

ORIGINAL PAPER**Students' Victimization at School in Relation to their Personality**

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ABSTRACT

Background: In recent times, bullying at schools seems to be a rather common phenomenon. There are many different forms of bullying which have direct and serious consequences for the educational system and for society.

Objective: The present study aims at investigating the existence of bullying and victimization in public schools, the students' attitudes towards the school and the teachers, the relationship between bullying and dangerous behaviors outside the school, the difference between boys' and girls' response to bullying, and the consequences of bullying on the adolescents' mental health.

Method: We conducted a survey using the questionnaire "Scale for Behaviors and Attitudes towards Aggressiveness". The participants included 354 students (170 boys and 184 girls) of Technical Education High Schools in Larissa Prefecture, Greece.

Results: 11% of the participants consider themselves bullies, while 10% consider themselves victims. There is a significant difference ($p=0.001$) between boys and girls, with 17% of the boys and 12% of the girls being bullies, and 12% of the boys and 14% of the girls being victims. Moreover, 10% responded that they were gathering together and behaving badly towards some other student "at least once per week", while 10-15% of the other students who were present felt very frightened to help the victim.

In addition, 50% answered that they do not like school and 25% believe that the school rules are not fair. Three quarters (75%) avoid reporting any incident of intimidation, since 50% of them believe that the teachers do not know them well, and 40% believe that the teachers do not treat them with respect. 25% of the bullies reported being smokers and alcohol drinkers. Bullying had a serious impact on the students' mental health and socialization.

Conclusions: Students' victimization in Greek public schools has become a problem which we should not ignore. It is of great importance to sensitize education managers, school principals, teachers, as well as students and parents in order to take action and stop the phenomenon of bullying.

Key-words: school, bullying, victimization, Greece

INTRODUCTION

Bullying has been known for years to the wider society and to schools. Traditional theories supported that bullying is not harmful but, on the contrary, it constitutes part of a child's normal development, which helps towards hardening and empowering his/her personality (Cartwright 1995; Ma et al. 2001).

Bullying at school is defined as a systematically repeated action, which aims at causing psychological pain to another person through verbal attack, or physical pain through physical attack on the school grounds or during school activities. This action is performed by one person or by a group of people and is considered unfair, since the bully is physically stronger or has more developed verbal and social abilities (Hazler & Miller 2001).

Borg (1998) has described bullying at schools as a serious psychological problem, which is responsible for the children's pain and psychological discontent, and for parents' anxiety and concern (Borg 1998 in Furniss 2000). On the other hand, Smith (1994) stresses more the phenomenon's social dimension and defines bullying as a systematic and repeated abuse of power, which happens in relatively stable social groups that are characterized by a rigid hierarchy and low supervision, such as schools, military, prisons (Ireland & Archer 1996 in Schafer et al. 2005). Some researchers consider it very important to include in the definition the types of bullying. According to Besag (1989), bullying consists of repeated attacks -physical, psychological, social, and verbal - by people who, by general consensus or depending on the circumstances, are considered dominant in strength and are directed towards people who are feeble in confronting such behaviors. Those attacks aim at causing pain and at providing affirmation for the people initiating them.

Bullying's distinction from other situations is based on the combination of three elements: 1) the victim experiences a wound/attack, 2) it is a repeated action, and 3) it is an unfair/uneven encounter. These three elements make bullying different than playing, teasing, and other confrontations which may be displayed by students (Hazler & Miller 2001).

Scientific study of the phenomenon began in 1970 in Norway (Ross 1996 in

Greene 2003) when three boys aged 10-14 years old committed suicide due to bullying by their peers. The first study results in Norway and Sweden showed that 15% of the participants were involved in bullying situations (7% as victims and 9% as bullies). In the U.S.A., in 1984, a study which was conducted by the "National Association of Secondary School Principals" found that 25% of the pupils stated as their greatest concern the fear of bullying (Olweus 1991a, 1991b in Ma et al. 2001; Olweus 1983 in Greene 2003; Batsche & Knoff 1994).

Currently, bullying constitutes one of the most important problems that students and society face. It is considered as the most dominant form of youth violence, and it is possible to bring about significant reduction in a child's social interaction. Recent studies have shown that in the U.K. 23% of children and adolescents have been victims of bullying and 6,700 middle schools report high percentages of bullying (Lane 1989). In Australia, the percentage of students who have been bullies or victims of bullying ascends to 14% (Slee 1994). In Turkey, a study of 692 students showed that many had been victims of bullying during the academic year 2000-2001, mainly by physical violence (33.5%) (Kepenecki & Cinkir 2006).

A study in the U.S.A. found that the percentage of students involved in bullying situations at school amounted to 30%, while in the same country 75% of adolescents have been victims of bullying, and 90% of the victims report that their victimization caused serious problems, such as a decrease of socialization, feelings of isolation and insecurity (Nansel et al. 2001 in Smokowski & Kopasz 2005; Hoover et al. 1992 in Espelage et al. 2000).

A recent study in Athens, Greece, showed that out of 1321 students (51% girls and 49% boys) aged 8-12 years old, 14.7% consider themselves victims of bullying and 25% consider themselves bullies, while 4.8% report that they act as both bullies and victims. According to the researchers, the results might show lower percentages than in other countries, but we have to take into consideration that many of the study participants, while they verbally admit their participation in bullying behaviors, they were hesitant to state it in writing (Pateraki & Houndoumadi 2001).

The phenomenon of bullying is strongly related to victimization. Peer victimization is defined as the actions taken by one or more persons with the aim to cause physical or psychological damage or pain to one of their peers. This fact has determinant consequences for all the participants' physical and psychological state (Olweus 1979, 1993a, 1993b; Vernberg 1990 in Vernberg et al. 1999).

Victimization in a bully's relation to the victim is characterized by aggressiveness which is performed repeatedly by a dominant aggressive person towards a weaker victim (Olweus 1993; Vernberg et al. 1999).

Study aim

Since in Greece, and specifically in the Prefecture of Larissa, there are no accurate data regarding bullying, the present study aims at investigating the following:

- 1) Manifestations of harassment, bullying, and victimization among students of Technical Education High Schools of Larissa Prefecture,
- 2) The degree of correlation between the students' attitudes toward incidents of harassment by third parties and their participation in those incidence,
- 3) The students' interpersonal relations,
- 4) The students' attitude towards the school and the teachers,
- 5) The degree of correlation between bullying at school and dangerous behavior outside the school,
- 6) Whether there are gender differences in the manifestation of bullying, and
- 7) The consequences of bullying on the adolescents' mental health.

