



# EUROPEAN BULLYING RESEARCH

## FINAL REPORT

### Europe's Antibullying Campaign Project

Project Leader:



Project Partners:



December 2012

## Table of Contents

Chapter 1: Definition of the Study .....	5
1.1 Conceptual approach of the Bullying phenomenon.....	5
1.2 Definition of the study .....	10
1.2.1 Distinction between teasing and bullying .....	11
1.2.2 Forms of school bullying .....	11
1.3 Characteristics of the Bully, the Victim, the Observer.....	14
1.3.1 The characteristics of a school bully .....	14
1.3.2 The characteristics of a Victim of school bullying.....	16
1.3.3 The role of the Observers in school bullying incidents.....	19
Chapter 2: Results of the Study .....	24
2.1 Methodology.....	24
2.1.1 Questionnaire .....	24
2.1.2 Field Research .....	27
2.2 Characteristics of the Sample .....	29
2.3 Results for Greece.....	39
2.3.1 Study of school bullying phenomenon .....	39
2.3.2 Have you ever been a school bullying victim?.....	42
2.3.3 Have you ever been a bully in school? .....	57
2.3.3.2 Bully and victim.....	66
2.3.4 Observer of school bullying .....	66
2.3.5 Reaction to a school bullying incident.....	68
2.3.6 Information about school bullying.....	72
2.4 Results for Italy .....	78
2.4.1 Study of school bullying phenomenon .....	78
2.4.2 Have you ever been a school bullying victim?.....	81
2.4.3 Have you ever been a school bully? .....	96
2.4.3.2. Bully and victim.....	106
2.4.4 Observer of school bullying .....	107
2.4.5 Reaction to a school bullying incident.....	109
2.4.6 Information about school bullying.....	113
2.5 Results for Lithuania .....	119

2.5.1 Study of the school bullying phenomenon .....	119
2.5.2 Have you ever been a school bullying victim? .....	123
2.5.3 Have you ever been a school bully? .....	136
2.5.3.2. Bully and victim .....	144
2.5.4 Observer of school bullying .....	145
2.5.5 Reaction to a school bullying incident .....	147
2.5.6 Information about school bullying .....	151
2.6 Results for Estonia .....	156
2.6.1 Study of school bullying phenomenon .....	156
2.6.2 Have you ever been a school bullying victim? .....	160
2.6.3 Have you ever been a school bully? .....	172
2.6.3.2 Bully and victim .....	180
2.6.4 Observer of school bullying .....	181
2.6.5 Reaction to a school bullying incident .....	183
2.6.6 Information about school bullying .....	187
2.7 Results for Latvia .....	192
2.7.1 Study of school bullying phenomenon .....	192
2.7.2 Have you ever been a school bullying victim? .....	196
2.7.3 Have you ever been a school bully? .....	209
2.7.3.2 Bully and victim .....	217
2.7.4 Observer of school bullying .....	218
2.7.5 Reaction to a school bullying incident .....	220
2.7.6 Information about school bullying .....	224
2.8 Results for Bulgaria .....	230
2.8.1 Study of school bullying phenomenon .....	230
2.8.2 Have you ever been a school bullying victim? .....	234
2.8.3 Have you ever been a school bully? .....	246
2.8.3.2 Bully and victim .....	255
2.8.4 Observer of school bullying .....	256
2.8.5 Reaction to a school bullying incident .....	258
2.8.6 Information about school bullying .....	262
2.9 Comparative presentation .....	268

2.9.1 Study of school bullying phenomenon .....	268
2.9.2 Have you ever been a school bullying victim? .....	272
2.9.3 Have you ever been a school bully? .....	275
2.9.4 Observer of School bullying .....	276
2.9.5 Reaction to a school bullying incident .....	278
2.9.6 Information about school bullying.....	279
Chapter 3: Summary – conclusions.....	283
3.1. The profile of the victim.....	285
3.2. The profile of the bully.....	288
3.2. Victim and bully .....	290
3.4. Observer of school bullying .....	291
3.5. Reaction to a bullying incident .....	291
3.6. Information about school bullying.....	292

## Chapter 1: Definition of the Study

### 1.1 Conceptual approach of the Bullying phenomenon

A common problem of the social sciences is defining various social problems or phenomena in a mutually acceptable manner. The definitions given each time are linked to the existing historic, social and economic moment in time, the nature of the problem or the phenomenon, the reasons, as well as the attention given each time by the general public. The bullying phenomenon at a childish age is a well known phenomenon. The bullying phenomenon at a childish age and particularly in the school environment is known since the organized educational system exists. The differences between past and present daily bullying attacks among students concern quantitative and qualitative characteristics, the frequency and the intensity to which they appear as well as the forms that they take. Like any other social phenomenon, bullying has also a dynamic nature and it changes in time and according to the broader changes of the social environment to which it refers to. These changes concern both the behaviors included by the term as well as the means used.

