhaka

Principal/Headmaster,

.....

Dhaka.



**APPENDIX 4.4**  
**INTRODUCTORY MATERIALS FOR STUDY 1**

- 4.4a Letter of Introduction for School Head Teachers
- 4.4b Participant Information Sheet
- 4.4c Participant Consent Form



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www.flinders.edu.au

## APPENDIX 4.4a

### LETTER OF INTRODUCTION

#### THE CONTEXT OF SCHOOL BULLYING IN BANGLADESH

Dear Sir/Madam,

This letter is to introduce Most. Aeysha Sultana, a PhD candidate in the School of Medicine at Flinders University, Adelaide, Australia. She is undertaking research leading to the production of a thesis concerning school bullying in Bangladesh.

She seeks your valuable opinion regarding school bullying in Bangladesh. As you are a school Head Teacher and play a key role in implementing administrative rules in conducting classes and maintaining school discipline, she seeks your insight on different school matters like teacher-students relationship, student-student relationship, steps taken for mitigating different embarrassing situations (e. g. school bullying, aggression), communicating parents about students' behaviour in the school context. The position of school Head Teacher makes you a valuable source of information on school bullying and potential bullying interventions. I would be grateful if you volunteer to spare some time to assist in this project. The interview procedure will take 50 to 60 minutes.

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project can be directed to me at the email address given above, or directly to Aeysha ([most.sultana@flinders.edu.au](mailto:most.sultana@flinders.edu.au)). This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee. The Executive Officer of this Committee can be contacted on 8201 3116 or by e-mail ([human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Thank you for your attention and assistance.

**Malcolm J Bond**

## PARTICIPANT INFORMATION SHEET



### THE CONTEXT OF SCHOOL BULLYING IN BANGLADESH

You are invited to participate in the study to explore the contextual factors of school bullying in Bangladesh. Before deciding whether you will participate, it is necessary to understand the purpose of the study and why your activities, as a participant, are required. Please read the following information carefully for few minutes and then take the decision of contributing in the study on school bullying, as a great social problem.

#### **1. Who is conducting this research?**

This study is being conducting by Most. Aeysha Sultana, PhD candidate, School of Medicine, Flinders University, Australia. This research work is being supervised by Professor Paul Ward (Head of Public Health), Associate Professor, Malcolm Bond (Assistant Dean, Research Higher Degrees in the School of Medicine) and Mariastella Pulvirenti (Senior Lecturer, Public Health).

#### **2. What is the purpose of the study?**

The purpose of the present study is to identify contextual factors (e. g. prevalence. Consequences of school bullying and possible support and barriers from the school community to implement an intervention) and the age group with high perspective of school bullying so that the appropriate bullying intervention can be decided for schools in Bangladesh and to investigate the intervention effect through further study.

#### **3. Why have I been invited to participate in this study?**

You have been invited to participate as you are school Head Teacher and you play key role to implement administrative rules in conducting class and maintaining school discipline, you can keep your insight on different school matters like teacher-students relationship, student-student relationship, steps taken for mitigating different embarrassing situations (e. g. school bullying, aggression), communicating parents about students' behavior in the school context. The position of school Head Teacher makes you as the source of describing the details of school bullying and indicating the perspective of bullying intervention.

#### **4. What if I don't want to participate in the study?**

Participation in this study is voluntary and it also is up to you whether you will involve or not. If you are not willing to participate, it will not affect your position as a school Head Teacher in any way.

## **5. What does this study involve?**

If you agree to participate in this study, it will involve a single one-on-one interview that will last between 50 and 60 minutes. This interview will be audio-recorded. The interview questions will concern different aspects of school bullying such as the types and consequences of bullying, the supports and barriers from the school community for implementing a bullying intervention, and the existing disciplinary action against bullying and its effectiveness. At the end of the interview there will be an opportunity for you to modify your answers if you think it appropriate. Following the interview you will be presented with a \$20 shopping voucher or cash in acknowledgement of your valuable contribution.

## **6. What are the benefit and risks of participating?**

Your participation in this study is voluntary. As you are an intellectual person in the society and you hold an important position, the school Head Teacher, your opinion is considered as valuable in the arena of scientific research. You have no possibility to face any burden or risk. The information will be anonymous so that you will not experience any embarrassment. No sensitive and personal questions are included in the questionnaire.

## **7. How will my confidentiality be protected?**

Your answer will be anonymous and used only for the research purpose. The information given will not be disclosed to general view except the researchers. Your name, email address will be written in separate consent form and kept in a separate file. If the result of this study is published in scientific journals, you will not be identified by name.

## **8. Will the result of this study be published?**

The research outcomes will be published in conference papers, journals or other venues as appropriate. However, your information will be anonymous.

## **9. Is the withdrawal possible at any stage of the research?**

You are free to withdraw yourself as well as your information (e. g. survey) from the study at any time.

## **10. Will the project outcomes be delivered if I wish?**

You will be asked whether or not you would like to receive a summary of the study results through email (mentioned in your consent form).

## **11. Do you have any question about the project?**

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number 5601). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).

---

**Thank you to read this information sheet with patience. If you wish to take part in this study, please sign and return the attached Consent Form. This information sheet is yours to keep.**

## APPENDIX 4.4c

### CONSENT FORM



#### THE CONTEXT OF SCHOOL BULLYING IN BANGLADESH

I .....

being over the age of 18 years hereby consent to participate as requested, in the interview for the research project on school bullying.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio/video recording of my information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my position, I hold.
  - I may ask that the recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
6. I do not agree to the tape being made available to other researchers who are not members of this research team, but who are judged by the research team to be doing related research, on condition that my identity is not revealed.

**Participant's signature.....Date.....**

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name : Most. Aeysha Sultana**

**Researcher's signature.....Date.....**

**Participant's signature.....Date.....**

**Whether you would like to receive a summary of the study results:      Yes      No**

**Participant's Email:**

**APPENDIX 6.1**

**HANDOUTS PROVIDED IN THE PROGRAM SESSIONS OF STUDY 2**

## APPENDIX 6.1a

### What is Bullying?

For each of the behaviours below, please circle whether in your opinion it describes bullying.

#### Is THIS bullying or NOT?

- |   |     |        |    |
|---|-----|--------|----|
| a) Hitting or kicking someone                     | yes | unsure | no |
| b) An argument between two people                 | yes | unsure | no |
| c) Excluding a person from the group              | yes | unsure | no |
| d) Disrupting someone's activity                  | yes | unsure | no |
| e) Ignoring someone on purpose                    | yes | unsure | no |
| f) Spreading rumours                              | yes | unsure | no |
| g) Making prank phone calls                       | yes | unsure | no |
| h) Making other students dislike someone          | yes | unsure | no |
| i) Making other students do what they want        | yes | unsure | no |
| j) Threatening another student                    | yes | unsure | no |
| k) Posting threatening messages using mobile      | yes | unsure | no |
| l) Playing in a rough and tumble way              | yes | unsure | no |
| m) Posting/sharing embarrassing images of someone | yes | unsure | no |
| n) Revealing somebody's secret to everybody       | yes | unsure | no |



**APPENDIX 6.1a (Continued)**

**Please choose the three (3) behaviours from this list that you consider most serious and describe how you would intervene:**

Behaviour: \_\_\_\_\_

Intervention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Behaviour: \_\_\_\_\_

Intervention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Behaviour: \_\_\_\_\_

Intervention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Source:* Turning Obstacles into Opportunities. Unpublished Handbook for Trainers (Brighi & Mujis, 2013)

## Appendix 6.1b

### Images of Physical Bullying



Adapted from Murphy and Lewers (2000)

**Appendix 6.1b (Continued)**

Images of Verbal Bullying

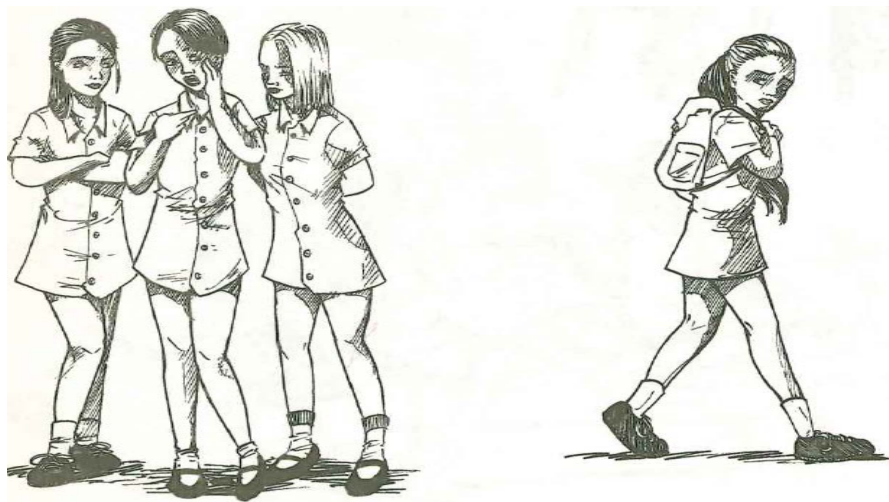


Adapted from Murphy and Lewers (2000)



**Appendix 6.1b (Continued)**

Images of Emotional/Psychological Bullying



Adapted from Murphy and Lewers (2000)

**APPENDIX 6.1c**

**Causes of Bullying**

Please indicate (✓) the appropriate category to which each of the following factors belongs.

| <b>Causal factors of bullying</b>       | <b>Individual characteristics</b> | <b>Peer level characteristics</b> | <b>Family characteristics</b> | <b>School characteristics</b> | <b>Community characteristics</b> |
|---|-----------------------------------|-----------------------------------|-------------------------------|-------------------------------|----------------------------------|
| Race/ethnicity                          |                                   |                                   |                               |                               |                                  |
| Hostile discipline technique            |                                   |                                   |                               |                               |                                  |
| Teachers' attitude                      |                                   |                                   |                               |                               |                                  |
| Lack of enforcement of antiviolence law |                                   |                                   |                               |                               |                                  |
| School climate                          |                                   |                                   |                               |                               |                                  |

## APPENDIX 6.1d

### Where Does Harassment/Bullying Occur?

Please circle a letter for each item to indicate the places that bullying occurs at your school.

|    |   | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> |
|----|---|--------------|------------------|--------------|
| a. | The schoolyard  | a            | b                | c            |
| b. | In the classroom  | a            | b                | c            |
| c. | On the way to school  | a            | b                | c            |
| d. | On the way home from school                                       | a            | b                | c            |
| e. | On excursions, camps etc.   | a            | b                | c            |
| f. | When changing lessons   | a            | b                | c            |
| g. | The lockers   | a            | b                | c            |
| h. | The schoolyard (please specify the exact location _____<br>_____) | a            | b                | c            |
| i. | Somewhere else (please describe): _____<br>_____                  |              |                  |              |

Source: Turning Obstacles into Opportunities. Unpublished Handbook for Trainers (Brighi & Mujis, 2013)

## APPENDIX 6.1e

### Dealing with Parents

Please use the matrix below to provide some typical defensive comments that you might make when dealing with parents concerned about the possible victimization of their child.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

*Source:* Turning Obstacles into Opportunities. Unpublished Handbook for Trainers (Brighi & Mujis, 2013)

## APPENDIX 6.1f

### The Wall of Defence

|   |  |  |
|---|--|--|
| <p>This is the first we've heard of it. She hasn't said anything to us.</p> | <p>Your child is overly sensitive and needs to toughen up.</p>       | <p>His social skills are very poor.</p>                                    |
| <p>You need to speak to teacher X, not me.</p>                              | <p>We don't tend to have bullying here.</p>                          | <p>Do you have any proof or is it just your child's word?</p>              |
| <p>Your child gives as good as he gets.</p>                                 | <p>She needs to learn some coping skills.</p>                        | <p>We also have to consider the rights of the other students.</p>          |
| <p>We have a very good anti-bullying policy and programme.</p>              | <p>Maybe you are overreacting to what your child is telling you.</p> | <p>Perhaps this isn't the right type of school for your child's needs.</p> |

*Source:* Turning Obstacles into Opportunities. Unpublished Handbook for Trainers (Brighi & Mujis, 2013)



**APPENDIX 6.2**  
**TEXTS USED IN THE PROGRAM SESSIONS OF STUDY 2**

6.2a Text for Session 1

6.2b Text for Session 2

6.2c Text for Session 3

6.2d Text for Session 4

## **SESSION 1**

**1.1. Program Introduction:** *Program description, goals and objectives, topics, delivery methods, providers, schedules, evaluations, and requirements.*

As bullying awareness is important to determine behaviour and actions suitable for countering bullying problem (O'Moore, 2010), the antibullying program has been prepared for creating bullying awareness among primary school teachers in Dhaka city, Bangladesh.

**Goal of the program:** The overall goal of the program is to make changes in teachers' knowledge, attitude, intention and actions to deal with school bullying.

**Objective of the Program:** The objective of the program is to build program components that facilitate clear understanding about bullying and motivation to show positive intention and behaviour to deal with bullying problem.

**Topics of the Program:** The following topics are decided under the program:

(i) concept of bullying, (ii) causes and consequences of bullying, (iii) the way to detect bullying; and , (iv) constructive communication skill (vi) peer support strategies and, (vii) steps following restorative and mediation approach.