METHODOLOGY

Sample

Initially, we distributed 400 questionnaires; 46 (11.5%) were not included in the data analysis because they were insufficiently completed. Therefore, the final sample of this study consisted of three hundred and fifty four (n=354) students of Technical Education High Schools of Larissa Prefecture; 170 (48%) were boys and 184 (52%) were girls; 54% were students of the 8th Grade and 46% were 9th Grade students. The participants' age was 16-18 years (mean age 17 years old). Most of the schools were in the rural area of the Prefecture and, therefore, the majority (65.9%) was living

permanently in the rural area of Larissa Prefecture, while 34.1% were living in the city of Larissa.

Instrument

The participants were asked to complete a questionnaire which consisted of two parts. All questions were close-ended; they either had a Likert-scale or multiple choice answers. The first part included explanations about the nature of the study and questions about the participants' demographic characteristics (e.g. age, gender, school grade). The second part of the questionnaire included the scale called "Scale for Behaviors and Attitudes towards Aggressiveness" (Peer Experiences Questionnaire -P.E.Q.-, Vernberg, Jacobs, & Hershberger 1999). We used the Greek version of this scale, which was validated by the University of Crete. This scale includes 9 sections:

- 1) two sections about the participant's experiences concerning bullying (one section titled "What happened to you?" and another section called "What did you do?"),
- 2) what is happening when a student gets bullied at school (e.g. the adults' reactions)
- 3) child's attitude towards bullying
- 4) dangerous behaviors
- 5) participant's friends
- 6) his/her feelings for life
- 7) school
- 8) parental support.

The participants were asked to state what is the frequency of manifestation of different behaviors on a 5-point scale (1= never, 2= one or two times, 3= few times, 4= about once per week, 5= a few times per week). The total score of each sub-scale was found by calculating the mean of all the answers of the sub-scale.

Finally, we calculated the questionnaire's internal validity for each sub-scale by using Cronbach's α :

- α_1 (What happened to you?) =0.85,
- α_2 (What did you do?) =0.86,
- $\alpha_{3\alpha}$ (Adults' reactions) =0.61,
- $\alpha_{3\beta}$ (Sympathizing bystander) =0.70,
- $\alpha_{3\gamma}$ (Aggressive bystander) =0.70,
- $\alpha_{3\delta}$ (Victim bystander) =0.40,
- α_4 (What I believe) =0.67,
- α_5 (Dangerous behaviors) =0.79,
- α_6 (Harassment and Inflexibility) =0.76,
- α_7 (How my friends are) =0.48,
- α_8 (How I felt) =0.59,

α_9 (How is my school) =0.52, and
 α_{10} (Parental support at school) =0.69.

Data Analysis

The data analysis was performed using the Statistical Package for Social Sciences (SPSS) 15 for Windows.

RESULTS

Section 1 - What happened to you?

Table 1 shows the frequencies and the percentages of the participants' answers to each question of the sub-scale "What happened to you?"

The mean total score of this sub-scale was 13.95 ± 5.49 . The t-test showed a significant difference ($p=0.001$) in the mean total score between boys (14.94 ± 6.30) and girls (13.04 ± 4.44), which means that boys were more often harassed than girls. This is shown in Figure 1.

Moreover, 10% of the participants stated that they were teased in a malicious way at least once per week.

Section 2 - What did you do?

Table 2 shows the frequencies and percentages of the participants' answers to each question of the sub-scale "What did you do?". As seen in the Table, 11% of the participants teased or made fun of a fellow student in a malicious way "a few times per week", while only 1.1% deliberately contributed to a student's exclusion "a few times per week". It is surprising that 10% of the participants gather together in groups and act badly towards some other student "at least once per week".

The t-test showed a significant difference ($p<0.001$) in the mean total score between boys (16.82 ± 7.20) and girls (11.89 ± 3.30), which meant that boys were harassing or bullying another student more often. This is shown in Figure 2.

Section 3 - What happens when a student gets harassed or bullied?

Table 3 shows the frequencies and percentages of the participants' answers to each question of the sub-scale "What happens when a student gets harassed or bullied?". We can see that 17% of the students answered that teachers always listen to the student's version of what happened. However, they believe that teachers are "almost never" able to understand

what exactly is happening to the students (21%), or to solve the problems through discussion (28%). One fourth (25%) of the students believe that the school rules are not fair.

The t-test showed a significant difference ($p<0.001$) in the mean total score between boys (11.93 ± 3.31) and girls (13.52 ± 3.58), which meant that girls answered more positively. This is shown in Figure 3a.

Sympathizing bystander

Table 3b shows the frequencies and percentages of the participants' answers to each question of the sub-scale about "Sympathizing bystanders". As shown, 33.3% answered that they are "always" very bothered by seeing a student being harassed or bullied by other students. However, 54% avoid interfering when they see a student being harassed or bullied, and on top of that, 75% avoid mentioning it to their teacher.

The t-test showed a significant difference ($p<0.001$) in the mean total score between boys (8.95 ± 3.80) and girls (6.35 ± 2.08) which meant that boys are more sympathizing than girls. This is shown in Figure 3b.

Aggressive bystander

Table 3c shows the frequencies and percentages of the participants' answers to each question of the sub-scale about "Aggressive bystanders". While most of the participants answered that they avoid taking part in fights, 15% answered that they participate in fights or they approve when they see a student being harassed or bullied and that it is exiting to watch a student being bullied or beaten.

The t-test did not show a statistical significant difference ($p=0.870$) in the mean total score between boys and girls.

Victim bystander

Table 3d shows the frequencies and percentages of the participants' answers to each question of the sub-scale about "Victim bystander". As shown in the Table, 15% feel very frightened to help when they see a student being harassed or bullied; about 10% participate in the harassment because they are afraid of what the bully can do to them; while 19.5% answered that they always feel guilty when they get pressured to participate in the

harassment. The most important result is that 65% "sometimes" to "never" feel guilty when they get pressured to participate in the harassment, even when they (75%) report that they are not afraid that the bullies will harass them.