Olweus (1996), who is considered a pioneer in researching the Bullying phenomenon, defines such behavior as it follows: *“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative acts on the part of one or more students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another”*.

According to Olweus, the bullying phenomenon is characterized by the following three criteria: a) it is an aggressive behaviour, b) it is repetitive and continuous, c) it represents an interpersonal relationship marked by an imbalance of power<sup>1</sup>.

Farrington defines in a close manner the Bullying phenomenon describing it with the following characteristics:

1) physical, verbal or psychological attack or insult, 2) intention of instilling fear, worry or pain to the victim, 3) an imbalance of powers between a stronger child

---

<sup>1</sup> Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell Publishers, Inc.

bullying a weaker one, 4) it is repeated by the same children for a long period of time.<sup>2</sup> According to Farrington, cases when one or more children, with proportional or equal strength or power, attack and mutually victimize each other do not constitute bullying incidents.<sup>3</sup>

The relation of power between the victim and the bully is also pointed out by Smith, who gives a brief and basic definition of the phenomenon, which is generally encountered as the "systematic abuse of power"<sup>4</sup>.

Tattum and Tattum (1992) proposed the following definition. "*Bullying is the willful, conscious desire to hurt someone else and put him/her under stress*" Thus, anybody who wants to hurt somebody - and realises the consequences of his action- is then, by definition, a bully<sup>5</sup>. This definition although quite generalistic, which constitutes its weak point, made it popular and thus was endorsed by the Scottish Council for Educational Research, which recommended that teachers should recognize bullying in this way. Of course, we should not overpass the fact that at some point, whether they admit it or not, most people have had the desire to harm someone else and the desire cannot be identified and evaluated in the same way as the action/act<sup>6</sup>.

Rigby defines Bullying as *a harsh, repeated repression, psychological or physical, of a less powerful person by a more powerful person, without a specific reason.*<sup>7</sup>

The Center for the Study and Prevention of Violence Institute of Behavioral Science, University of Colorado at Boulder appears to share the same views concerning the perception of the phenomenon and stipulates that bullying is characterized by three criteria: firstly, it is an aggressive behavior; secondly, it is repeated in time; and thirdly, it occurs in relationships characterized by an imbalance of power<sup>8</sup>. The

---

<sup>2</sup> Farrington, D.P. (1993). Understanding and preventing bullying. In M. Tonny and N. Morris (Eds ). Crime and Justice, Vol 17, Chicago: University of Chicago Press.

<sup>3</sup> David P. Farrington, Maria M. Ttofi, School-Based Programs to Reduce Bullying and Victimization, NCJRS, 2010

<sup>4</sup> Smith, PK & Sharp, S (eds) 1994, School bullying: Insights and Perspectives, Routledge, London.

<sup>5</sup> Tattum, D and Tattum, E. (1992) Social Education and Personal Development. London,,: David Fulton.

<sup>6</sup> Ken Rigby (2006), What is bullying? Defining bullying: a new look at an old concept,

<sup>7</sup> Rigby, K. (1996). Bullying in schools: And what to do about it. Melbourne: Acer.

<sup>8</sup> An Overview of Bullying, Safe Communities ~ Safe Schools Fact sheet, [www.colorado.edu/cspv](http://www.colorado.edu/cspv), 2001

interpersonal relationship is extremely significant given that it can act as the defining element between bullying behaviors and other forms of aggressive or violent behaviors.

Bullying is a form of violence between children/teenagers and can be identified in the school environment, the community (neighborhood) and in certain cases in the family environment. With concerns to the family environment, bullying behaviors appear between the family's youngest members. In the case when bullying takes place in the family environment, it is perceived and treated as a form of child abuse or mistreatment. In most incidents, bullying takes place during the adult's absence, although there have been cases when adults are present, but they are unable to intervene. Bullying has been described as an unavoidable stage of a child development. If the bullying phenomenon is present in the school environment, it is possible that this may affect the school's entire social environment and create a sense of fear among the children, not only influencing their school performance, but also leading them to other types of anti-social behaviors<sup>9</sup>.