**Program Delivery Methods:** The brainstorming interactive discussion is decided as program delivery method along with lecture, storytelling and picture presentation.

**The Program Provider:** The researcher herself will play the role of program provider.

**The Program Schedule:** Each session will be continued for two hours in a week.

**Evaluation:** The impact of the program will be measured by self-administered questionnaires one week after the program cessation, and four month after follow-up phase.

**Requirements:** This program is suitable for the adults who are assigned or appointed as school staffs or teachers. They need to be on such position at least one school year.

**1.2. Concept of Bullying:** *Definition and types of bullying, the duration of bullying, duration of bullying, bullying and other kind of hurtful behaviour, and persons involved in bullying*

### **1.2.1. Definition and Types of Bullying**

**Definition of bullying:** a subset of aggressive behaviours. It happens when someone (or a group of people) with more power than another person, repeatedly and intentionally hurts or frightens, uses negative words and/or actions against him/her, which causes the victim distress

and risks for his/her wellbeing (Olweus, 1999). Type of such incident may be physical, verbal, social or psychological attack or intimidation.

Some features (distinguishing bullying from aggression and violence in general) are manifested from the definition of bullying:

- It is characterized with an imbalance of strength and power between the bully and the victim (Farrington, 1993). Such imbalance exists not only in physical strength, but also having a stronger personality or being more determined (Rigby, 2007). Power imbalance may be revealed in two ways, such as victims are perceived by their peers as physically or psychologically weaker than bully(s), and victims perceive themselves as unable to retaliate (Olweus, 1994).
- Bullying incidence is also occurred repeatedly between same children over a prolonged period of time.
- Intention of bullying is to hurt or humiliate another.

### **1.2.2. Types of Bullying**

Bullying behaviours may be direct or indirect (Rivers & Smith, 1994). The direct or indirect nature of bullying is primarily defined by which method is used to bully the target. Direct methods are characterized by overt behaviours (e.g., verbal, physical bullying) (Sanders & Pbye, 2004). Direct bullying refers to a face-to-face confrontation; on the other hand, indirect bullying occurs via a third party (Rivers & Smith, 1994). The direct bullying behaviours include hitting, kicking, pinching, taking money or belongings, name calling, teasing, taunting, and threatening (Wolke et al., 2000). The main feature of indirect bullying is the hurtful manipulation of peer relationships/friendships to impose harm on others through behaviours such as social exclusion and rumour spreading (Sanders & Pbye, 2004). Hence, indirect bullying may often be referred to as “relational” or “social” bullying (Crick & Grotpeter, 1995). Relational bullying is a hidden or covert type of bullying through which one damages others relationship or social status (Crick & Grotpeter, 1995).

Further subcategories of direct and indirect bullying were also suggested. These are physical and verbal (e.g., kicking, punching, hitting, calling names) for direct bullying, and psychological and relational (e.g., spreading rumours, purposeful exclusion) for indirect bullying (Baldry, 2004). These behaviours are regarding as traditional bullying. Apart from these, cyberbullying is also now common, which can itself also be direct or indirect in nature

(Langos, 2012). The following types of school bullying are common: (i) physical bullying, (ii) emotional/psychological bullying, (iii) verbal bullying, (iv) cyber bullying, (v) sexual bullying, and (vi) covert bullying (Brighi & Mujis, 2013; Murphy & Lewers, 2000).

- (i) **Physical bullying:** Physical bullying is easily identifiable. It is when a person (or people) uses physical actions on a victim (Brighi & Mujis, 2013). Examples are hitting, punching, pushing, slapping, kicking, hair pulling, scratching, tripping, standing over someone, pulling away a chair as someone is about to sit down, tearing clothes, breaking or defacing possessions (Brighi & Mujis, 2013; Murphy & Lewers, 2000). If a person or group of people damage someone's belongings repeatedly and intentionally, it is also physical bullying (Brighi & Mujis, 2013).
- (ii) **Emotional/psychological bullying:** Any form of bullying which causes damage to a victim's psyche and/or emotional well-being is categorized as emotional/psychological bullying. Examples include threatening, making rude gestures (e.g., monkey movements, extending the middle finger, eye rolling, silent, but hurtful body motions such as pointing, face making), repeated teasing, whispering about someone behinds his/her back, passing notes about someone, imitating someone's speech or behaviour in a way designed to offend, laughing at someone's mistakes, excluding someone from group activities (with or without comment), refusing to talk to someone, passing around nasty gossip with a view to making someone feel bad, keeping secretes away from a so called friend, deliberately breaking or making someone's personal property, demanding money or services 'or else' (Brighi & Mujis, 2013; Murphy & Lewers, 2000).
- (iii) **Verbal Bullying:** Any malicious statement or accusation that makes the victim emotionally distress. Examples of verbal bullying are as follows: words indicating: (a) stupidity (e.g., der, dummy, brain etc.), (b) ugliness or personal problems (e.g., boofhead, four eyes, fatty, etc.), (c) weakness (e.g., cry baby, mummy's boy, etc.), (d) attacking ethnic or religious characteristics (e.g., kali and darky), (e) echoing whatever someone says in a mocking voice, (f) using rude words with a sexual meaning, (g) making threats e.g., 'I'll get you' or 'I'll come round to your house' (with or without follow up) and, (h) making abusive phone calls (Murphy & Lewers, 2000).
- (iv) **Cyber-bullying:** When bullying occurs through the use of Information and Communications Technologies (ICTs) it is called cyber-bullying, which is usually anonymous (Brighi & Mujis, 2013). Someone may be bullied verbally, socially or

psychologically through media such as email, mobile phones, chat rooms, instant message, text messaging, websites, social networking sites, for example (Brighi & Mujis, 2013). Cyberbullying may occur directly when the bully targets electronic communications directly at the victim (Langos, 2012). In this case, the cyberbully may send a message, text or email with the intention of having a direct and immediate effect on the victim (Langos, 2012). Indirect cyberbullying occurs when the cyberbully posts a message or text on a social media site, which may be specifically created for the purpose, or some other reasonably public area of cyberspace (Langos, 2012).

- (v) **Sexual bullying:** Sexual bullying is directed at weaker or less powerful persons. It may be physical or non-physical such as inappropriate touching or making sexual comments. Girls are more likely to experience sexual bullying from their opposite-sex peers (Cunningham et al., 2010).
- (vi) **Covert bullying.** As examples of covert bullying, we can mention the bullying incidents: lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone (Brighi & Mujis, 2013).

### 1.2.3. The Duration of Bullying

The duration or frequency of bullying is very important characteristic which distinguishes bullying from other types of aggressive behaviour. The significance or critical cut point of frequency of bullying is “one or two days a week”. Bullying incident may be sever with increase of frequency like, “most days” or “everyday” (Brighi & Mujis, 2013).

### 1.2.4. Bullying and Other Kind of Hurtful Behaviours

#### **Not all distressing or hurtful behaviour is bullying:**

For clear understanding about bullying, it is also very important to know definition of bullying as well as what other behaviours are NOT bullying (Brighi & Mujis, 2013):

- ***A single incident of malicious or aggressive behaviour***  
*While bullying and harassment are repeated actions, a single incident is not repeated. But a single incident is considered to the school's behaviour management processes as unacceptable behaviour like bullying.*

- ***Dislike***  
*Disliking or social rejection may be hurtful. But it is not bullying if it is not accompanied by repeated and deliberate attempts to distress or hurt.*
- ***Conflict***  
*Although arguments may be distressing, it is not bullying. Because two people who involve in conflict are both upset and neither one misuses power over the other. But the school's behaviour management processes may response to conflict as unacceptable behaviour.*

According to the Australian National Centre Against Bullying, the following behaviours do not constitute bullying although these behaviours may upset for those involved (Brighi & Mujis, 2013). Like bullying, these behaviours do not involve deliberate and repeated harm and a power imbalance. But such behaviours need to be addressed like other unacceptable behaviours.

- mutual arguments and disagreements (where power imbalance is not existed)
- not liking someone or a single acts of social rejection.
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

**Violence:** Intentional use of physical force or power, threatened or actual, against another person(s) or several different persons that results in psychological harm, injury or in some cases death are considered as violence. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

- ***Teasing, Fighting and Bullying***

Teasing may occur among two or more people who are usually friends push, chase, or joke in a playful manner (Brighi & Mujis, 2013; O'Moore, 2010). The expression of teasing shows those involved that they are a special part of their social group. Fighting may occur among two people who may or may not be friends show some type of negative, aggressive behaviour with the desire to inflict injury or discomfort. Teasing differs from bullying in the relationship between the people involved and the expression and atmosphere. Fighting differs from bullying in the repeated nature of the behaviour and the imbalance of power between those involved.

The differences between teasing, fighting, and bullying may be clear through *an example*:

Think that Anik and his friends are eating nut at the corner of school yard and gossiping. He is describing an incident he and his father faced on the way to school. An abnormal man told his father, “your son will be minister if you give me some money”. After describing such incident, Anik and his friends are laughing. His friends start calling him “Minister”. While they go back to home, his friends tell “See you tomorrow, Minister!” and this is a form of teasing. It is playful manner among the members of social group.

The next two days at school his friends are calling him Minister. He thought it would have blown over by now. He tells his friends at Tiffin period that he is feeling annoyed to hear “Minister” they are continuously calling him. He wants them to stop. While having meal at Tiffin period one of his friends calls him Minister again. He is fed up and throws his Tiffin box toward him. Then they exchanged harsh words and attacked physically each other. This form of behaviour is fighting. It is one kind of negative, aggressive behaviour with the intention to cause discomfort. For example, a couple of students who were sitting nearby the place where Anik described that incident start also calling him Minister at lunch and class period. They have more power than Anik because of physical, emotional, verbal, or social reason. They are calling him Minister to make him upset and get power over him. Such incident is bullying. It is verbal aggression, repeated, and there is an imbalance of power.

### **1.2.5. Activities & Materials**

#### **1.2.5.1. Group Activity: Discussion on the question, “what is bullying for you?”**

**Warm up activities for the group:** Introducing to each other of group members, like asking name and something about group members.

**Procedure:** *Discovering what the group members know: Thinking about the key factors defining a situation of bullying and the features mandatory to present for considering a case as bullying?*

It is important that all key features of bullying should be included in group discussion. The program provider needs to list all key features what the group members think about to define the bullying situation. Then a common definition of the phenomenon will be given by using these key features.

### 1.2.5.2. Group Activity: Is this bullying or NOT?

**Procedure:** A list will be prepared for each participant and they will be given 10 minutes to fill it in.

### 1.2.6. Persons Involved in Bullying: *Role of the students in bullying behaviour, characteristics of bully and victim, the role of bystanders*

#### 1.2.6. 1. What roles can students play in bullying behaviour?

Bullying is not only the simple relationship between perpetrator and victim, rather this relationship also incorporates the bystanders (Brighi & Mujis, 2013). These bystanders witness the bullying and they can play role for encouraging or discouraging bullying. Not all students play clear role absolutely as either the bully or the victim. In different circumstances, students may play different role. For example, a student may do the bullying in one context but she or she may be victimized in another context. Same student may act as a bystander who intervenes and act protect if the ring-leader is not around. The literature identifies the following different roles (Brighi & Mujis, 2013):

- **Ring Leader:** if a student directs bullying activity through his/her social power he/she acts as ring leader.
- **Associates:** some students can act as associates when they actively join in the bullying (sometimes they join as they are scared of the ring-leader).
- **Reinforcers:** if a student gives the bully positive feedback for doing bullying, he/she is reinforcer, such as giving comments, smiling or laughing to see the bullying incident.
- **Outsiders/Bystanders:** students who remain silent or watch and overlook the bullying behaviour for keeping themselves safe or out of fear of the bully are known as outsiders or bystanders.
- **Defenders:** if a student or group of students try to intervene to stop the bullying or make comfort for the victimized students they act as defenders.

#### 1.2.6.2. Who is the bully?

It is not essential issue that a bully student always will be physically dominant and has high self-esteem. The following characteristics were identified among the students who involved in bullying frequently (Murphy & Lewers, 2000; Brighi & Mujis, 2013):



- having good leadership skills
- not malicious in their intent
- thoughtless in their actions.

Other characteristics of bullies, for example they often have:

- high energy
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- more aggressive towards peers and adults
- impulsive,
- dominating,
- little empathy towards the victim

#### **1.2.6.3. Who is the victim?**

Some characteristics may be seen in case of victim as follows (Murphy & Lewers, 2000):

Lack of friends in the class, cautious, sensitive, quiet and nonaggressive, lack of self-confidence, smaller and physically weaker in case of boys, different characteristics: like physical problem and learning difficulties.

#### **1.2.6. 4. Bystander behaviour as crucial to intervene bullying**

*A bystander is a witness of a bullying incident. The bystander may be supportive if he/she intervenes to stop or diminish a specific bullying incident or help the victim recover from it. So it is a crucial issue to use bystanders' supportive behaviours to intervene.*

The story of animation cartoon titled “Meena: Who is afraid of the Bully” ([www.youtube.com/watch?v=z52c6oncnIU](http://www.youtube.com/watch?v=z52c6oncnIU)) will be described to the teachers. At the end of story telling, some pictures of different types of bullying (e.g. verbal, emotional) will be presented to them.