The t-test did not show any significant difference ($p < 0.879$) in the mean total score between boys and girls.

Section 4 - What I believe

Table 4 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about what they believe. We can see that 70.1% answered that they do not agree at all that it is good for students to fight among themselves; 60% replied that it is important for students to show that they are ready to face anybody who wants to harass them; while 30% answered that "sometimes" a student deserves the other students' anger, and 20% excuse themselves for harassing other students because they usually have done something to deserve it.

The t-test showed a statistically significant difference ($p < 0.001$) in the mean total score between boys (27.21 ± 6.53) and girls (24.89 ± 4.36) which means that girls agree less with the statements of the scale. This is shown in Figure 4.

Section 5 - Dangerous behaviours

Table 5 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about dangerous behaviours. About 35% answered that they smoke cigarettes "few times per week" and 15% replied that they had 5 or more alcoholic drinks in a row (within a period of few hours) "at least once per week".

The t-test showed a significant difference ($p < 0.001$) in the mean total score between boys (14.78 ± 5.89) and girls (11.54 ± 3.48) which means that boys exhibited dangerous behaviors more often. This is shown in Figure 5.

Section 6 - Harassment and Inflexibility

Table 6 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about harassment and inflexibility. Even though we see that when it comes to race, religion, and financial situation the percentages of harassment and inflexibility are at most 15%,

the percentages raise to 25% when we refer to homosexuality or to a different way of dressing.

The t-test showed a statistically significant difference ($p < 0.001$) in the mean total score between boys (9.45 ± 3.69) and girls (7.77 ± 2.53) which means that boys replied that there was more often harassment among students in different situations. This is shown in Figure 6.

Section 7 - How are my friends?

Table 7 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about how are their friends. As shown, 47.7% replied that they have more than 4 friends who smoke cigarettes and 24% answered that they have more than 4 friends who had 5 or more alcoholic drinks in a row (within a period of a few hours).

The t-test showed a statistically significant difference ($p = 0.001$) in the mean total score between boys (30.34 ± 9.16) and girls (27.24 ± 8.32) which means that boys have more friends with these characteristics. This is shown in Figure 7.

Section 8 - How did I feel?

Table 8 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about how they felt. As we can see, even though 30% state that they feel sad and 25% that they feel lonely "at least once per week", 46.9% answered that they enjoy life a "few times per week". In addition, 40% replied that they wanted people around them to be more considerate of their feelings, and 30% answered that they feel a general pessimism about the future.

The t-test showed a statistically significant difference ($p = 0.001$) in the mean total score between boys (18.89 ± 5.54) and girls (21.01 ± 5.36) which means that boys experience less often the feelings of the scale. This is shown in Figure 8.

Section 9 - How is my school?

Table 9 shows the frequencies and percentages of the participants' answers to each question of the sub-scale about their school. As seen in the Table, 50% answered that they do not like school. This is probably due to the fact that, as stated by 40% of the participants, it is not easy to be yourself at

school, and in addition, they believe that teachers do not treat them with respect (40%) and that they do not know them well (50%). However, only 20% replied that they would like to be able to attend a different school.

The t-test showed a significant difference ($p=0.046$) in the mean total score between boys (32.33 ± 6.65) and girls (33.69 ± 6.00) which means that girls agree more with the statements of the scale. This is shown in Figure 9.

Reliability analysis

The reliability analysis showed that the scale in all cases had a Cronbach's alpha (internal consistency factor) of 0.85. The statements' relevance to the total scale ranges from almost zero to (at the most) 0.85, so they are considered very satisfactory. They suggest good indicators of differentiation and they show that the questions are very appropriate. Omitting a question would not significantly improve the Cronbach's alpha.

DISCUSSION

In the present study, the hypothesis of the existence of aggressive behaviour among high school students of Larissa Prefecture was confirmed, since 11% stated that they have been bullies and 10% stated that they have been victims of bullying. A large percentage of students do not blame the bullies, since they consider that certain students-victims deserved the harassment. This results in "popular" bullies receiving positive treatment. This is consistent with the results of a study by Perren and Alsaker (2006), who stated that the popular aggressive bullies easily form relationships with their peers, and they are not stigmatized by their aggressive behaviour.

An important observation is that students sometimes exhibit group behaviours, since 10% stated that they gather and treat another student badly "at least once per week", and 15% replied that they participate or approve when they see a student being harassed or bullied. In addition, they find it exiting to watch a student being harassed or beaten. Furthermore, many participants (65%) feel "sometimes" to "never" guilty when they get pressured to participate in the harassment. This observation is consistent with the results of a study by Cairns and Cairns (1991), who concluded that during adolescence students tend to form groups of peers, which display

bullying behaviors more intensively, because they exhibit a great degree of hierarchy (Schafer et al. 2005).

In addition, about 10-15% of those who are present feel very afraid to help the student who is being harassed. Sometimes they also participate in the harassment because they are afraid of what may be done to them by the bully. This is similar to the results of Hazler (2001) who found that many students failed to help someone who was being teased, and alienated him/her because of fear of having the teasing turned against themselves.

Another important finding is that the participants expressed intense doubts about the value of the educational system, since half of them (50%) stated that they do not like school, 25% consider the school rules unfair, and 40% replied that they feel that they do not fit in with the people around them, and it is not easy to be yourself on the school grounds. Their doubts are also directed towards the teachers, since three quarters (75%) avoid reporting any form of harassment, 50% consider that teachers do not know them well, and 40% answered that teachers do not treat them with respect. However, only 20% of the participants replied that they would like to attend a different school, maybe because they consider that the situation is the same in the other schools and that nothing would change by changing school. The last findings seem to concur with a study by Roland and Galloway (2004) who found that schools with high percentages of bullying are characterized by poor teacher cooperation, bad management, stress, and bad professionalism.

Nansel et al. (2001) found that bullies many times are involved in other problematic behaviors, such as smoking or alcohol consumption, and exhibit a discontent towards the school environment. The present study found a similar result since it found that bullies exhibited such behaviors, but to lower percentages.

There was a significant difference between the participant boys and girls, since in the vast majority of the statements, boys answered that they are involved more frequently in bullying, either as bullies or as victims. Moreover, they showed greater tendency towards dangerous behaviors and expressed more often their dislike towards the school environment. Several researchers have reached the same conclusion about the

differences between boys and girls (Boulton & Underwood 1992; Lane 1989; Pateraki & Houndoumadi 2001; Owens et al. 2005).