Remaining in the school environment, it is imperative to clarify the behaviors that are developed between students and teachers which are characterized by the use of violence either by the former or by the latter. Certain new approaches of the phenomenon by enlarging the borders of the study on the forms and behaviors of school bullying, investigate the cases when the victim of such behaviors is the teacher, but also the cases when the students are bullied by the teachers<sup>10</sup>. Although such cases are of particular interest, staying close to the classic definitions of bullying, we must examine the cases concerning the bully / victim power relationship, given that the imbalance of power constitutes the basic criterion to characterize a bullying behavior. By its nature, the teacher / student relationship is based on an unequal power relationship where the teacher has an superior position

---

<sup>9</sup> Nels Ericson, Addressing the Problem of Juvenile Bullying, Dept of Justice, Office of Juvenile Justice and Delinquency Prevention Fact Sheet 27 (June, 2001)

<sup>10</sup> Alan McEvoy (2005), Teachers Who Bully students: Patterns and policy implications, Alan McEvoy copyright

Les Parsons, Bullied Teacher, Bullied Student: How to Recognize the Bullying Culture in Your School and What to Do About It, Pembroke Publishers, 2005

over the student due to age and position. In view of this definition, the possibility of a teacher becoming a bullying victim is non-existent. Of course, this fact does not exclude the possibility of a teacher being victimized by a student. However, such cases represent specific forms of violence or offensive behavior which are developed by the young people (youth gang activity in the school environment, offensive activity by young students, etc). At the same time any violent acts performed by the teachers are according to the law penal acts and actually constitute a criminal or administrative offence and must be treated accordingly and not as school bullying.

Acts of harassment and/or threatening belong to the bullying category. They concern specific types of attacks that are characterized by the element of intention including physical, verbal and psychological threats with the intention to harm or to disturb. Bullying may be considered a social phenomenon involving unequal power relationships, either real or hypothetical, between the bully (or bullies) and the victim and it is frequently linked to group hierarchy and the behaviors which are developing within the group.<sup>11</sup>

The term Bullying was initially used to describe aggressive behaviors among students and it was associated both to school aggressiveness as well as to school violence and offences within the school environment<sup>12</sup>. Although these definitions are associated and influence one another, in fact it should be pointed out that they are not synonymous and any such use, other than generalized and stereotypic approaches, can be harmful in dealing with this phenomenon. The problem associated with the translation of the words “Bullying” and “Bully” frequently led to its use synonymously with the above definitions and by doing so applying characteristics that correspond to reality. Violence in school is marked by bullying and violence. In Greece, bullying is associated with mocking, teasing and jesting. As to when any of

---

<sup>11</sup> Nansel TR, Overpeck MD, Pilla R, Ruan WJ, Simons-Morton B, Scheidt PC. Bullying behaviors among US youth – prevalence and association with psychosocial adjustment. *JAMA* 2001; 285:2094-2100 and Pearce, J. Practical approaches to reduce the impact of bullying. *Arch Dis Child* 1998;79:528-531(Dec).

<sup>12</sup> Artinopoulou, V. School violence. Research and policies in Europe. *Metahmio*



these elements is associated with violence depends on the victim's objective assessment<sup>13</sup>.

Bullying among children is a problem that appears in the school environment from the very beginning of the organised educational system and it remains unclear and difficult to be defined. The difference between the respective behaviors of the previous decades and those in our days rests in the seriousness and the intensity of the attacks as well as the consequences, which in some cases may be fatal.

The children and youngsters involved in such activities, either as victims or as bullies, have particular difficulties in the school environment and it is probable that they might develop a number of psychological and psychosomatic problems. Bullying may have life-time effects for the victims as well as for the children that participate as observers<sup>14</sup>. Both in the fields of developing the relative theories and the mapping of strategies for encountering the phenomenon, particular emphasis is given to the observers of bullying incidents. Except those involved in bullying incidents, meaning the bully and the victim, a significant role is played by the passive observer, i.e. the person that permits such incidents to occur due to indifference or fear that he will be victimized<sup>15</sup> also.

---

<sup>13</sup> Sokou, K. (2003): Mental and Social Health Promotion: A Prevention Policy Counteracting Violence. Paper presented to the magazine *AFIEROMATA*, Klimaka NGO,

<sup>14</sup> BULLYING REPORT: HOW ARE WASHINGTON STATE SCHOOLS DOING?