## SESSION 2

### **2.1. Causes of Bullying**

**2.1.1. The socio-ecological perspective:** Bullying phenomenon may be explained from the socio-ecological perspective. According to the socio-ecological perspective (Espelage and Swearer (2003), bullying is considered as ecological phenomenon which is occurred overtime as a result of the complex interplay between inter-and intra-individual variables. From this multilevel approach, Espelage and Swearer (2003) demonstrated that bullying is occurred and maintained through the interaction of individual characteristics with a variety of ecological contexts: peers, families, schools, and community factors. That means, the socio-ecological perspective suggests some possible factors contributing to originate and maintain bullying as follows - (a) *individual characteristics*(Espelage & Swearer, 2003; Murphy & Lewers, 2000; Nicolaide et al., 2002): (i) bullies' and victims' characteristics- age and gender, race/ethnicity, anger; (ii) victims' characteristics- depression, anxiety, vulnerability to being bullied and lack of peer support; (iii) bullies' characteristics- antibullying attitude, high level aggression, high level impulsivity, low level of empathy, low self-esteem, limited ability to work co-operatively with others (b) *peer level characteristics in the bullying dynamic*: homophily hypothesis (the within group similarity like, peer group pressure may be the reason to involve in bullying in middle school) , dominance theory (at the period of transition to middle school, students use bullying as a deliberate strategy to establish their dominance relationship in recently formed peer group), and attraction theory [young adolescents, due to the need for independence, feel more attraction to the peer group with the characteristics reflecting independence (e.g., delinquency, aggression, disobedience)]; (c) *familial characteristics* (Espelage & Swearer, 2003; Murphy & Lewers, 2000; Nicolaidis et al., 2002): (i) bullies' family characteristics- lack of familial cohesion, inadequate parental supervision, improper socialization (the process of training the child to respect and obey society's rule) from family, family violence, hostile discipline techniques (treating child dismissively or punitively), lack of warmth in parent-child relationship, poor modelling of problem-solving skills, high level of family conflict, parental drug use and incarceration, families' encouragement to follow toughness, competition and dominance as ways of relating to others, (ii) victims' family characteristics- over-protection by parents ; (d) *school factors* (Espelage & Swearer, 2003; Murphy & Lewers, 2000): school climate and teachers' attitudes (less confidence in teachers' abilities to deal with bullying and unwillingness to intervene the recognized bullying incidence), teachers' authoritarian

behaviours for classroom control, schools' attitude towards gentleness and compassion as the indicator of weakness and; (e) *community and cultural factors* (Espelage & Swearer, 2003; Murphy & Lewers, 2000): (i) community disorganization, low neighbourhood attachment, availability of drugs, the involvement of neighbourhood adults in crime, and lack of enforcement of antiviolenace laws. (ii) cultural factors such as, movies showing 'violence' as a solution of problems, video games allowing players to repeatedly defeat opponents.

### **2.1.2. Factors (e.g. gender and age) related to Different Form of Bullying**

#### **Age, Gender, and Bullying**

The frequency of different forms of bullying varies widely and is also affected by age and gender. Generally, the most common forms of bullying are verbal (e.g. name calling) (Brighi & Mujis, 2013). The least common form of bullying is physical which declines with age.

Indirect methods (e.g. exclusion) or relational (e.g. spreading rumours to influence relationships) are more common among girls compared to boys. 'Indirect aggression' is increased among girls, particularly at higher year levels.

In summary, school bullying is not simply related to individual pathology or poor social skills but rather is nestled in the context of social meanings regarding **gender** and **power**.

#### **2.1.3. Group Activity: What are the causes of bullying?**

Group discussion will be continued. All factors identified as causal factors will be listed in group discussion. Then these factors will be categorized under two perspectives: the socio-logical perspective and the biological perspective.

**Procedure:** A list of causal factors will be prepared for each participant and 10 minutes will be given to answer.

**2.2. Consequences of bullying behaviour:** *Consequences of school bullying on health (both physical and mental), academic performance, social and later (on adult stage) life, short-term and long-term effect*

#### **2.2.1. Consequences of bullying**

Bullying is a serious matter of concern to schools, parents, and public-policymakers alike as it has negative consequences on bullies, victim as well as bystanders merely observing this incident (Arseneault et al., 2010; Brighi & Mujis, 2013; Farrington et al., 2011; Fekkes et al.,

2004; Matthews & Matthews, 2011; O'Moore, 2010; Rigby, 2007; Rivers, Poteat, Noret, & Ashurst, 2009; Ttofi et al., 2011a). Childhood bullying is risk for creating problem of school life, health, wealth, social relationship, and risky or illegal behaviour in later life like young adulthood (Brighi & Mujis, 2013; Rigby, 2007).

Bullying victimization was associated with school avoidance, school absenteeism, physically hurt, feeling of demoralization, humiliation, loss of self-confidence, self-esteem, mental health problems including self-harm, violent behaviours, anger, sadness, depression (depression in later life) and different psychosomatic symptoms: headache, sleeping problems, abdominal pain, bedwetting and feeling tired; more suicidal thought or ideation and inspiring the victim to be bully (Arseneault et al., 2010; Farrington et al., 2011; Fekkes et al., 2004; Murphy & Lewers, 2000; Rigby, 2007; Ttofi et al., 2011a). Some sever forms of bullying may lead to suicide (Brighi & Mujis, 2013). Matthews and Matthews (2011) gave several examples of suicide cases due to victimization. Such as, Jeffrey Johnston (age 15) in Florida, USA; Chanelle Rae, (age 14) in Geelong, Australia; Marie Bentham (age 8) in Manchester, UK and; Akiko Uemura (age 12) in Honshu, Japan.

Bullying perpetrators have risk to involve in delinquency, anti-social and criminal behaviour in their later life (Farrington et al., 2011; O'Moore, 2010). They may also suffer from some psychological problems like depression, suicidal ideation (Murphy & Lewers, 2000; O'Moore, 2010). 60% of boys who were identified as bullies in age 6 to 9 had at least one criminal conviction by age 24; in some cases, 35-40% of bullies had three or more convictions (Murphy & Lewers, 2000).

The bystanders can't also avoid its demerits. They may feel sadness and anxiety considering themselves as next possible targets of bullying as well as have guilt feeling for not defending bullies (Rigby, 2007). So bullying interventions in childhood may reduce long-term health and social costs.

### **2.2.2. Group Activity 1: Story telling**

#### **2.2.2.1. Bullies leave boy in lifetime of pain**

**Source of the Story:** Adapted from Brighi & Mujis (2013)

**Story:** Raju is a university student who he is suffering from beck pain frequently. This pain is the effect of physical bullying. When he was 4<sup>th</sup> grade student he was physically attacked by some bullies in same grade. He was targeted for his some personal characteristics. He was not

aggressive like other boys with same age. He did not like to play football and ha-du-du (national play of Bangladesh). He was less energetic than other boys. He was very quiet and soft spoken. He liked to dance and performed in several school cultural programs. Before that severe physical attack, bullies were often irritating him telling different insulting talk like “are you a girl?” calling him “Rajosree (name of girl)” instead of Raju. Such verbal bullying made him sad and brought tears in his eyes every day after school hour. He cried silently every night when he went to sleep. He did not want to go to school for avoiding such sad incidents. Parents gave him right support and help him to fight back this situation. One day he was passing through the school gate with his friend Litton after school hour. Suddenly, bullies pulled his school bag. Raju tried to keep his bag. But bullies started to slap on his face and pushed him. They also kicked him on backside when he fell down. Raju was senseless and bullies went away. Then he was brought to the hospital. His friend, Litton was stunned to see suddenly unexpected incident. He can’t protest them as he was afraid to be attacked further. Litton suffered from guilt feeling for doing nothing to protect Raju. After taking treatment, Raju came back to home. But, his back pain was not completely resolved. Doctor told him that it is not completely recoverable and he needs to take pain killer when he will feel pain. After this attack, Raju can’t sleep and he was depressed for several days. His confidence level was declined. Once he attempted to suicide for severe back pain and feeling of isolation. Raju was scared to go to school. After informing the school authority, school Head Teachers scold the bullies verbally and warn them to expel from school or to give transfer certificate (TC). But situation became worsen. Bullies started to bully him again through another group of students. Then Raju’s parents switched him to another school. After switching to another school, he was, still, suffering from psychological problem. He made him isolated from his peer group. His self-esteem decreased. His academic achievement was not satisfactory.

#### **2.2.2.2. Questions:**

*Which were the most relevant effects, according to you, of Raju’s experience? Give some examples and explain why.*

*Are you aware of any other short term and long term consequences of bullying?*

*Think and explain*

**2. 3. The way to detect bullying:** Signs to notice in the bully, victim, and parents' reports, report from bystanders, places of bullying occur

**2. 3.1. How to detect bullying (Brighi & Mujis, 2013; Murphy & Lewers, 2000)**

**Signs may be noticed in the bully:**

- becomes aggressive and unreasonable
- starts getting into fights
- refuses to talk about what is wrong
- school grades begin to fall.

**The warning signs may be noticed in the victim:**

- **Physical Indicators-** torn clothing; bruises, black eye, scratches, bite marks aches and pains; missing possessions (pencils, toys, books, money, etc.); damaged possessions; bedwetting; loss of appetite; sudden onset of 'comfort eating', chocolate binges, etc.; insomnia; strange ailments (rashes, migraines etc.)
- **Social/psychological Indicators-** anxiety; weeping for no reason; being withdrawn and silent; sudden inexplicable mood swings; outbursts of anger for no apparent reason; reluctance to go to school (may be distinguished as 'I'm sick'); not wanting to walk to school with other children; marked deterioration in school work; being desperately unhappy at the end of the weekend; having no friends, and/or never being invited to other children's homes; changed relationships with sibling (brothers and sisters); staying close to adults when other children are around.
- **Reported Evidence such as** – I was punched, kicked, pushed, etc.; someone was teasing me.; they never let me play with me.; they're being mean to me.

**2.3.2 Group Activity: Where bullying may take place (Brighi & Mujis, 2013)**

**Where is bullying happening in your school?**

The program provider will prepare a copy of the handout for each participant. The participants will be given 10 minutes to fill it in. Then they will be involved in an open discussion to trace the most common places where bullying may take place. As bullying occurs in absence of teachers, they may not be aware of all possible bullying-places. So, this issue needs to be under consideration of the program provider.

### **SESSION 3**

*Dealing with bullying in the classroom, defensive comments replaced by open form of communication, peer support strategies,*

#### **3.1. Group discussion on dealing with bullying in “the classroom”**

##### **3.1.1. The aim(s) of the group discussion on the classroom:**

- a) To understand the nature and type of bullying that occurs in the classroom.
- b) To identify various strategies for the classroom teacher to reduce bullying.
- c) To list various curriculum resources that could be used to address the issue of bullying.

##### **3.1.2. Discussion Points:**

- a) Consider the various forms of bullying that occur e.g. verbal, physical, psychological, cyber and how the classroom could be made safer from these forms of bullying
- b) Given that students often report feeling unsafe from bullying what strategies are available to the teacher to use (particularly when they are out of the room)?
- c) Consider as broadly as possible the various curriculum resources available which could be used for giving moral lesson to reduce bullying e.g. poems, books, films etc.

**3.1.3. Activity:** the program provider will make a list of strategies for preventing and intervening bullying after the group discussion. Then each participant will be asked to rate whether each of these strategies feasible in their school context.

**3.2. Constructive Communication Skill:** *Reviewing defensive comments to parents and practicing open form of communication*

##### **3.2.1. Activities & Materials**

###### **3.2.1.1. Group Activity: Story-telling**

###### **Mugged at school by bullies**

**Source of the story:** Based on the case observed at the time of collecting data for Study1

**Story:** Roni and Abed are in grade 3. Roni is in same grade for two years because he can't pass in the examination last year. Abed is younger than Roni considering their age. Abed is cool-minded and introvert in nature. Roni frequently dominate Abed and gave command for doing different things at the off-period, such as “fill the bottle with water”, “call me (Roni) boss”. Such insulting command made Abed sad. If he tried to deny these command, Roni physically tortured him. Abed informed his parents. Then Abed's parents gave complain to

Roni's parents for rectifying their son. But Roni's parents so much biased that they disputed with Abed's parents and claimed that Abed also had equal fault. Then situation became worsen. Roni attacked Abed physically in a group of 2/3 friends from upper grade (grade 4) at playground. Thus attack was continued for three days. Abed was very scared to go to school. Then his parents came to meet with the school Head Teacher and gave complaint describing the incidents. At the time of describing bullying incidents, Abed and his mother were weeping. The Head Teacher told Abed's parents why Abed can't go for counter attack. He can't tackle the situation. You (parents) need to give lesson your child to cope with such situation. If I (Head Teacher) could give both of them corporal punishment with a stick, everything will be cool (solved/bound to maintain school discipline). I need to listen from both side (Roni and Abed) first. Then I will take action and give any of them transfer certificate (TC), who has fault.