Finally, the study showed that bullying affects the adolescents' psychology since they replied that many times they feel sad (30%) and lonely (25%), they feel that people around them do not consider their feelings (40%), and they generally have a sense of pessimism for the future (30%). Several other studies have shown the negative effects of bullying on the person's psychological health. Those negative effects are associated with social isolation, lowering of self-image and self-esteem (Bond et al. 2001), increases in stress, anger, depression (Carney 2000), psychosocial and psychosomatic problems, and a sense of discontent towards school (Forero et al. 1999).

CONCLUSIONS

The phenomenon of bullying continues to constitute an especially important problem which leads to negative consequences for the individual, as well as for the school and society. Good knowledge of the topic and conducting in-depth studies are important steps towards facing the phenomenon.

More research is needed regarding the degree of the bullies' self-awareness, as well as regarding the bully's or the victim's siblings' relation to bullying behaviors, in order to investigate whether those children's role is the same at school and at home, but also to investigate to what extent the siblings reinforce or reduce the display of bullying. Of course, we should not neglect the general investigation of the family's role in the manifestation of the children's problematic behaviors.

Furthermore, it is important to consider the fact that teachers may play a great role in bullying. It is necessary to investigate more the relation between the teachers' behavior and bullying, as well as the potential connection between the teachers' experiences as bullies or victims, and how it affects their attitudes towards bullying.

Currently bullying is, undisputedly, a multifaceted phenomenon which influences society. Investigating this phenomenon from each aspect is necessary in order for bullying to be faced in an immediate and effective way.

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Figure 1: Difference in the means of the participants' total score

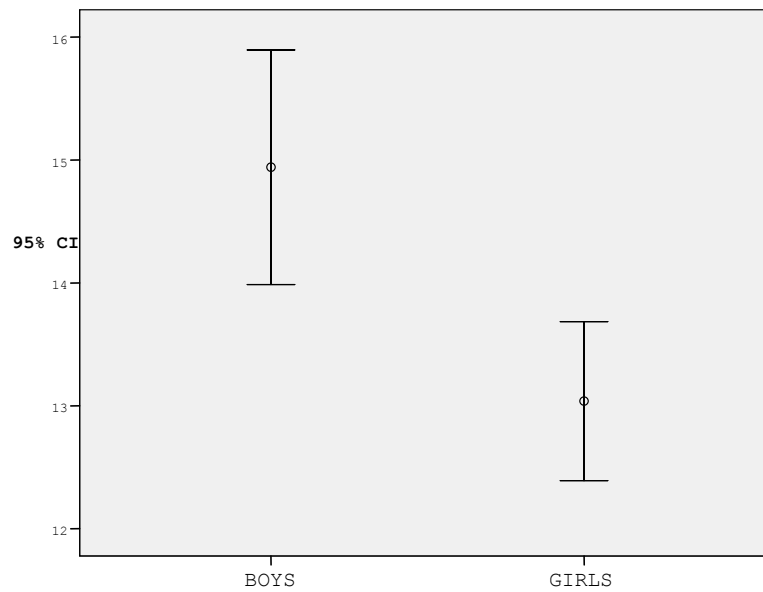


Table 1: Frequencies and percentages of the answers to the question "What happened to you?"

WHAT HAPPENED TO ME?	NEVER	ONCE OR TWICE	FEW TIMES	ABOUT ONCE PER WEEK	FEW TIMES PER WEEK
A student teased me in a malicious way	208 (58.5)	78 (22)	33 (9.3)	9 (2.5)	26 (7.3)
A student said he/she would heat or injure me	272 (76.8)	28 (7.9)	33 (9.3)	9 (2.5)	12 (3.4)
A student ignored me on purpose in order to hurt my feelings	219 (61.9)	73 (20.6)	48 (13.6)	10 (2.8)	4 (1.1)
A student lied about me in order for other students not to like me	187 (52.8)	87 (24.6)	49 (13.8)	20 (5.6)	11 (3.1)
A student hit me, kicked me, or pushed me in a malicious way	278 (78.5)	42 (11.9)	11 (3.1)	16 (4.5)	7 (2)
A student grabbed me, held me, or touched me in a way I did not like	206 (58.2)	83 (23.4)	41 (11.6)	12 (3.4)	12 (3.4)
Some students exclude me from things out of maliciousness	273 (77.1)	35 (9.9)	35 (9.9)	6 (1.7)	5 (1.4)
A student chased me as if he/she truly wanted to hurt me	286 (80.8)	34 (9.6)	8 (2.3)	17 (4.8)	9 (2.5)
Some students grouped against me and treated me badly	278 (78.5)	44 (12.4)	14 (4)	8 (2.3)	10 (2.8)

Figure 2: Difference in the means of the participants' total score

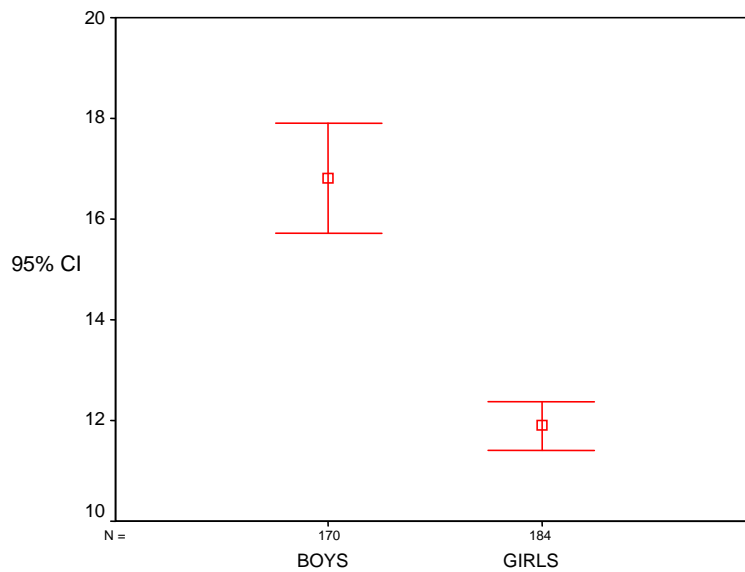


Table 2: Frequencies and percentages of the answers to the question "What did you do?"