By Lauren Hafner, researcher for The Washington State PTA and The Safe Schools Coalition, 2003

<sup>15</sup> John J. Kerbs, Jennifer M. Jolley, "The Joy of Violence: What about Violence is Fun in Middle-School?", *American Journal of [2] .Criminal Justice* 32 (2007) 12

## 1.2 Definition of the study

In order to create a definition for this study, for the realization of the present analysis and based on the elements that are common in most definitions, Bullying will be encountered as an aggressive behavior among children or young people, which takes place within the school environment as well as in the community or any other area that young people socialize and

a) it aims at causing discomfort or harm to the victim,

b) there is a power or authority imbalance between the bully and the victim

and

c) it is repeated in time<sup>16</sup>

### The Bullying phenomenon may include

- Physical violence, hitting, pinching, biting, shoving,
- Deliberate or frequent exclusion of students from social activities, social isolation or omission
- Sexual harassment
- The use of abusive or taunting expressions, teasing, name calling, mocking
- Threats and blackmail
- Abusive or taunting expressions concerning the victim's race, ethnicity, religion, disability, sexual identity
- Theft or damage of the victim's personal belongings
- Intended distancing from friends
- Spreading of malicious and false rumors
- Electronic bullying, cyberbullying

---

<sup>16</sup> Olweus, D. (1993a). *Bullying at school: What we know and what we can do*. New York: Blackwell.  
Limber, S. P. (2002). *Addressing youth bullying behaviors*. Published in the Proceedings of the Educational Forum on Adolescent Health on Youth Bullying. Chicago: American Medical Association.  
Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001)

### 1.2.1 Distinction between teasing and bullying

Olweus points out the difference between bullying and playful teasing. This kind of teasing usually occurs between friends and no physical pain is involved. On the contrary, bullying involves individuals with no friendly relations. The imbalance of power that Olweus refers to in his definition could be associated with the individual or social characteristics of the bully and the victim. Teasing may easily be converted into bullying if it goes on for a long time and more importantly, when the child senses that such actions are not playful<sup>17</sup>.

Cyberbullying is described as the *“willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.”* Cyberbullying takes place over the internet and is more frequent in websites that are visited by a large number of teenagers<sup>18</sup>.

### 1.2.2 Forms of school bullying

On many occasions, the various types of bullying forms lead researchers to different opinions given the phenomenon’s multidimensional nature and behaviors.

Bullying may be direct, i.e. behaviors that comprise of the bully and victim’s face-to-face contact, or indirect, i.e. without bully/victim confrontation, such as malicious rumors or the use of electronic media (cyberbullying) (Craig, Pepler & Blais, 2007)<sup>19</sup>

Rigby (2008) segregated the direct and indirect forms of bullying by creating the following table<sup>20</sup>:

	Direct	Indirect
Verbal	Insulting remarks,	Prompting others to insult

<sup>17</sup> Olweus, D. (2007). The Olweus bullying questionnaire. Center City, MN: Hazelden.

<sup>18</sup> Sameer Hinduja, Justin W. Patchin, Cyberbullying Identification, Prevention, and Reaction, cyberbullying Research Center

<sup>19</sup> Craig, W., Pepler, D. & Blais, J., (2007). Responding to Bullying: What Works? School Psychology International, 28, 465 – 477

<sup>20</sup> Rigby, K., (2008). Children and Bullying. How Parents and Educators Can Reduce Bullying at School. USA: Blackwell Publishing

	Name calling, Humiliation, Harsh teasing or mocking	or take advantage of someone. Spreading of malicious rumors Prank calls Offensive texts, messages or letters
Physical	Hitting, kicking spitting, dropping objects, use of a weapon	Deliberate or unjust exclusion Snatching and hiding of personal belongings
Gestures	Threatening gestures, Persistent staring	Repeated turning of one's face or gaze so that it appears that someone is unwanted

In conclusion it might be considered that the bullying forms are primarily determined by the means and the methods used by the bully to harm his victim<sup>21</sup>.

#### **a. Physical bullying**

The bully uses physical violence such as hitting, pushing, and destruction of the victim's personal belongings.

#### **b. Verbal bullying**

It consists of a repetitive way of speaking meant to embarrass or hurt the victim. This way of speaking could be represented by insulting remarks, name calling, put-downs, racist, homophobic, sexist remarks.