**3.2.1.2. Work on the case study:** after reading out the case study, the program provider will highlight some points –places and types of bullying Abed was faced, the reaction of the family, the defensive comments the school Head Teacher gave, action the school Head Teacher was willing to take, the suggestions about open form of communication supportive for parents.

### **3.2.2. Group Activity:**

#### **3.2.2.1. The wall of defence (Brighi & Mujis, 2013)**

This group activity will involve the participants in a collaborative work. Through this work, the participants will be aware about their any defensive comment which may make parents disappointed to share with school authority about bullying. The *purpose* of the group activity is to review defensive comments and practice more open form of communication. The open form of communication will give teachers insight to address parents' concerns about bullying in positive and supportive manner. Thus, teachers may be able to break down any barriers to constructive communication by replacing brainstorming less defensive and more supportive responses.

**3.2.2.2. Key message:** It is essential to develop the skill of open communication so that teachers can respond supportively rather than defensively to parents or careers who are concern about the possibility of their child's victimization.

**3.2.2.3. Duration:** the duration for the discussion session will be for 30 minutes.



**3.2.2.4. Procedure and Activity Steps:** All of the participants will involve in discussion. A handout titled 'Wall of defence' presentation will guide this discussion. The program provider needs to be cautious so that teachers do not feel about their incompetence to solve bullying problem. The steps given below will be followed:

- a) Before the discussion with teacher, the program provider will prepare a handout. This handout will be a blank A4 sheet of paper with six cells;
- b) Each teachers will be delivered one copy of this handout;
- c) The focus of the discussion with teacher will be on how easy it is to defend the school's anti-bullying practices and deter or deflect a parent's concerns about the possibility that their child is being bullied. The first comment of the 'Wall of defence' presentation will be shown as a sample which reveals a typical defensive response.

**3.2.2.5. In the six-cell matrix, each teacher will be asked to write six other typical defensive comments they might make under these circumstances (one comment per cell in the handout).**

- a) Teacher will be shown the 'Wall of defence' presentation, one comment (or defensive brick) at a time. Teacher will be asked to cross out any similar comments they had written in their matrix.
- b) Teacher also will be shown all 12 comments of the 'Wall of defence' presentation, repeating this process.
- c) Teacher will be asked to share any defensive comments they had written down that were not shown in the presentation.
- d) This review will be followed up with a discussion.
- e) What are the steps the school authority can take if teacher members inadvertently set up a wall of defence?
- f) What are some examples of supportive and concerned comments that could be made to a parent to break down barriers and open up communication?
- g) Is it possible to use such supportive and concerned comments in the school context?

**3.2.2.6. Teacher will be asked to choose several positive responses and they will be encouraged to use such responses in future interactions with parents. They will also be asked to keep record if they use such supportive comment.**

For reference, teacher may be provided with access to the 'Wall of defence' presentation.

**3.3. Peer Support Strategies (O'Moore, 2010)**

The following stories will be described to the teachers under the peer support strategies of “befriending/buddying” and “school watch”. They will be asked some questions to achieve the following aims:

- (a) To know whether it is possible to introduce such strategies in their school context.
- (b) To know additional strategies they may suggest to follow for more effective solution.

**3.3.1. Befriending/Buddying (from age seven)**

**Source of the story:** Prepared by the researcher

**Story:** Dolly is a newcomer in grade 2. She is alone in the playground for his shyness and socially reticent. She is at risk to be victimized for such characteristics. There is a supporting group of students in grade 2 selected by class teacher.

**Group discussion on the questions:** (i) *“How can this group support Dolly?”* (ii) *“Can you run such supporting group in your school?”*

**3.3.2. School Watch (from age nine)**

**Source of the story:** Prepared by the researcher

**Story:** Mr Rahman is a Head Teacher of a primary school. He organized a management committee. 6 students of management committee are selected from grade 4 (1 girl 2 boys) and 5 (1 girl and 2 boys). The aim of this management committee is to improve school environment by keeping watch on bullying incidents in school. This committee implements some activities with the support of some staff members assigned by the Head Teacher, such as a ‘bully box’ to report bullying incidents, organizing playground rounds, promoting friendship. Such activities decline bullying incidents in school, make students happier, more socially aware and responsible.

**Group discussion on the questions:**

(i) *“How much is it possible to run a committee like Mr Rahman’s school?”*

(ii) *“Do you think there is something else to add to their activities for better result?”*

## **SESSION 4**

*Strategies following restorative and mediation approaches*

### **4.1. Restorative and Mediation approaches**

Three intervention strategies under restorative approach and one strategy of mediation approach will be presented to primary school teacher through different stories below. The aims of introducing these strategies are:

- (i) To give a direction about the possible step they could follow to reduce bullying.
- (ii) To know whether it is possible to introduce these strategies in their school context.
- (iii) To find out additional step they may suggest.

#### **4.1.1. The No Blame Approach (O'Moore, 2010 & Rigby, 2010)**

**Source the story:** Described by a teacher in Study 1

**Story:** Nila is a student in grade 4. Bethi is also in same grade. She often call Nila “Kali (girl whose body skin is black)” in off period or at playground. This verbal bullying makes Nila sad and other classmates also noticed this incident. One day Nila reported to her class teacher about this matter. Her eyes were filled with tears when she described the bullying incident. Class teacher tried to solve this problem following some steps given below:

(i) Interview the victim

Class teacher talked to Nila to realize her feeling after facing the bullying incident. She/he also asked name of bully and other students who were bystanders. Class teacher gave her assurance that his/her step will be non-punitive but it will save Nila from further possible victimization.

(ii) Convene a meeting with the people involved

Class teacher arranged a meeting with some students who were bystander and did not initiate the bullying. He/she made a group with 7 students (number of six to eight students is good for working well).

(iii) Explain the position

Class teacher described to the group about the way how the victim is feeling. He/she stated a line of a poem “don't address a blind as blind, he/she will be sad” to make the group realize about victim's distressed. Teacher just tried to emphasize on victim's feeling without attributing any blame to the group.

(iv) Share Responsibility

Teacher did not attribute blame. But teacher he/she told that the group has responsibility and can do something to solve this problem.

(v) Ask the group for their ideas

Teacher encouraged each student of the group to propose the way for helping and making happier the victim. One student told that he will make Bethi understand how her verbal bullying (saying “kali”) made Nila distressed. Another student told that she might make Bethi understand “the creator created every person, He gave someone black skin and someone white skin, so the bully (Bethi) is neglecting the creation of the creator through such verbal bullying”. Teacher gave them some positive response, such as telling, “your idea will be helpful/ nice”.

(vi) Leave it up to them

Teacher terminated the meeting distributing the responsibility to the group for solving this problem. He/she arranged a further meeting with the group for monitoring the student’s progress.

(vii) Meet them again

10 days later, teacher met with each student individually, including the victim. The purpose of this meeting was to review the progress – whether the incident decreased, how much better the victim is feeling, how the students tried to resolve this problem. Nila expressed her present feeling to teacher, “I am very happy to see that other students are helping me, Bethi realized about her misconduct and she did not tell her ‘Kali’ again”.

**Group Discussion:** (i) “Is it possible to follow this procedure to solve bullying in your school?”; (ii) “Do you think that bullying incidents will decrease following such non punitive or no blaming procedure? If not, why? and suggest any additional strategy if you have ”

#### 4.1.2. The Common Concerned Method (O’Moore, 2010 & Rigby, 2010)

**Source of the story:** Written by the researcher

**Story:** Shara wears glasses for problem to see the objects far away. A group of bully boys (4 students) often called her “Four-eyes” when she was passing through school yard or at playground. Rajon was the ring leader who inspired other three students (Papon, Rinku and Tutul) of this group to do bully Shara. This verbal bullying made Shara sad. This incident was continued for almost one month. Then she reported to the Head Teacher. Head Teacher solved

this problem according to the following steps and he/she followed these steps for speaking with each perpetrator individually. First he/she spoke with the Ring leader, Rajon:

*Step 1: No Blame start:*

Teacher said, “I came to know that you have been bullying Shara”.

*Step 2: Request Information:*

Teacher said, “Tell me why and how Shara is facing this bullying problem”.

*Step 3: Seek Solution:*

Teacher said, “as Shara is your classmate, you need to maintain a good relation with her. What can you do to improve the situation? What do you suggest as action for solution? How can you achieve at least a respectful relationship with her?”

*Step 4: Agree and arrange a follow-up meeting:*

Teacher said, “do you think it is an unacceptable behaviour and makes Shara distressed? If you think so, you can apology to her”.

Rajon said, “yes, I can realize. I should not insult any one for his/her physical problem. I will apology to her.”

Teacher: we can fix a time for the next meeting where I can see any positive change in your behaviour if you do.

*Step 5: Review Meeting:*

Teacher: Rajon, let me know what you did to make progress for respectful relationship with Shara.

Rajon: I shared with other students in the group about our unacceptable behaviour to Shara and action to solve this problem. They also agreed with me and decided to apology. Then all of us did not tell her ‘Four-eyes’ again. Thus several meetings were arranged at regular intervals for to meet with each perpetrators individually.

*[This procedure was followed for talking to each student of the group: Rajon, Papon, Rinku and Tutul.]*

After few weeks, when head teacher observed some positive behaviours like, no retaliation to the victim for reporting bullying, no repetition of the incident, telling ‘hi’ with Shara, he/she arranged a group meeting. At the group meeting, all perpetrators, seated in a circle, discussed about Shara and gave positive comment about her: she is very cooperative, soft-spoken, no

retaliation we faced from her, it was our mistake to call her “Four-eyes”. After these comments, teacher called Shara and let her sit beside him/her. Then all perpetrators told Shara, “We can understand about our misbehaviour, sorry for that, all of us are friend, if any cooperation you need please let us know.

**Group Discussion:** (i) “*Is it possible to follow this procedure in your school?*”; (ii) “*What is your suggestion for teacher to deal with bullying through such procedure more effectively?*”

#### **4.1.3. Restorative Conferencing (O’Moore, 2010 & Rigby, 2010)**

**Source of the story:** Adapted from O’Moore (2010)

##### *(a) The Incident*

Adnan and Ali are in grade 5. Adnan came from rich family, he is always well dressed and, he come to and go back to home by father’s car. He enjoys utterly despising, neglecting those who can’t maintain the standard like him. Ali came from poor family but he always stood first place in annual exam. On the other hand, Adnan is academically weakest student in the class. Adnan always insult Ali telling different words like, Biddasagor (name of a scholar in India subcontinent), uncultured, backdated like these. Adnan was continuing such verbal bullying to Ali for almost one month. One day, after serial insulting words, Adnan called Ali “son of servant”. Ali can’t stand this insulting word any longer and he answered back to Adnan that his father may have lots of money and it will not help him in any way; Adnan is a stupid student and he can’t be a good student. After such comment, Adnan hurt Ali physically. Ali’s leg was broken for such attack.

##### *(b) The process of Restorative Conferencing*

Class teacher arranged a family group conference where the following people took part: Adnan and his father, Ali and his mother, their class teacher, a friend of each of the students in conflict. Ali and his family are very distressed by the incidence, Ali’s self-esteem is deeply hurt, he and his family are worried as it is difficult for him to come to school with injured leg for attaining school exam to be held in next week.

The class teacher is also worried that the class is polarised and two groups are differentiated for taking part of each of Ali and Adnan. Any time two groups may involve into new form of aggression.

*(c) The Outcome*

After discussion among people attending conference, the following plan of action is decided:

- (i) Both of the expressed regret for the incident they were involved in, apologies for the insulting words they have exchanged and promising not for involving in similar behaviour in future.
- (ii) Adnan's father took responsibility to give Ali drop for going to and coming back to home.
- (iii) In his free time, Ali will help Adnan for improvement in his study.
- (iv) The class teacher reviewed the progress in settling their differences through discussion of the incident in class. In this discussion, both of them declared that they have settled their problem and they will not involve in similar incidence in the future.

**Group Discussion:** *(i) Do you think class teacher gave effective solution?; (ii) Is it possible to implement this procedure in your school? and; (iii) what step would you like to take for more effective solution?*

**4.1.4. Mediation (O'Moore, 2010)**

**Source of the story:** Written by the researcher

**Story:** Joni and Rasel are in grade 3. Joni is newcomer in this school. He got admission in this school one month before. Joni is quiet, soft spoken and introvert in nature. On the other hand, Rasel is energetic, fickle-minded and he likes to lead in playground. Rasel kicked on Joni's leg suddenly when he was at play ground on first day in this school. Joni got pain in his leg and he can't walk normally for one week. Then every school day, Rasel excluded Joni from peer group at play time. He did not let Joni play in his group as a newcomer. Joni was emotionally distressed and feeling isolated for this reason. After facing such problem for one month, Joni reported to his class teacher. Class teacher solved this problem following mediation approach where he/she played role as a mediator. The process for solving this problem given below:

*Step 1:* Getting agreement with each that bullied is unhappy:

Class teacher called both of them in quiet room for chatting individually with each of them. He started to chat first with Rasel (the bully). At that time Joni was allowed to listen to Rasel's talk without any interruption (the rule of mediation). Teacher asked Rasel, What was happened? Rasel told, "we usually paly with my friends, Joni came to this school just one month before, we do not let Joni participate our group because I am not free with him like

other.” Then teacher asked Joni to describe or repeat the incident happened. Joni said, “when I came to this school first day some students of their group were playing with me. But, after three/four days they started to exclude me from their play group, Rasel told them, Joni is not our friend, he is a newcomer.