WHAT DID I DO?	NEVER	ONCE OR TWICE	FEW TIMES	ABOUT ONCE PER WEEK	FEW TIMES PER WEEK
I teased or harassed a student in a malicious way	156 (44.1)	91 (25.7)	61 (17.2)	7 (2)	39 (11)
I threatened a student that I will hit or injure him/her	231 (65.3)	62 (17.5)	24 (6.8)	23 (6.5)	14 (4)
I ignored a student in order to hurt his/her feelings	216 (61)	87 (24.6)	35 (9.9)	2 (0.6)	14 (4)
I lied about a student in order for other students not to like him/her	284 (80.2)	39 (11)	16 (4.5)	7 (2)	8 (2.3)
I hit, kicked, or pushed a student in a malicious way	246 (69.5)	54 (15.3)	30 (8.5)	9 (2.5)	15 (4.2)
I grabbed, held, or touched a student in a way that he/she did not like	232 (65.5)	53 (15)	47 (13.3)	10 (2.8)	12 (3.4)
I contributed in a student's exclusion from things out of maliciousness	279 (78.8)	48 (13.6)	15 (4.2)	8 (2.3)	4 (1.1)
I chased a student trying to hurt him/her	283 (79.9)	45 (12.7)	14 (4)	3 (0.8)	9 (2.5)
Me and some students gathered and treated badly another student	230 (65)	70 (19.8)	19 (5.4)	16 (4.5)	19 (5.4)

Figure 3a: Difference in the means of the participants' total score

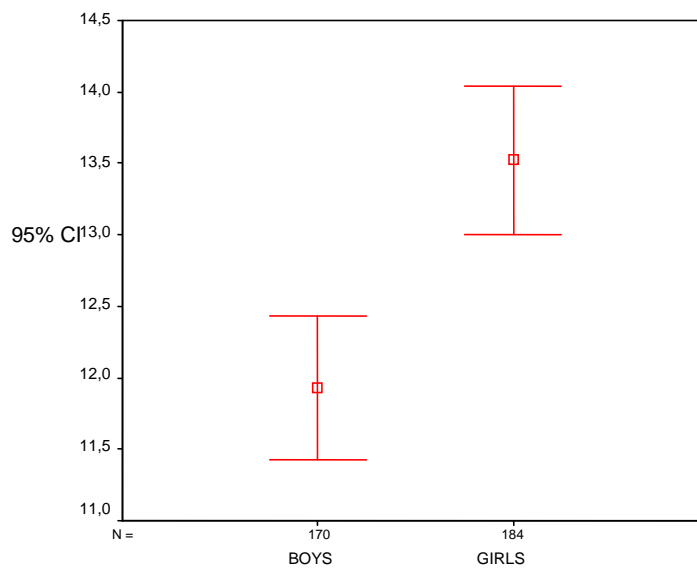


Table 3a: Frequencies and percentages of the answers to the question "What happens when a student gets harassed or bullied?"

ADULTS' REACTIONS	ALMOST NEVER	SOME TIMES	MOST TIMES	ALWAYS
Teachers help the students solve their problems through discussion	73 (20.6)	132 (37.3)	93 (26.3)	56 (15.8)
Teachers understand what is happening to the students	99 (28)	155 (43.8)	63 (17.8)	37 (10.5)
Teachers usually are in a good mood when they discuss with the students	61 (17.2)	128 (36.2)	120 (33.9)	45 (12.7)
Teachers listen to the student's version about what happened	70 (19.8)	120 (33.9)	102 (28.8)	62 (17.5)
The school rules are fair	79 (22.3)	116 (32.8)	99 (28)	60 (16.9)

Figure 3b: Difference in the means of the participants' total score

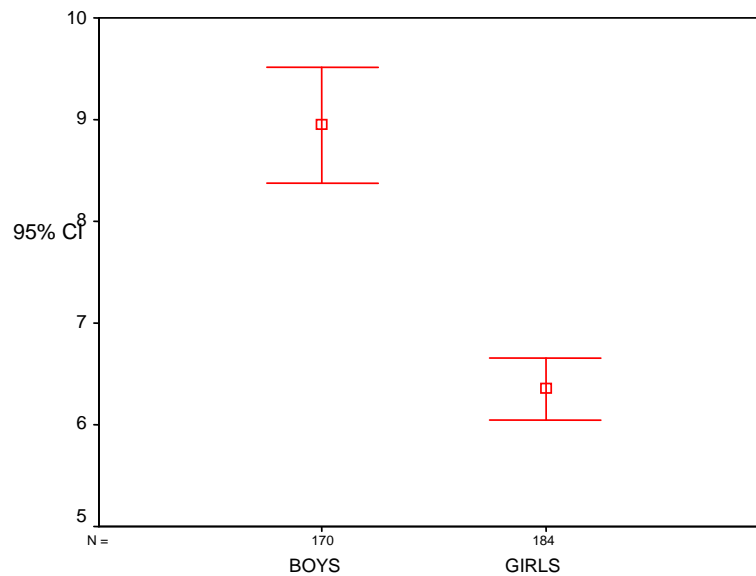


Table 3b: Frequencies and percentages of the answers related to the reactions of sympathizing bystander

SYMPATHIZING BYSTANDER	ALMOST NEVER	SOME TIMES	MOST TIMES	ALWAYS
I feel upset when I see a student being left aside on purpose	34 (9.6)	127 (35.9)	105 (29.7)	88 (24.9)
I feel bad when I see a student being harassed or being entangled in a fight	30 (8.5)	107 (30.2)	104 (29.4)	113 (31.9)
I try to stop it when I see a student being harassed or bullied	67 (18.9)	122 (34.5)	67 (18.9)	98 (27.7)
It bother me a lot to see a student being harassed or bullied	49 (13.8)	88 (24.9)	99 (28)	118 (33.3)
I tell the teacher when I see a student being harassed or bullied	181 (51.1)	88 (24.9)	42 (11.9)	43 (12.1)

Table 3c: Frequencies and percentages of the answers related to the reactions of aggressive bystander