#### **c. Social or indirect bullying**

---

<sup>21</sup> Boulton, Karellou, Laniti, Manoussou & Lemoni, 2001. Espelage & Swearer, 2003. Konstantinou & Psalti, 2007. Olweus Bullying Prevention Program, 2007a. Sharp & Smith, 1994. Suckling & Temple, 2001

In these cases, the bully (or bullies) socially isolate the victim and exclude him/her from the other students and peer groups and from group activities<sup>22</sup>. Social bullying could include behaviors associated with the neglecting of the victim, making him/her feel unwanted (ignoring him/her, not allowing him/her to participate in a conversation, the delegation of unpleasant or humiliating tasks and roles). Social bullying primarily targets the victim's interpersonal relationships and is comprised of secretive means such as the spreading of malicious rumors, gossip, embarrassing details (usually lies) about the victim's life and personality.

**d. Blackmailing**

This form of bullying consists of behaviors that are linked to threats and blackmailing that force the victims to satisfy the bully's (or bullies') desires or demands.

**e. Visual bullying**

This type of bullying is concerned with behaviors that are associated with malicious or humiliating notes concerning the victim, that are circulated among students, are posted in a visible location at school for all the students to see (wall, door, board), or even on the victim (on the victim's back, desk, bag, etc)

**f. Electronic bullying**

This form of bullying consists in the use of the electronic media such as cell phones, internet, emails etc. for the posting and distribution of texts, photos or videos that humiliate the victim.

**g. Sexual bullying**

This form of bullying consists of gestures, touching, "jokes" and comments about the victim, sketches or photos of a sexual content aimed at the victim's embarrassment, shame and humiliation.

**h. Racist bullying**

This is a special form of bullying as it is expressed physically, socially and psychologically and it aims at stigmatizing the victim due to ethnicity, social origin or financial status, accent or local dialect, etc. Racist bullying magnifies and reinforces

---

<sup>22</sup> Lee, C., (2006). Preventing Bullying in Schools. A Guide for Teachers and Other Professionals. London: Paul Chapman Publishing

the victim's existing experiences that are associated with frustration and deprivation. (Smith, 2003).

#### **i. Psychological bullying**

This form of bullying may be comprised of a combination of other forms of bullying such as threats, messages and emails, humiliating posts, exploitation, emotional blackmail, threats concerning someone's safety and aims at psychologically harming the victim.

### **1.3 Characteristics of the Bully, the Victim, the Observer**

According to the researchers of this phenomenon, a common characteristic of both victims and bullies of the school bullying is that they present a higher percentage of mental health problems compared to their peers<sup>23</sup>. It should be noted that both the bullies and their victims present common characteristics, which lead to completely different reactions. These characteristics are low self-esteem<sup>24</sup> and they come from dysfunctional families (with different types of dysfunctions).

#### **1.3.1 The characteristics of a school bully**

In most studies, school bullies are referred to as being aggressive, tough with a high self-esteem, impulsive without compassion and empathy for their victims, while their school performances are usually low, below average. (Olweus, 1994). Emphasis is frequently placed on their muscular strength, which allows them to overpower their victims in terms of physical strength, as well as the fact that they are popular among their classmates<sup>25</sup>. They simultaneously present intense behavioral problems on other levels other than aggressiveness, which are associated with their inability to

---

<sup>23</sup> Fulya CENKSEVEN ÖNDER, Filiz YURTAL, An Investigation of the Family Characteristics of Bullies, Victims, and Positively Behaving Adolescents, Eğitim Danışmanlığı ve Araştırmaları İletişim Hizmetleri Tic. Ltd. Şti, 2008

Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety and aggression in elementary school children. *Personality and Individual Differences*, 24, 123-130.

Smith, P. K. (1991). The silent nightmare: Bullying and victimization in school peer groups. *The Psychologist*, 4, 243-248.

<sup>24</sup> Tsiantis

<sup>25</sup> Tsiantis et al

smoothly activate and cooperate in a peer group as well as their hyperactive and agitated relations with others<sup>26</sup>.

Although opinions have been expressed in relation to the bullies' lack of social skills and the problematic processing of social information<sup>27</sup>, (Crick and Dodge 1994), many bullies cannot only be considered as being socially apt, but according to Sutton et al (1999) they are considered extremely competent from the social point of view as they are able to manipulate the minds of others. Thus, it is not clear whether bullies are deprived of sensitivity and adequate social perception or whether they have enhanced social perception and act as bullies having full knowledge of their abilities and the harm that they can cause to their victim, Rigby (2008)<sup>28</sup>.