After listening from parties, teacher said that every student want to enjoy play time in school. But Joni can't play with peer group of his class, “Can you express your feelings about the incident?” Rasel expressed first his feelings without any interruption. He told, “I am not free with Joni like other students in my peer group, I think that Joni can't make friendship and play properly. He can't share play materials with us. Joni also expressed his feelings. He told, “as I am newcomer, they did not play with me, I can't enjoy my school, I can't share and seeking any help if I face any problem regarding academic matter, such situation makes me very sad and feeling of isolation.” Teacher said, “both of you are in same grade and friend and it is expected that all of you play together. It is normal to feel distressed if any one excluded from peer group. Everybody, as friend, needs to give company each other and enjoy together. It does not matter who is newcomer.”

*Step 2: Choosing the best solution:*

Teacher said, “as this incident makes Joni unhappy, we can choose the best solution from the following:

- Rasel may take initiative to declare that Joni is a friend and inspire others to play with Joni.
- Students in their class may be divided in different groups. Then Rasel may play in a group and Joni may play in different group.

Rasel agreed to take responsibility for establishing good relationship of Joni with peer group.

Teacher said, “we can sign an agreement for establishing good relationship.

*Step 3:* Teacher was observing their behaviour for a week. He/she can see that Joni played with Rasel at playground and they have food from canteen together. After observing such positive behaviour, teacher met both of them. He/she ask information whether bullying is ceased and another student is targeted for bullying.

**Group Discussion:** (i) “Do you thing teacher solved this problem properly? If so, why? If not, why not?”; (ii) “What could he/she have done differently? Why?” (iii) “What would you have done if you were in the same situation of the teacher?”



**APPENDIX 6.3**  
**ETHICS APPROVAL FOR STUDY 2**

# FINAL APPROVAL NOTICE

|                       |   |                              |                        |
|-----------------------|---|------------------------------|------------------------|
| Project No.:          | <b>6758</b>   |                              |                        |
| Project Title:        | Changes in teachers' knowledge, attitudes, intentions and behaviours following a bullying awareness program in primary schools in Dhaka, Bangladesh |                              |                        |
| Principal Researcher: | Ms Most. Aeysha Sultana   |                              |                        |
| Email:                | <a href="mailto:sult0016@flinders.edu.au">sult0016@flinders.edu.au</a>  |                              |                        |
| Approval Date:        | 30 January 2015   | Ethics Approval Expiry Date: | <b>30 January 2019</b> |

The above proposed project has been **approved** on the basis of the information contained in the application, its attachments and the information subsequently provided.

## RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

### 1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.
- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

*This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 'INSERT PROJECT No. here following approval'). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).*

### 2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the [National Statement on Ethical Conduct in Human Research \(March 2007\)](#) an annual progress report must be submitted each year on the **30 January** (approval anniversary date) for the duration of the ethics approval using the annual / final report pro forma available from [Annual / Final Reports](#) SBREC web page. *Please retain this notice for reference when completing annual progress or final reports.*

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please submit either (1) a final report; or (2) an extension of time request and an annual report.

### Student Projects

The SBREC recommends that current ethics approval is maintained until a student's thesis has been submitted, reviewed and approved. This is to protect the student in the event that reviewers recommend some changes that may include the collection of additional participant data.

Your first report is due on **30 January 2016** or on completion of the project, whichever is the earliest.

### **3. Modifications to Project**

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such matters include:

- proposed changes to the research protocol;
- proposed changes to participant recruitment methods;
- amendments to participant documentation and/or research tools;
- change of project title;
- extension of ethics approval expiry date; and
- changes to the research team (addition, removals, supervisor changes).

To notify the Committee of any proposed modifications to the project please submit a [Modification Request Form](#) to the [Executive Officer](#). Download the form from the website every time a new modification request is submitted to ensure that the most recent form is used. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

### Change of Contact Details

Please ensure that you notify the Committee if either your mailing or email address changes to ensure that correspondence relating to this project can be sent to you. A modification request is not required to change your contact details.

### **4. Adverse Events and/or Complaints**

Researchers should advise the Executive Officer of the Ethics Committee on 08 8201-3116 or [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au) immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that affects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Kind regards

---

[Mrs Andrea Fiegert and Ms Rae Tyler](#)

Ethics Officers and Executive Officer, Social and Behavioural Research Ethics Committee

Andrea - Telephone: +61 8 8201-3116 | Monday, Tuesday, Wednesday

Rae – Telephone: +61 8 8201-7938 | ½ day Wednesday, Thursday and Friday

Email: [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)

Web: [Social and Behavioural Research Ethics Committee \(SBREC\)](#)

**APPENDIX 6.4**  
**LETTERS OF INTRODUCTION AND APPROVAL LETTERS FOR STUDY 2**

6.4a Letter of Introduction:

Director General of the Directorate of Primary Education

6.4b Approval Letter:

Director General of the Directorate of Primary Education



**Professor Paul Ward**  
Head, Discipline of Public Health  
Associate Dean (Research), Faculty of  
Medicine, Nursing and Health Sciences  
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## **APPENDIX 6.4a**

### **LETTER OF INTRODUCTION**

#### **TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR**

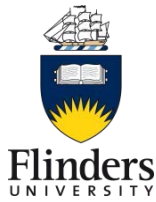
The Director General  
The Directorate of Primary Education, Bangladesh  
Mirpur-2, Dhaka-1216, Bangladesh

***Re:** Approval to conduct research among teachers in Govt. primary schools in Dhaka*

Dear Sir/Madam,

I would like to introduce Most. Aeysha Sultana, a PhD candidate in the School of Health Sciences at Flinders University, Adelaide, Australia. She is undertaking research entitled Teachers' Attitudes Toward Primary School Students' Behaviour. I write to request your approval for her to approach Head Teachers of govt. primary schools in Dhaka city, under the District Primary Education Office (DPEO), Dhaka, to allow her to approach their teachers to participate in her research.

The research design requires participating schools to be randomised into either the intervention group or the control group. Participation in the intervention group requires teachers to attend four group sessions, each lasting for two hours, over a period of four weeks. These sessions may be within school hours or after school hours depending on the consent of each Head Teacher and his/her teachers. In addition, they will be asked to complete a questionnaire regarding students' behaviour three times (before and after the discussion sessions, and three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. A maximum amount of BDT 2800 will be payed to each teacher in the intervention group, as reimbursement. Participation in the control group requires only the



completion of the three questionnaires. These teachers will be reimbursed to a maximum of BDT 1400.

She would be grateful if you give the consent for her to conduct her research. Following this consent she will contact the Head Teachers of the schools that have been randomly selected for participation to seek their further consent for her to conduct her study with their teachers.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email ([human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Be assured that any information provided by teachers will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any specific enquiries you may have concerning this project can be directed to me at [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au) , or directly to Aeysha ([sult0016@flinders.edu.au](mailto:sult0016@flinders.edu.au))

Thank you for your attention and assistance.

Professor Paul Ward

*Head, Discipline of Public Health, School of Health Sciences,  
Flinders University  
Australia*

## APPENDIX 6.4b

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
প্রাথমিক শিক্ষা অধিদপ্তর  
পরিবীক্ষণ ও মূল্যায়ন বিভাগ  
সেকশন ২, মিরপুর, ঢাকা ১২১৬

স্মারক নং-প্রাশিঅ/পওমু/NAC-০১/২০১০/৫৩৬

তারিখ: ২০ ফাল্গুন ১৪২১ বঙ্গাব্দ  
০৪ মার্চ ২০১৫ খ্রি:

বিষয় : “প্রাথমিক স্কুল শিক্ষার্থীদের আচরণের প্রতি শিক্ষকগণের মনোভাব” বিষয়ক গবেষণা পরিচালনা।

সূত্র: Professor Paul Ward, Head, Discipline of Public Health, Flinders University, Australia হতে  
১০/২/২০১৫ তারিখের পত্র।

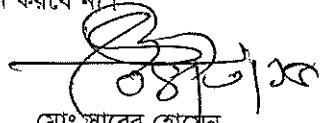
উপর্যুক্ত বিষয় ও সূত্রোক্ত পত্রে বর্ণিত মোছাঃ আয়েশা সুলতানা Flinders University-এর School of Health Sciences-এর PhD Candidate হিসেবে গবেষণা পরিচালনা করছেন। তিনি জেলা প্রাথমিক শিক্ষা অফিস, ঢাকা এর অধীনে ঢাকা শহরের প্রাথমিক বিদ্যালয়ে উল্লিখিত বিষয় সংশ্লিষ্ট গবেষণা কার্যক্রম পরিচালনা করবেন।

তার আবেদনে উল্লিখিত নকসা অনুযায়ী নিম্নোক্ত শর্তে কার্যক্রম সম্পাদনের অনুমতি প্রদান করা হলো এবং গবেষণায় প্রয়োজনীয় সহযোগীতাসহ বিদ্যালয়ের প্রধান শিক্ষকের ফোন নম্বর ও তালিকা প্রদানের জন্য অনুরোধ করা হলো।

শর্তসমূহ:

- ১) আবেদনে উল্লিখিত নকসা বহির্ভূত কার্যক্রম পরিচালনা করা যাবে না।
- ২) বিদ্যালয়ের শিখন কার্যক্রম, পাঠ দান ইত্যাদি বিঘ্ন হয় এমন কিছু করা যাবে না।
- ৩) সংগৃহীত তথ্য-উপাত্ত গবেষণা কর্ম ব্যতীত অন্য কাজে ব্যবহার করা যাবে না।
- ৪) গবেষণা বিষয়ে আর্থিক কোন সংশ্লেষ থাকলে তা সরকারি আর্থিক বিধি বিধান অনুসরণপূর্বক ব্যয় করতে হবে।
- ৫) এতদ্বিষয়ে কোন ব্যত্যয় ঘটলে তার দায়ভার প্রাথমিক শিক্ষা অধিদপ্তর বহন করবে না।

সংযুক্তি: আবেদন।

  
মোঃ সাবের হোসেন  
পরিচালক (পরিঃ ও মূল্যাঃ)  
ফোন: ৯০১৬৩৩৬

জেলা প্রাথমিক শিক্ষা কর্মকর্তা  
ঢাকা

অবগতি ও প্রয়োজনীয় কার্যার্থে :

১. উপপরিচালক, প্রাথমিক শিক্ষা, ঢাকা
২. মহাপরিচালক মহোদয়ের ব্যক্তিগত সহকারী- মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য।
৩. অতিঃ মহাপরিচালক মহোদয়ের ব্যক্তিগত সহকারী- মহাপরিচালক মহোদয়ের সদয় অবগতির জন্য।
৪. জনাব আয়েশা সুলতানা, PhD Candidate, School of Health Sciences, Flinders University
৫. সংরক্ষণ নথি।

**APPENDIX 6.5**  
**QUESTIONNAIRES USED IN STUDY 2**

- 6.5a Pre-test Questionnaire
- 6.5b Post-test Questionnaire
- 6.5c Follow-up Questionnaire (Intervention)
- 6.5d Follow-up Questionnaire (Contol)



APPENDIX 6.5a: PRE-TEST QUESTIONNAIRE



THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

SCHOOL OF HEALTH SCIENCES

TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS'  
BEHAVIOUR

FIRST DATA COLLECTION

Study ID

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**SECTION 1**

BEFORE COMMENCING THE SURVEY, PLEASE PROVIDE SOME DETAILS ABOUT YOURSELF AND YOUR POSITION.

1. Are you:     Male    or     Female

2. How old are you? \_\_\_\_\_ years

4. What is your educational qualification?

SSC

HSC

Graduate

Postgraduate

5. Do you have any special education or training, such as BED, MED, etc.?

\_\_\_\_\_

6. What is your teaching position?

Headmaster

Assistant teacher

7. For how long have you been teaching? \_\_\_\_\_ years

8. And how long have you been teaching at this school? \_\_\_\_\_ years

9. In the space below, please describe your definition of bullying in a few sentences:

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## SECTION 2

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 1. Bullying is a behaviour which is an attack or intentionally causes harm.  | [ ]   | [ ]    | [ ]      |
| 2. Bullying is a behaviour which is done repeatedly in a physical or psychological way.  | [ ]   | [ ]    | [ ]      |
| 3. Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.   | [ ]   | [ ]    | [ ]      |
| 4. Some behaviours like hitting, poking, tripping or pushing through which someone's belongings repeatedly are damaged and; exerting physical dominance onto the victim. | [ ]   | [ ]    | [ ]      |
| 5. Bullying is humiliating someone through spreading rumours and playing a nasty joke.   | [ ]   | [ ]    | [ ]      |
| 6. Bullying is posting threatening messages through ICT (Information and communications technology) like, telephone network and computer network.                        | [ ]   | [ ]    | [ ]      |
| 7. An argument between two people is one kind of bullying.   | [ ]   | [ ]    | [ ]      |
| 8. Bullying is making other students dislike someone .   | [ ]   | [ ]    | [ ]      |
| 9. Bullying is when both are hitting each other or disputing and both are upset for that.  | [ ]   | [ ]    | [ ]      |

Please continue ...