AGGRESSIVE BYSTANDER	ALMOST NEVER	SOME TIMES	MOST TIMES	ALWAYS
I participate or approve when I see a student getting harassed or bullied	194 (54.8)	93 (26.3)	29 (8.2)	38 (10.7)
I think it is exiting to watch a student being bullied or hit	270 (76.3)	36 (10.2)	17 (4.8)	31 (8.8)
I usually take the side of the bully when I see a student being bullied	247 (69.8)	78 (22)	11 (3.1)	18 (5.1)
I participate in fights or harassments after they have started	224 (63.3)	87 (24.6)	21 (5.9)	22 (6.2)
It is amusing to participate in fights and in harassing a student	264 (74.6)	51 (14.4)	25 (7.1)	14 (4)

Table 3d: Frequencies and percentages of the answers related to the reactions of victim bystander

VICTIM BYSTANDER	ALMOST NEVER	SOME TIMES	MOST TIMES	ALWAYS
I feel very frighten to help when I see a student being harassed or bullied	177 (50)	120 (33.9)	38 (10.7)	19 (5.4)
I participate in the harassment because I am afraid of what the bully might do to me	260 (73.4)	59 (16.7)	15 (4.2)	20 (5.6)
I feel guilty when I get pressured to participate in the harassment	151 (42.7)	86 (24.3)	48 (13.6)	69 (19.5)
I am afraid that the bullies will bully me if I try to help the victims	193 (54.5)	85 (24)	40 (11.3)	36 (10.2)
It is very difficult to react to bullying	162 (45.8)	110 (31.1)	35 (9.9)	47 (13.3)

Figure 4: Difference in the means of the participants' total score

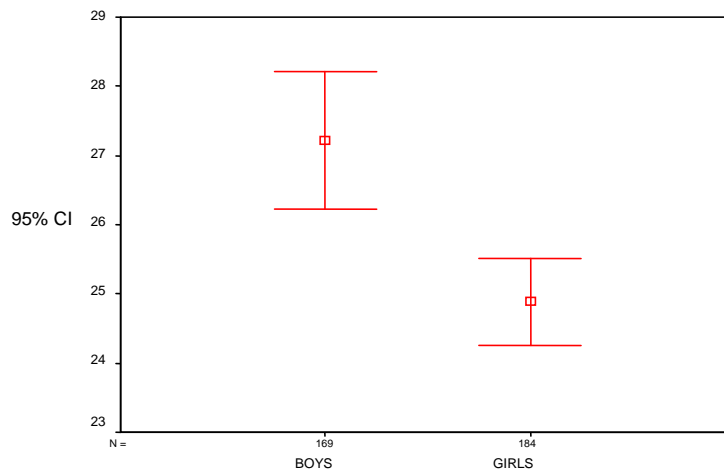


Table 4: Frequencies and percentages of the answers to the question "What they believe"

WHAT DO I BELIEVE?	I DO NOT AGREE AT ALL	I SOMEWHAT AGREE	I AGREE A LOT	I TOTALLY AGREE
It is good that students fight among themselves	248 (70.1)	70 (19.8)	6 (1.7)	30 (8.5)
It is important that students look ready to face who ever wants to bully them	65 (18.4)	69 (19.5)	76 (21.5)	144 (40.7)
When two students fight, the other students should stop them	70 (19.8)	56 (15.8)	48 (13.6)	180 (50.8)
Some times a student deserves the other students' anger	127 (35.9)	120 (33.9)	57 (16.1)	50 (14.1)
Those who harass take what they want from the other students	172 (48.7)	104 (29.5)	46 (13)	31 (8.8)
Students get respect when they pretend to be hotshots	210 (59.3)	69 (19.5)	23 (6.5)	52 (14.7)
When two students fight is it good to cheer	254 (71.8)	54 (15.3)	18 (5.1)	28 (7.9)
A student can feel big and tough when he/she bullies	194 (54.8)	74 (20.9)	55 (15.5)	31 (8.8)
Some times it's ok to bully others	196 (55.4)	99 (28)	30 (8.5)	29 (8.2)
Students who yell at other students may do what ever they want with them	218 (61.6)	71 (20.1)	38 (10.7)	27 (7.6)
Students who get harassed or bullied usually have done something to deserve it	151 (42.7)	136 (38.4)	42 (11.9)	25 (7.1)
When a student gets harassed, other students must try to stop it	42 (11.9)	67 (18.9)	71 (20.1)	174 (49.2)
When two students fight, it is good to stand and watch	242 (68.4)	57 (16.1)	18 (5.1)	37 (10.5)

Figure 5: Difference in the means of the participants' total score

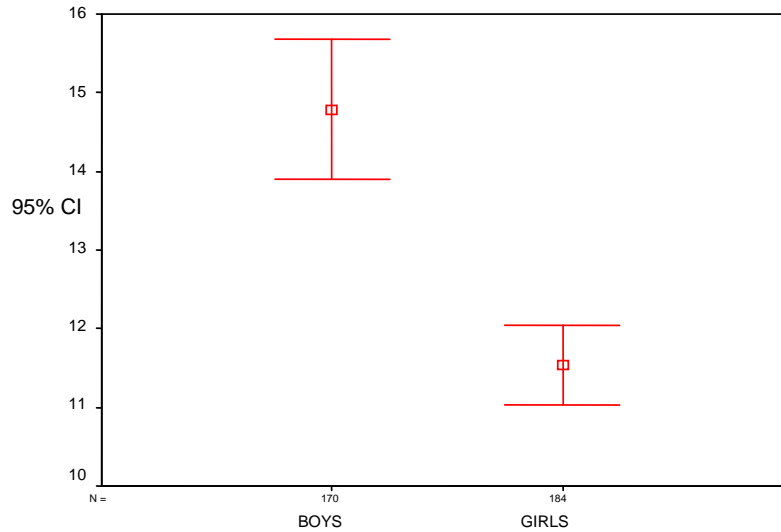


Table 5: Frequencies and percentages of the answers to the question about dangerous behaviors