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 10. Making psychological harm, injury or in some cases death through the intentional use of physical force or power is bullying which can be a single incident, a random act or can occur over time. | [ ]   | [ ]    | [ ]      |
| 11. Bullying is not pushing, chasing, or joking in a playful manner.   | [ ]   | [ ]    | [ ]      |
| 12. A bully is always physically dominant.   | [ ]   | [ ]    | [ ]      |
| 13. A bully is thoughtless in their actions.   | [ ]   | [ ]    | [ ]      |
| 14. A bully has good leadership skill.   | [ ]   | [ ]    | [ ]      |
| 15. Bystander(s) always reinforces the bully.  | [ ]   | [ ]    | [ ]      |
| 16. Bullies are physically and emotionally abused in their family.   | [ ]   | [ ]    | [ ]      |
| 17. Victims are over protected by their parents.   | [ ]   | [ ]    | [ ]      |
| 18. Physical bullying declines with age.   | [ ]   | [ ]    | [ ]      |
| 19. Exclusion and spreading rumour are more common among girls.  | [ ]   | [ ]    | [ ]      |
| 20. The incident should be considered as bullying if a student faces it at least once a week.  | [ ]   | [ ]    | [ ]      |

Please continue ...

### SECTION 3

FOR EACH STATEMENT BELOW, PLEASE INDICATE (✓) YOUR LEVEL OF AGREEMENT.

|   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. School bullying in this country is generally a very important issue.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 2. Bullying others enhances a pupil's self-esteem.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 3. Bullying is a natural part of growing up.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 4. It makes me angry when pupils are bullied.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 5. Pupils who are bullied should deal with it themselves.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 6. Victims of bullying usually deserve all they get.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 7. It is disgraceful for a school if the media report the existence of bullying in that school.                             | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 8. It is disgraceful for a local education authority if the media report the existence of bullying in one of their schools. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 9. It's a good thing to help pupils who can't defend themselves.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 10. Bullying is not harmful behaviour.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 11. It's OK to call some pupils nasty names.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |

Please continue ...

## SECTION 4

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES  
WHETHER YOU WOULD BE LIKELY TO TAKE ACTION.

- |   | Definitely<br>no | No  | Neither | Yes | Definitely<br>yes |
|---|------------------|-----|---------|-----|-------------------|
| 1. I will deal with bullying problem competently.   | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 2. I will take step against bullying if I see any student being bullied.  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 3. I am willing to get admission if the authority arranges a teachers-training (optional, not mandatory) program on bullying. | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 4. I am eager to work with school authority for preventing and intervening bullying in school.                                | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 5. It would be good step if the school authority develops a whole school policy on bullying.                                  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |

6. How important do you believe it is for a central policy on school bullying to be provided from the Directorate of Primary Education? Please circle the appropriate number.

|                                 |   |   |   |   |   |                                |
|---------------------------------|---|---|---|---|---|--------------------------------|
| 1                               | 2 | 3 | 4 | 5 | 6 | 7                              |
| <b>Not at all<br/>important</b> |   |   |   |   |   | <b>Extremely<br/>important</b> |

Please continue ...

**SECTION 5**

PLEASE INDICATE BELOW (✓) ANY ANTIBULLYING ACTIONS THAT YOU HAVE CONDUCTED IN THE PAST THREE MONTHS.

|  | Yes | Unsure | No  |
|--|-----|--------|-----|
| 1. Giving lesson on bullying in class for making awareness among students.     | [ ] | [ ]    | [ ] |
| 2. Inspiring the students in class to report about bullying to the teacher     | [ ] | [ ]    | [ ] |
| 3. Talking with bullies without blaming them.                                  | [ ] | [ ]    | [ ] |
| 4. Making bullies understand to stop bullying.                                 | [ ] | [ ]    | [ ] |
| 5. Talking with victims without attributing the cause of the bullying to them. | [ ] | [ ]    | [ ] |
| 6. Supporting a victim.  | [ ] | [ ]    | [ ] |
| 7. Discussing with bystanders about their responsibility.                      | [ ] | [ ]    | [ ] |
| 8. Asking bystanders to take more active role to support victims.              | [ ] | [ ]    | [ ] |
| 9. Working with parents of victims.  | [ ] | [ ]    | [ ] |
| 10. Working with parents of bullies.   | [ ] | [ ]    | [ ] |
| 11. Other actions (please describe below):                                     |     |        |     |
|  |     |        |     |
|  |     |        |     |
|  |     |        |     |

**THANK YOU FOR YOUR TIME AND EFFORT.**

**YOUR PARTICIPATION IN THIS RESEARCH IS MOST APPRECIATED.**

APPENDIX 6.5b: POST-TEST QUESTIONNAIRE



THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

SCHOOL OF HEALTH SCIENCES

TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS'  
BEHAVIOUR

SECOND DATA COLLECTION

Study ID

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**SECTION 1**

BEFORE COMMENCING THE SURVEY, PLEASE DESCRIBE YOUR DEFINITION OF BULLYING IN A FEW SENTENCES.

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## SECTION 2

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 1. Bullying is a behaviour which is an attack or intentionally causes harm.  | [ ]   | [ ]    | [ ]      |
| 2. Bullying is a behaviour which is done repeatedly in a physical or psychological way.  | [ ]   | [ ]    | [ ]      |
| 3. Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.   | [ ]   | [ ]    | [ ]      |
| 4. Some behaviours like hitting, poking, tripping or pushing through which someone's belongings repeatedly are damaged and; exerting physical dominance onto the victim. | [ ]   | [ ]    | [ ]      |
| 5. Bullying is humiliating someone through spreading rumours and playing a nasty joke.   | [ ]   | [ ]    | [ ]      |
| 6. Bullying is posting threatening messages through ICT (Information and communications technology) like, telephone network and computer network.                        | [ ]   | [ ]    | [ ]      |
| 7. An argument between two people is one kind of bullying.   | [ ]   | [ ]    | [ ]      |
| 8. Bullying is making other students dislike someone .   | [ ]   | [ ]    | [ ]      |
| 9. Bullying is when both are hitting each other or disputing and both are upset for that.  | [ ]   | [ ]    | [ ]      |

Please continue ...

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 10. Making psychological harm, injury or in some cases death through the intentional use of physical force or power is bullying which can be a single incident, a random act or can occur over time. | [ ]   | [ ]    | [ ]      |
| 11. Bullying is not pushing, chasing, or joking in a playful manner.   | [ ]   | [ ]    | [ ]      |
| 12. A bully is always physically dominant.   | [ ]   | [ ]    | [ ]      |
| 13. A bully is thoughtless in their actions.   | [ ]   | [ ]    | [ ]      |
| 14. A bully has good leadership skill.   | [ ]   | [ ]    | [ ]      |
| 15. Bystander(s) always reinforces the bully.  | [ ]   | [ ]    | [ ]      |
| 16. Bullies are physically and emotionally abused in their family.   | [ ]   | [ ]    | [ ]      |
| 17. Victims are over protected by their parents.   | [ ]   | [ ]    | [ ]      |
| 18. Physical bullying declines with age.   | [ ]   | [ ]    | [ ]      |
| 19. Exclusion and spreading rumour are more common among girls.  | [ ]   | [ ]    | [ ]      |
| 20. The incident should be considered as bullying if a student faces it at least once a week.  | [ ]   | [ ]    | [ ]      |

Please continue ...

### SECTION 3

FOR EACH STATEMENT BELOW, PLEASE INDICATE (✓) YOUR LEVEL OF AGREEMENT.

|   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. School bullying in this country is generally a very important issue.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 2. Bullying others enhances a pupil's self-esteem.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 3. Bullying is a natural part of growing up.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 4. It makes me angry when pupils are bullied.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 5. Pupils who are bullied should deal with it themselves.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 6. Victims of bullying usually deserve all they get.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 7. It is disgraceful for a school if the media report the existence of bullying in that school.                             | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 8. It is disgraceful for a local education authority if the media report the existence of bullying in one of their schools. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 9. It's a good thing to help pupils who can't defend themselves.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 10. Bullying is not harmful behaviour.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 11. It's OK to call some pupils nasty names.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |

Please continue ...

## SECTION 4

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES  
WHETHER YOU WOULD BE LIKELY TO TAKE ACTION.

- |   | Definitely<br>no | No  | Neither | Yes | Definitely<br>yes |
|---|------------------|-----|---------|-----|-------------------|
| 1. I will deal with bullying problem competently.   | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 2. I will take step against bullying if I see any student being bullied.  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 3. I am willing to get admission if the authority arranges a teachers-training (optional, not mandatory) program on bullying. | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 4. I am eager to work with school authority for preventing and intervening bullying in school.                                | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 5. It would be good step if the school authority develops a whole school policy on bullying.                                  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |

6. How important do you believe it is for a central policy on school bullying to be provided from the Directorate of Primary Education? Please circle the appropriate number.

|                                 |   |   |   |   |   |                                |
|---------------------------------|---|---|---|---|---|--------------------------------|
| 1                               | 2 | 3 | 4 | 5 | 6 | 7                              |
| <b>Not at all<br/>important</b> |   |   |   |   |   | <b>Extremely<br/>important</b> |

Please continue ...

**SECTION 5**

PLEASE INDICATE BELOW (✓) ANY ANTIBULLYING ACTIONS THAT YOU HAVE CONDUCTED IN THE PAST SIX WEEKS.

|  | Yes | Unsure | No  |
|--|-----|--------|-----|
| 1. Giving lesson on bullying in class for making awareness among students.     | [ ] | [ ]    | [ ] |
| 2. Inspiring the students in class to report about bullying to the teacher     | [ ] | [ ]    | [ ] |
| 3. Talking with bullies without blaming them.                                  | [ ] | [ ]    | [ ] |
| 4. Making bullies understand to stop bullying.                                 | [ ] | [ ]    | [ ] |
| 5. Talking with victims without attributing the cause of the bullying to them. | [ ] | [ ]    | [ ] |
| 6. Supporting a victim.  | [ ] | [ ]    | [ ] |
| 7. Discussing with bystanders about their responsibility.                      | [ ] | [ ]    | [ ] |
| 8. Asking bystanders to take more active role to support victims.              | [ ] | [ ]    | [ ] |
| 9. Working with parents of victims.  | [ ] | [ ]    | [ ] |
| 10. Working with parents of bullies.   | [ ] | [ ]    | [ ] |
| 11. Other actions (please describe below):                                     |     |        |     |
|  |     |        |     |
|  |     |        |     |
|  |     |        |     |

**THANK YOU FOR YOUR TIME AND EFFORT.**

**YOUR PARTICIPATION IN THIS RESEARCH IS MOST APPRECIATED.**

APPENDIX 6.5c: FOLLOW-UP QUESTIONNAIRE (INTERVENTION)



THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

SCHOOL OF HEALTH SCIENCES

TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS'  
BEHAVIOUR

THIRD DATA COLLECTION

Study ID

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3

**SECTION 1**

BEFORE COMMENCING THE SURVEY, PLEASE DESCRIBE YOUR DEFINITION OF BULLYING IN A FEW SENTENCES.

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## SECTION 2

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 1. Bullying is a behaviour which is an attack or intentionally causes harm.  | [ ]   | [ ]    | [ ]      |
| 2. Bullying is a behaviour which is done repeatedly in a physical or psychological way.  | [ ]   | [ ]    | [ ]      |
| 3. Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.   | [ ]   | [ ]    | [ ]      |
| 4. Some behaviours like hitting, poking, tripping or pushing through which someone's belongings repeatedly are damaged and; exerting physical dominance onto the victim. | [ ]   | [ ]    | [ ]      |
| 5. Bullying is humiliating someone through spreading rumours and playing a nasty joke.   | [ ]   | [ ]    | [ ]      |
| 6. Bullying is posting threatening messages through ICT (Information and communications technology) like, telephone network and computer network.                        | [ ]   | [ ]    | [ ]      |
| 7. An argument between two people is one kind of bullying.   | [ ]   | [ ]    | [ ]      |
| 8. Bullying is making other students dislike someone .   | [ ]   | [ ]    | [ ]      |
| 9. Bullying is when both are hitting each other or disputing and both are upset for that.  | [ ]   | [ ]    | [ ]      |

Please continue ...

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 10. Making psychological harm, injury or in some cases death through the intentional use of physical force or power is bullying which can be a single incident, a random act or can occur over time. | [ ]   | [ ]    | [ ]      |
| 11. Bullying is not pushing, chasing, or joking in a playful manner.   | [ ]   | [ ]    | [ ]      |
| 12. A bully is always physically dominant.   | [ ]   | [ ]    | [ ]      |
| 13. A bully is thoughtless in their actions.   | [ ]   | [ ]    | [ ]      |
| 14. A bully has good leadership skill.   | [ ]   | [ ]    | [ ]      |
| 15. Bystander(s) always reinforces the bully.  | [ ]   | [ ]    | [ ]      |
| 16. Bullies are physically and emotionally abused in their family.   | [ ]   | [ ]    | [ ]      |
| 17. Victims are over protected by their parents.   | [ ]   | [ ]    | [ ]      |
| 18. Physical bullying declines with age.   | [ ]   | [ ]    | [ ]      |
| 19. Exclusion and spreading rumour are more common among girls.  | [ ]   | [ ]    | [ ]      |
| 20. The incident should be considered as bullying if a student faces it at least once a week.  | [ ]   | [ ]    | [ ]      |

Please continue ...