DANGEROUS BEHAVIORS	NEVER	ONCE OR TWICE	FEW TIMES	ABOUT ONCE PER WEEK	FEW TIMES PER WEEK
I had a knife or other dangerous or sharp object at school	314 (88.7)	20 (5.6)	10 (2.8)	1 (0.3)	9 (2.5)
I was involved in a fight	161 (45.5)	107 (30.2)	61 (17.2)	7 (2)	18 (5.1)
I smoked cigarettes	161 (45.5)	46 (13)	20 (5.6)	6 (1.7)	121 (34.2)
I had 5 or more alcoholic drinks in a row (within a period of a few hours)	200 (56.5)	63 (17.8)	35 (9.9)	20 (5.6)	36 (10.2)
I have used forbidden substances	318 (89.8)	14 (4)	8 (2.3)	4 (1.1)	10 (2.8)
I thought of harming myself	269 (76)	38 (10.7)	27 (7.6)	12 (3.4)	8 (2.3)
I have planned how to harm myself	286 (80.8)	32 (9)	25 (7.1)	6 (1.7)	5 (1.4)
I tried to harm myself	295 (83.3)	29 (8.2)	10 (2.8)	12 (3.4)	8 (2.3)

Figure 6: Difference in the means of the participants' total score

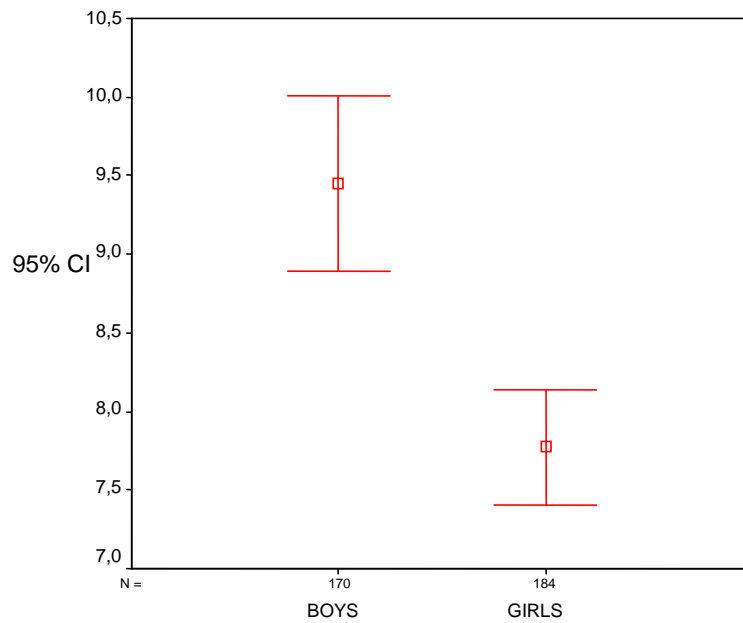
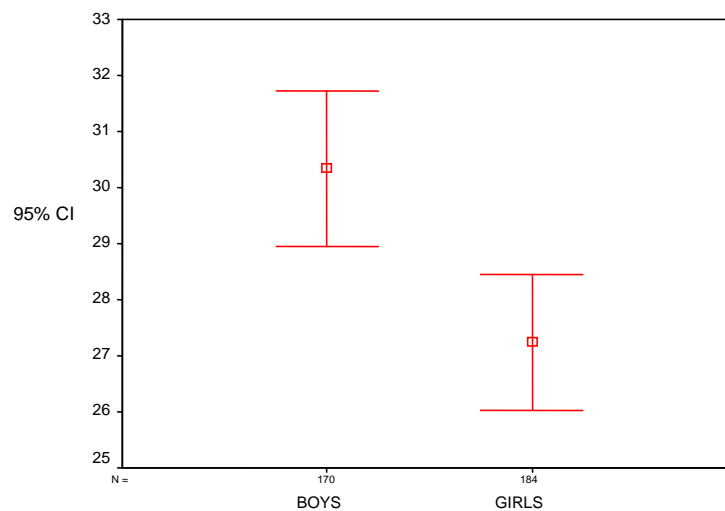


Table 6: Frequencies and percentages of the answers to the question about Harassment and Inflexibility

HARASSMENT AND INFLEXIBILITY	ALMOST NEVER	SOME TIMES	MOST TIMES	ALWAYS
Students bullied others because they belonged to a different race	176 (49,7)	118 (33,3)	38 (10,7)	22 (6,2)
Students bullied others because they seemed different or dressed differently	145 (41)	128 (36,2)	55 (15,5)	26 (7,3)
Students bullied others because they thought they were homosexuals	168 (47,5)	95 (26,8)	51 (14,4)	40 (11,3)
Students bullied others because they did not have a lot of money	238 (67,2)	70 (19,8)	22 (6,2)	24 (6,8)
Students bullied others because they belong to a different religion	243 (68,8)	59 (16,7)	28 (7,9)	24 (6,8)

Figure 7: Difference in the means of the participants' total score**Table 7:** Frequencies and percentages of the answers to the question about "How are my friends?"

HOW ARE MY FRIENDS?	NONE	ONE	TWO	THREE	>4
Number of your closest friends who attend this school	65 (18.4)	58 (16.4)	74 (20.9)	49 (13.8)	108 (30.5)
Number of your friends who are liked by the teachers	64 (18.1)	89 (25.1)	69 (19.5)	41 (11.6)	91 (25.7)
Number of your friends who have participated in school groups/clubs	96 (27.1)	50 (14.1)	64 (18.1)	39 (11)	105 (29.7)
Number of your friends who could get involved with police for things they have done	254 (71.8)	44 (12.4)	25 (7.1)	19 (5.4)	12 (3.4)
Number of your friends who are liked by most students	71 (20.1)	78 (22)	97 (27.4)	31 (8.8)	77 (21.8)
Number of your friends who have been in trouble with a teacher or with the principal	156 (44.1)	67 (18.9)	48 (13.6)	35 (9.9)	48 (13.6)
Number of your friends who had a knife or other dangerous or sharp object at school	293 (82.8)	24 (6.8)	13 (3.7)	16 (4.5)	8 (2.3)
Number of your friends who were involved in a fight	142 (40.1)	65 (18.4)	56 (15.8)	31 (8.8)	60 (16.9)
Number of your friends who have smoked cigarettes	86 (24.3)	38 (10.7)	28 (7.9)	33 (9.3)	169 (47.7)
Number of your friends who had 5 or more alcoholic drinks in a row (within a period of a few hours)	168 (47.5)	38 (10.7)	37 (10.5)	26 (7.3)	85 (24)
Number of your friends who have used forbidden substances	280 (79.1)	32 (9)	18 (5.1)	7 (2)	17 (4.8)
Number of your friends who have tried to harm themselves	269 (76)	36 (10.2)	22 (6.2)	8 (2.3)	19 (5.4)