### SECTION 3

FOR EACH STATEMENT BELOW, PLEASE INDICATE (✓) YOUR LEVEL OF AGREEMENT.

|   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. School bullying in this country is generally a very important issue.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 2. Bullying others enhances a pupil's self-esteem.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 3. Bullying is a natural part of growing up.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 4. It makes me angry when pupils are bullied.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 5. Pupils who are bullied should deal with it themselves.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 6. Victims of bullying usually deserve all they get.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 7. It is disgraceful for a school if the media report the existence of bullying in that school.                             | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 8. It is disgraceful for a local education authority if the media report the existence of bullying in one of their schools. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 9. It's a good thing to help pupils who can't defend themselves.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 10. Bullying is not harmful behaviour.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 11. It's OK to call some pupils nasty names.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |

Please continue ...

## SECTION 4

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES  
WHETHER YOU WOULD BE LIKELY TO TAKE ACTION.

- |   | Definitely<br>no | No  | Neither | Yes | Definitely<br>yes |
|---|------------------|-----|---------|-----|-------------------|
| 1. I will deal with bullying problem competently.   | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 2. I will take step against bullying if I see any student being bullied.  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 3. I am willing to get admission if the authority arranges a teachers-training (optional, not mandatory) program on bullying. | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 4. I am eager to work with school authority for preventing and intervening bullying in school.                                | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 5. It would be good step if the school authority develops a whole school policy on bullying.                                  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |

6. How important do you believe it is for a central policy on school bullying to be provided from the Directorate of Primary Education? Please circle the appropriate number.

|                         |   |   |   |   |   |                        |
|-------------------------|---|---|---|---|---|------------------------|
| 1                       | 2 | 3 | 4 | 5 | 6 | 7                      |
| Not at all<br>important |   |   |   |   |   | Extremely<br>important |

Please continue ...

**SECTION 5**

PLEASE INDICATE BELOW (✓) ANY ANTIBULLYING ACTIONS THAT YOU HAVE CONDUCTED IN THE PAST THREE MONTHS WEEKS.

|  | Yes | Unsure | No  |
|--|-----|--------|-----|
| 1. Giving lesson on bullying in class for making awareness among students.     | [ ] | [ ]    | [ ] |
| 2. Inspiring the students in class to report about bullying to the teacher     | [ ] | [ ]    | [ ] |
| 3. Talking with bullies without blaming them.                                  | [ ] | [ ]    | [ ] |
| 4. Making bullies understand to stop bullying.                                 | [ ] | [ ]    | [ ] |
| 5. Talking with victims without attributing the cause of the bullying to them. | [ ] | [ ]    | [ ] |
| 6. Supporting a victim.  | [ ] | [ ]    | [ ] |
| 7. Discussing with bystanders about their responsibility.                      | [ ] | [ ]    | [ ] |
| 8. Asking bystanders to take more active role to support victims.              | [ ] | [ ]    | [ ] |
| 9. Working with parents of victims.  | [ ] | [ ]    | [ ] |
| 10. Working with parents of bullies.   | [ ] | [ ]    | [ ] |

11. Other actions (please describe below):

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Please continue ...

## SECTION 6

FOR EACH STATEMENT BELOW, PLEASE INDICATE (✓) YOUR LEVEL OF AGREEMENT.

|  | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|--|-------------------|----------|-----------|-------|----------------|
| 1. The topics discussed in the sessions were relevant to bullying.                                   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 2. The information presented in the sessions was easy to understand.                                 | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 3. The number of topics introduced in each session was manageable.                                   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 4. The duration of each session was appropriate for the material presented.                          | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 5. The presenter did a good job of delivering the sessions.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 6. Group discussion was an appropriate program delivery method as it made topics easy to understand. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 7. The program changed my knowledge about bullying.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 8. The program changed my attitude towards bullying as a problem behaviour.                          | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 9. I intend to use strategies I have learnt in this program to address bullying problems.            | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 10. It is important to introduce this training program to all primary school teachers in Bangladesh. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |

Please continue ...

11. For each of the following topics covered in the program, please use the scales below to rate:  
 (i) its level of importance (A or B or C)  
 (ii) how easy it was to understand (1 or 2 or 3).

|   |                             |
|---|-----------------------------|
| A = Very important to be in the program | 1 = Very easy to understand |
| B = Important to be in the program      | 2 = Easy to understand      |
| C = Not important to be in the program  | 3 = Not easy to understand  |

| Importance |                                     | Understanding |
|------------|-------------------------------------|---------------|
| _____      | The overall concept of bullying     | _____         |
| _____      | Causes and consequences of bullying | _____         |
| _____      | Ways to detect bullying             | _____         |
| _____      | Bullying in the classroom           | _____         |
| _____      | Constructive Communication Skills   | _____         |
| _____      | Peer support strategies             | _____         |
| _____      | The No Blame Approach               | _____         |
| _____      | The Common Concerned Method         | _____         |
| _____      | Restorative Conferencing            | _____         |
| _____      | Mediation                           | _____         |

12. Do you have any suggestions about improvements to the program, in terms of:

(a) delivery method(s) \_\_\_\_\_

\_\_\_\_\_

(b) topics to include \_\_\_\_\_

\_\_\_\_\_

**THANK YOU FOR YOUR TIME AND EFFORT.**

**YOUR PARTICIPATION IN THIS RESEARCH IS MOST APPRECIATED.**

APPENDIX 6.5d: FOLLOW-UP QUESTIONNAIRE (CONTROL)



THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

SCHOOL OF HEALTH SCIENCES

TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS'  
BEHAVIOUR

THIRD DATA COLLECTION

Study ID

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

3



**SECTION 1**

BEFORE COMMENCING THE SURVEY, PLEASE DESCRIBE YOUR DEFINITION OF BULLYING IN A FEW SENTENCES.

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## SECTION 2

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 1. Bullying is a behaviour which is an attack or intentionally causes harm.  | [ ]   | [ ]    | [ ]      |
| 2. Bullying is a behaviour which is done repeatedly in a physical or psychological way.  | [ ]   | [ ]    | [ ]      |
| 3. Bullying is an unfair behaviour by the stronger perpetrator(s) towards the weaker victim.   | [ ]   | [ ]    | [ ]      |
| 4. Some behaviours like hitting, poking, tripping or pushing through which someone's belongings repeatedly are damaged and; exerting physical dominance onto the victim. | [ ]   | [ ]    | [ ]      |
| 5. Bullying is humiliating someone through spreading rumours and playing a nasty joke.   | [ ]   | [ ]    | [ ]      |
| 6. Bullying is posting threatening messages through ICT (Information and communications technology) like, telephone network and computer network.                        | [ ]   | [ ]    | [ ]      |
| 7. An argument between two people is one kind of bullying.   | [ ]   | [ ]    | [ ]      |
| 8. Bullying is making other students dislike someone .   | [ ]   | [ ]    | [ ]      |
| 9. Bullying is when both are hitting each other or disputing and both are upset for that.  | [ ]   | [ ]    | [ ]      |

Please continue ...

|  | Agree | Unsure | Disagree |
|--|-------|--------|----------|
| 10. Making psychological harm, injury or in some cases death through the intentional use of physical force or power is bullying which can be a single incident, a random act or can occur over time. | [ ]   | [ ]    | [ ]      |
| 11. Bullying is not pushing, chasing, or joking in a playful manner.   | [ ]   | [ ]    | [ ]      |
| 12. A bully is always physically dominant.   | [ ]   | [ ]    | [ ]      |
| 13. A bully is thoughtless in their actions.   | [ ]   | [ ]    | [ ]      |
| 14. A bully has good leadership skill.   | [ ]   | [ ]    | [ ]      |
| 15. Bystander(s) always reinforces the bully.  | [ ]   | [ ]    | [ ]      |
| 16. Bullies are physically and emotionally abused in their family.   | [ ]   | [ ]    | [ ]      |
| 17. Victims are over protected by their parents.   | [ ]   | [ ]    | [ ]      |
| 18. Physical bullying declines with age.   | [ ]   | [ ]    | [ ]      |
| 19. Exclusion and spreading rumour are more common among girls.  | [ ]   | [ ]    | [ ]      |
| 20. The incident should be considered as bullying if a student faces it at least once a week.  | [ ]   | [ ]    | [ ]      |

Please continue ...

### SECTION 3

FOR EACH STATEMENT BELOW, PLEASE INDICATE (✓) YOUR LEVEL OF AGREEMENT.

|   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 1. School bullying in this country is generally a very important issue.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 2. Bullying others enhances a pupil's self-esteem.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 3. Bullying is a natural part of growing up.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 4. It makes me angry when pupils are bullied.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 5. Pupils who are bullied should deal with it themselves.   | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 6. Victims of bullying usually deserve all they get.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 7. It is disgraceful for a school if the media report the existence of bullying in that school.                             | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 8. It is disgraceful for a local education authority if the media report the existence of bullying in one of their schools. | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 9. It's a good thing to help pupils who can't defend themselves.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 10. Bullying is not harmful behaviour.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |
| 11. It's OK to call some pupils nasty names.  | [ ]               | [ ]      | [ ]       | [ ]   | [ ]            |

Please continue ...

## SECTION 4

IN THIS SECTION, PLEASE TICK (✓) THE BOX THAT BEST DESCRIBES  
WHETHER YOU WOULD BE LIKELY TO TAKE ACTION.

- |   | Definitely<br>no | No  | Neither | Yes | Definitely<br>yes |
|---|------------------|-----|---------|-----|-------------------|
| 1. I will deal with bullying problem competently.   | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 2. I will take step against bullying if I see any student being bullied.  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 3. I am willing to get admission if the authority arranges a teachers-training (optional, not mandatory) program on bullying. | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 4. I am eager to work with school authority for preventing and intervening bullying in school.                                | [ ]              | [ ] | [ ]     | [ ] | [ ]               |
| 5. It would be good step if the school authority develops a whole school policy on bullying.                                  | [ ]              | [ ] | [ ]     | [ ] | [ ]               |

6. How important do you believe it is for a central policy on school bullying to be provided from the Directorate of Primary Education? Please circle the appropriate number.

|                         |   |   |   |   |   |                        |
|-------------------------|---|---|---|---|---|------------------------|
| 1                       | 2 | 3 | 4 | 5 | 6 | 7                      |
| Not at all<br>important |   |   |   |   |   | Extremely<br>important |

Please continue ...

**SECTION 5**

PLEASE INDICATE BELOW (✓) ANY ANTIBULLYING ACTIONS THAT YOU HAVE CONDUCTED IN THE PAST THREE MONTHS.

|  | Yes | Unsure | No  |
|--|-----|--------|-----|
| 1. Giving lesson on bullying in class for making awareness among students.     | [ ] | [ ]    | [ ] |
| 2. Inspiring the students in class to report about bullying to the teacher     | [ ] | [ ]    | [ ] |
| 3. Talking with bullies without blaming them.                                  | [ ] | [ ]    | [ ] |
| 4. Making bullies understand to stop bullying.                                 | [ ] | [ ]    | [ ] |
| 5. Talking with victims without attributing the cause of the bullying to them. | [ ] | [ ]    | [ ] |
| 6. Supporting a victim.  | [ ] | [ ]    | [ ] |
| 7. Discussing with bystanders about their responsibility.                      | [ ] | [ ]    | [ ] |
| 8. Asking bystanders to take more active role to support victims.              | [ ] | [ ]    | [ ] |
| 9. Working with parents of victims.  | [ ] | [ ]    | [ ] |
| 10. Working with parents of bullies.   | [ ] | [ ]    | [ ] |
| 11. Other actions (please describe below):                                     |     |        |     |

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**THANK YOU FOR YOUR TIME AND EFFORT.**

**YOUR PARTICIPATION IN THIS RESEARCH IS MOST APPRECIATED.**

**APPENDIX 6.6**  
**INTRODUCTORY MATERIALS FOR STUDY 2**

- 6.6a Letter of Introduction for School Head Teachers (Intervention)
- 6.6b Letter of Introduction for School Head Teachers (Intervention)
- 6.6c Letter of Introduction for Teachers (Intervention)
- 6.6d Letter of Introduction for Teachers (Control)
- 6.6e Participant Information Sheet (Intervention)
- 6.6f Participant Information Sheet (Control)
- 6.6g Participant Consent Form



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## **APPENDIX 6.6a**

### **LETTER TO HEAD TEACHERS (INTERVENTION GROUP)**

#### **TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR**

The Head Teacher  
Govt. Primary School, Dhaka, Bangladesh

**Re:** Approval to conduct research using teachers at your school

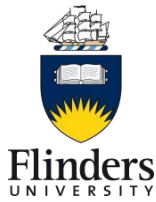
Dear Sir/Madam,

I would like to introduce Most. Aeysha Sultana, a PhD candidate in the School of Health Sciences at Flinders University, Adelaide, Australia. She is undertaking research entitled *Teachers' Attitudes Toward Primary School Students' Behaviour*. I write to request your consent for her to approach the teachers at your school to seek their participation in this research.