Figure 8: Difference in the means of the participants' total score

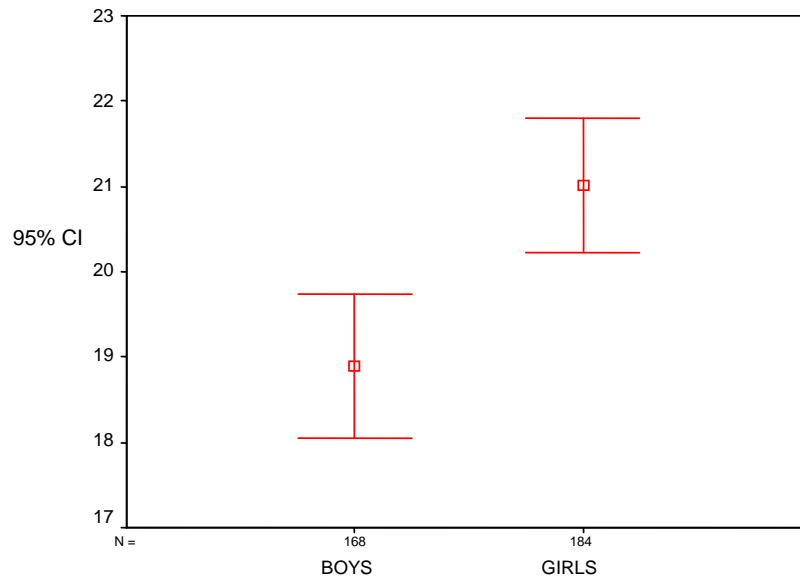


Table 8: Frequencies and percentages of the answers to the question about "How did I feel?"

HOW DID I FEEL?	NEVER	ONCE OR TWICE	FEW TIMES	ABOUT ONCE PER WEEK	FEW TIMES PER WEEK
I felt sad	80 (22.7)	79 (22.4)	88 (25)	24 (6.8)	81 (23)
I felt lonely	114 (32.2)	96 (27.1)	57 (16.1)	14 (4)	73 (20.6)
I felt optimistic about the future	50 (14.1)	53 (15)	116 (32.8)	30 (8.5)	105 (29.7)
I had periods of crying	137 (38.7)	106 (29.9)	41 (11.6)	25 (7.1)	45 (12.7)
I was not in the mood to eat	151 (42.7)	91 (25.7)	48 (13.6)	34 (9.6)	30 (8.5)
I was enjoying life	36 (10.2)	33 (9.3)	91 (25.7)	28 (7.9)	166 (46.9)
I wanted the people around me to consider my feelings more	70 (19.8)	63 (17.8)	73 (20.6)	27 (7.6)	121 (34.2)

Figure 9: Difference in the means of the participants' total score

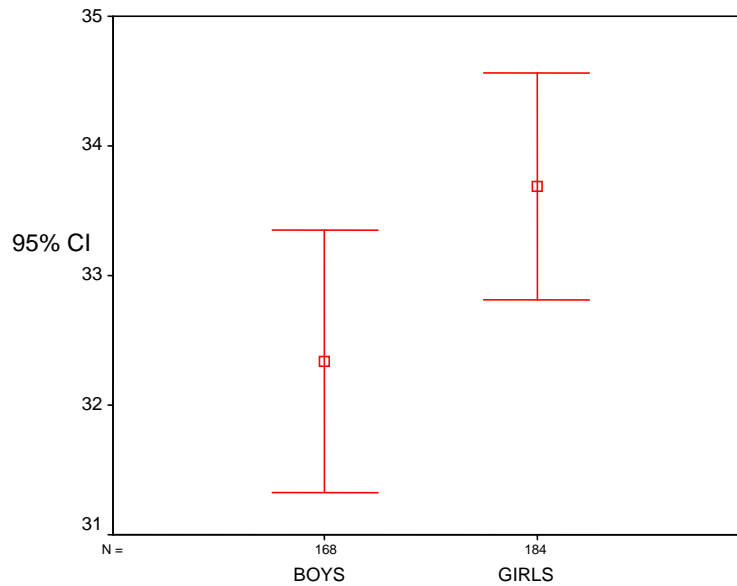


Table 9: Frequencies and percentages of the answers to the question about "How is my school?"

HOW IS MY SCHOOL?	I DO NOT AGREE AT ALL	I AGREE SOMEWHAT	I AGREE A LOT	I TOTALLY AGREE
I like school	77 (21.8)	120 (33.9)	99 (28)	58 (16.4)
It is easy to be myself at school	48 (13.6)	87 (24.6)	88 (24.9)	131 (37)
My teachers treat me with respect	39 (11)	100 (28.3)	123 (34.8)	91 (25.8)
I feel that I fit with the people around me at school	69 (19.5)	127 (35.4)	94 (26.6)	64 (18.1)
I feel that my teachers at school know me well	87 (24.6)	95 (26.8)	101 (28.5)	71 (20.1)
Nobody truly knows me at school	139 (39.3)	98 (27.7)	54 (15.3)	63 (17.8)
I feel I belong or I fit in at school	77 (21.8)	112 (31.7)	121 (34.3)	43 (12.2)
Students at my school are very competitive about grades	128 (36.2)	95 (26.8)	70 (19.8)	61 (17.2)
Students at my school are very competitive in sports or in other extracurricular activities	140 (39.5)	118 (33.3)	54 (15.3)	42 (11.9)
I feel great pressure to get good grades	101 (28.5)	152 (42.9)	54 (15.3)	47 (13.3)
I often feel that I am lost among all the other students	184 (52)	104 (29.4)	36 (10.2)	30 (8.5)
I feel great pressure to do well in sports and other extracurricular activities	201 (56.8)	97 (27.4)	27 (7.6)	29 (8.2)
I feel that the teacher understand me	97 (27.4)	121 (34.2)	89 (25.1)	47 (13.3)
If you are not the best in something, then you do not count a lot in school	156 (44.1)	111 (31.4)	46 (13)	41 (11.6)
I wish I could attend a different school	210 (59.3)	66 (18.6)	31 (8.8)	47 (13.3)