She has already been given permission to conduct this research by the Director General of the Directorate of Primary Education, Bangladesh (see attached letter).

Participation by your teachers will require attendance at four group sessions, each lasting for two hours, over a period of four weeks. These sessions may be within school hours or after school hours depending on the consent of yourself and your teachers. In addition, they will be asked to complete a questionnaire regarding students' behaviour three times (before and after the discussion sessions, and three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. The amount of BDT 350 per hour will be paid to each teacher (to a maximum of BDT 2800), as reimbursement.





Please find enclosed the Letter of Introduction, Participant Information Sheet, Consent Form and initial Questionnaire that will be used in this research.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number-6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email **[human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)**.

Be assured that any information provided by teachers will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any specific enquiries you may have concerning this project can be directed to me at **[paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au)** , or directly to Aeysha (**[sult0016@flinders.edu.au](mailto:sult0016@flinders.edu.au)**)

Thank you for your attention and assistance.

Professor Paul Ward

*Head, Discipline of Public Health, School of Health Sciences,  
Flinders University  
Australia*



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## **APPENDIX 6.6b**

### **LETTER TO HEADMASTERS (CONTROL GROUP)**

#### **TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR**

The Headmaster

Govt. Primary School, Dhaka, Bangladesh

**Re:** Approval to conduct research using teachers at your school

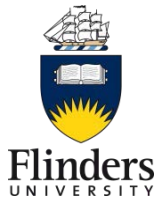
Dear Sir/Madam,

I would like to introduce Most. Aeysha Sultana, a PhD candidate in the School of Health Sciences at Flinders University, Adelaide, Australia. She is undertaking research entitled *Teachers' Attitudes Toward Primary School Students' Behaviour*. I write to request your consent for her to approach the teachers at your school to seek their participation in this research.

She has already been given permission to conduct this research by the Director General of the Directorate of Primary Education, Bangladesh (see attached letter).

Participation by your teachers will only require completion of a questionnaire regarding students' behaviour three times (at an initial meeting, six weeks later, and again three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. The amount of BDT 350 per hour will be paid to each teacher (to a maximum of BDT 1400), as reimbursement.

Please find enclosed the Letter of Introduction, Participant Information Sheet, Consent Form and initial Questionnaire that will be used in this research.



This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number-6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email **human.researchethics@flinders.edu.au**).

Be assured that any information provided by teachers will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. The participant, of course, is entirely free to discontinue his/her participation at any time or to decline to answer particular questions.

Any specific enquiries you may have concerning this project can be directed to me at **paul.ward@flinders.edu.au** , or directly to Aeysha (**sult0016@flinders.edu.au**)

Thank you for your attention and assistance.

Professor Paul Ward

*Head, Discipline of Public Health, School of Health Sciences,  
Flinders University  
Australia*

## **APPENDIX 6.6c**

### **LETTER OF INTRODUCTION**

**(Individual Teacher in Intervention Group)**

#### **TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR**

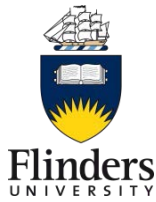
Dear Sir/Madam,

This letter is to introduce Most. Aeysha Sultana, a PhD candidate in the School of Health Sciences at Flinders University, Adelaide, Australia. She is undertaking research leading to the production of a thesis entitled *Teachers' Attitudes Toward Primary School Students' Behaviour*.

She invites you to participate in her study. Your opinions regarding students' behaviour are valuable because you, as a teacher, are in close contact with students through conducting classes, observing students' behaviour and implementing school discipline to maintain a friendly school environment.

Participation will require attendance at four group sessions, each lasting for two hours, over a period of four weeks. These sessions may be within school hours or after school hours depending on the consent of yourself and other teachers at your school. In addition, you will be asked to complete a questionnaire regarding students' behaviour three times (before and after the discussion sessions, and three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. The amount of BDT 350 per hour will be payed to each teacher (to a maximum of BDT 2800), as reimbursement.

If participation in this research raises any concerns for you, please speak with Ms. Most. Aeysha Sultana who will arrange a confidential meeting with you to discuss your concerns.



This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number-6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. You are, of course, is entirely free to discontinue your participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project can be directed to me at the email address: [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au), or directly to Aeysha ([sult0016@flinders.edu.au](mailto:sult0016@flinders.edu.au)).

Thank you for your attention and assistance.

Professor Paul Ward  
*Head, Discipline of Public Health, School of Health Sciences,*  
*Flinders University*  
Australia

## **APPENDIX 6.6d**

### **LETTER OF INTRODUCTION**

**(Individual Teacher in Control Group)**

#### **TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR**

Dear Sir/Madam,

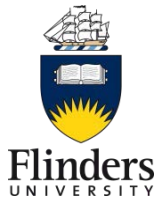
This letter is to introduce Most. Aeysha Sultana, a PhD candidate in the School of Health Sciences at Flinders University, Adelaide, Australia. She is undertaking research leading to the production of a thesis entitled *Teachers' Attitudes Toward Primary School Students' Behaviour*.

She invites you to participate in her study. Your opinions regarding students' behaviour are valuable because you, as a teacher, are in close contact with students through conducting classes, observing students' behaviour and implementing school discipline to maintain a friendly school environment.

Participation will only require completion of a questionnaire regarding students' behaviour three times (at an initial meeting, six weeks later, and again three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. The amount of BDT 350 per hour will be paid to each teacher (to a maximum of BDT 1400), as reimbursement.

If participation in this research raises any concerns for you, please speak with Ms. Most. Aeysha Sultana who will arrange a confidential meeting with you to discuss your concerns.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number- 6758). For more information regarding ethical



approval of the project the Executive Officer of the Committee can be contacted by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au)).

Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. You are, of course, is entirely free to discontinue your participation at any time or to decline to answer particular questions.

Any enquiries you may have concerning this project can be directed to me at the email address: [paul.ward@flinders.edu.au](mailto:paul.ward@flinders.edu.au), or directly to Aeysha ([sult0016@flinders.edu.au](mailto:sult0016@flinders.edu.au)).

Thank you for your attention and assistance.

Professor Paul Ward  
*Head, Discipline of Public Health, School of Health Sciences,*  
*Flinders University*  
Australia

## APPENDIX 6.6e

### PARTICIPANT INFORMATION SHEET (INTERVENTION GROUP)



### TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR

You are invited to participate in a study investigating teachers' attitudes toward students' behaviour in primary schools. Before deciding whether you will participate, it is necessary to understand the purpose. Please read the following information carefully before deciding whether you wish to participate.

#### 1. Who is conducting this research?

This study is being conducted by Most. Aeysha Sulltana, PhD candidate, School of Health Sciences, Flinders University, Australia. The principle supervisor of this research is Professor Paul Ward (Head of Public Health).

#### 2. What is the purpose of the study?

The purpose of the study is to seek teachers' attitudes about students' behaviour.

#### 3. Why have I been invited to participate in this study?

You have been invited to participate in this study because you, as a teacher, are in close interaction with students through the conduct of classes, observing students' behaviour and implementing school discipline to maintain a friendly school environment. Hence your opinions regarding students' behaviour are considered valuable in this study.

#### 4. What if I don't want to participate in the study?

Participation in this study is completely voluntary. If you do not participate, it will not affect your position as a school teacher in any way.

#### 5. What does this study involve?

Participation will require attendance at four group sessions, each lasting for two hours, over a period of four weeks. These sessions may be within school hours or after school hours depending on the consent of yourself and other teachers at your school. In addition, you will be asked to complete a questionnaire regarding students' behaviour three times (before and after the discussion sessions, and three months later). Each questionnaire will



take no longer than 20 to 30 minutes to complete. The amount of BDT 350 per hour will be paid to each teacher (to a maximum of BDT 2800), as reimbursement.

**6. What are the benefits and risks of participating?**

You may not benefit personally from this study. The information gained may, however, impact on future school policies. Similarly there are no foreseeable risks in your participation, which is entirely voluntary. The information collected will remain anonymous. No sensitive and personal questions are included in the questionnaire.

**7. How will my confidentiality be protected?**

Your answers will be anonymous and used only for the research purpose. Information provided will not be disclosed on an individual basis. Your name and email address and consent form will be separated from your questionnaire answers.

**8. Will the results of this study be published?**

The research outcomes will be published in conference papers, journals or other venues as appropriate. However, individual information will be anonymous.

**9. Is withdrawal possible at any stage of the research?**

You are free to withdraw yourself at any time. You may also refuse to answer specific questions in the questionnaire.

**10. Will the project outcomes be delivered if I wish?**

You will be asked whether or not you would like to receive a summary of the study results through email (see your consent form).

**11. Are there any risks or discomforts if I am involved?**

There is a very small chance that some questions may touch on sensitive issues for some individuals, or that the topics discussed in the group sessions may cause distress. We ask that you keep in mind that your questionnaire responses will be treated as strictly confidential. However, if participation in this research raises any concerns for you, please speak with Ms. Most. Aeysha Sultana who will arrange a confidential meeting with you to discuss these.

**12. Do you have any questions about the project?**

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number- 6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).

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**Thank you to read this information sheet with patience. If you wish to take part in this study, please sign and return the attached Consent Form. This information sheet is yours to keep.**

## APPENDIX 6.6f

### PARTICIPANT INFORMATION SHEET (CONTROL GROUP)



### TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR

You are invited to participate in a study investigating teachers' attitudes toward students' behaviour in primary schools. Before deciding whether you will participate, it is necessary to understand the purpose. Please read the following information carefully before deciding whether you wish to participate.

#### 1. Who is conducting this research?

This study is being conducted by Most. Aeysha Sulltana, PhD candidate, School of Health Sciences, Flinders University, Australia. The principle supervisor of this research is Professor Paul Ward (Head of Public Health).

#### 2. What is the purpose of the study?

The purpose of the study is to seek teachers' attitudes about students' behaviour.

#### 3. Why have I been invited to participate in this study?

You have been invited to participate in this study because you, as a teacher, are in close interaction with students through the conduct of classes, observing students' behaviour and implementing school discipline to maintain a friendly school environment. Hence your opinions regarding students' behaviour are considered valuable in this study.

#### 4. What if I don't want to participate in the study?

Participation in this study is completely voluntary. If you do not participate, it will not affect your position as a school teacher in any way.

#### 5. What does this study involve?

Participation will only require completion of a questionnaire regarding students' behaviour three times (at an initial meeting, six weeks later, and again three months later). Each questionnaire will take no longer than 20 to 30 minutes to complete. The amount of BDT

350 per hour will be paid to each teacher (to a maximum of BDT 1400), as reimbursement.

#### **6. What are the benefits and risks of participating?**

You may not benefit personally from this study. The information gained may, however, impact on future school policies. Similarly there are no foreseeable risks in your participation, which is entirely voluntary. The information collected will remain anonymous. No sensitive and personal questions are included in the questionnaire.

#### **7. How will my confidentiality be protected?**

Your answers will be anonymous and used only for the research purpose. Information provided will not be disclosed on an individual basis. Your name and email address and consent form will be separated from your questionnaire answers.

#### **8. Will the results of this study be published?**

The research outcomes will be published in conference papers, journals or other venues as appropriate. However, individual information will be anonymous.

#### **9. Is withdrawal possible at any stage of the research?**

You are free to withdraw yourself at any time. You may also refuse to answer specific questions in the questionnaire.

#### **10. Will the project outcomes be delivered if I wish?**

You will be asked whether or not you would like to receive a summary of the study results through email (see your consent form).

#### **11. Are there any risks or discomforts if I am involved?**

There is a very small chance that some questions may touch on sensitive issues for some individuals. We ask that you keep in mind that your questionnaire responses will be treated as strictly confidential. However, if participation in this research raises any concerns for you, please speak with Ms. Most. Aeysha Sultana who will arrange a confidential meeting with you to discuss these concerns.

#### **12. Do you have any questions about the project?**

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number- 6758). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by email [human.researchethics@flinders.edu.au](mailto:human.researchethics@flinders.edu.au).

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**Thank you to read this information sheet with patience. If you wish to take part in this study, please sign and return the attached Consent Form. This information sheet is yours to keep.**

## APPENDIX 6.6g

### CONSENT FORM



#### TEACHERS' ATTITUDES TOWARD PRIMARY SCHOOL STUDENTS' BEHAVIOUR

I .....

being over the age of 18 years hereby consent to participate as requested, in the research project on students' behavior in school.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
4. I understand that:
  - I may not directly benefit from taking part in this research.
  - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
  - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
  - Whether I participate or not, or withdraw after participating, will have no effect on my position, I hold.

**Participant's signature.....Date.....**

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

**Researcher's name: Most. Aeysha Sultana**

**Researcher's signature.....Date.....**

**Participant's signature.....Date.....**

**Whether you would like to receive a summary of the study results:**

Yes       No

**Participant's Email: \_\_\_\_\_**

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