The numerous studies reveal that regardless of the degree of social skills the bullies have, don't have or have developed, they have an extremely low degree of empathy both on a cognitive and emotional level; in other words they are unable to perceive their victims' thoughts and emotions and participate in their emotional state<sup>29</sup> or as stated by Rigby (2008), "*they have no emotional interest for others.*" Continuing on the subject of the bully's personality, Menesini et al (2003) add that bullies present moral disengagement in the way that they perceive the definitions of fairness and the accompanying behaviors and they lack shame and the sense of personal responsibility<sup>30</sup>.

Most studies refer to aggressiveness as the main characteristic of a school bully. However, it should be clarified that bully's aggressiveness in school qualitatively

---

<sup>26</sup> Wolke D., Woods S., Bloomfield L. and Karstadt L., 2000, "The association between direct and relational bullying and behaviour problems among primary school children", *Journal of Child Psychology and Psychiatry*, 41(8), 989-1002.

<sup>27</sup> Crick and Dodge 1994, A review and reformulation of social information processing mechanisms in children's social adjustment. *Psychological Bulletin* 115, 1, January, 74-101

<sup>28</sup> Rigby K. 2008b, *Children and bullying*. Victoria: Blackwell Publishing

<sup>29</sup> Hoffman M. L. 1984, Interaction of affects and cognition in empathy. In C. E. Izard, J Kagan and J. Strayer (Eds) *Emotions, Cognitions and Behaviors*. Cambridge: Cambridge University Press

Crick N R and Dodge K. A. 1996 Social information - processing mechanisms on reactive and proactive aggression. *Child Development* 67 993-1002

<sup>30</sup> Menesini E, Sanchez, V. Fronzi A, Ortega R, Costabile A, and Logeudo G (2003) Moral emotions and bullying: A cross national comparison of differences between bullies, victims and outsiders, *Aggressive Behavior* 29 515 530

differs from the behavior of a simply aggressive child. A simply aggressive child does not direct his aggression on specific persons, whereas the school bully feels the need to “create” specific victims, he/she directs his/her aggressiveness towards specific people having the necessary characteristics of facilitating their victimization, thus offering the school bully the satisfaction he/she seeks.

It is important to understand and focus on the reasons for which a child adopts a bullying behavior towards others, not only because this information is extremely useful in creating the policies, strategies and to the prevention of this phenomenon, but also because the bully is also a person requiring protection and care. On many occasions he/she is a victim of violent behaviors or negligence from within his/hers family environment<sup>31</sup>.

Bullies frequently develop from within a family environment defined by distinctly dysfunctional mechanisms, strong presence of violence, either imposed by the parents as means of education and punishment (physical punishment), or as a way of resolving disputes between family members, quite frequently they are witnesses or observers to family violence<sup>32</sup>. With reference to the characteristics of the bully's parents, it has been referred that quite often their fathers were also school bullies<sup>33</sup>, although they remain authoritative with concerns to parental duties<sup>34</sup>.

### 1.3.2 The characteristics of a Victim of school bullying

In fact, by definition there is no characteristic that could be considered responsible for the victimization of certain students. However, certain features and behaviors of certain students seem to draw the attention of the bullies and favor their victimization. These characteristics could be: learning difficulties, particularly good

---

<sup>31</sup> Stavros P. Kyriakides, 2007

<sup>32</sup> Nestoridou Aik. Karakasi A., Zagalis Th., Daskalaki A., "The school bullying phenomenon, "Technological Institute of Athens, ed. 22, p. 22 - 24, 2010  
Kyriakides S.P., Bullies and victims: research data for victimization in school and ways of prevention, The Greek Review of Social Research, 122 A. 2007, 91-106  
Kokkevi A., Stavrou M., Fotiou A., Kanavou E., "Teenagers and violence. National student research" [Εφηβοί και βία. Πανελλήνια έρευνα στους μαθητές] 2010, EP

<sup>33</sup> Farrington D. P., 1995, "The Twelfth Jack Tizard Memorial Lecture. The development of offending and antisocial behaviour from childhood: Key findings from the Cambridge study in delinquent development", Journal of Child Psychology and Psychiatry, 36, 929-964.

<sup>34</sup> Baldry A., Farrington D., 2000, "Bullies and delinquents: Personal characteristics and parental styles", Journal of Community and Applied Social Psychology, 10, 17-31.



school performance, lack of social skills, behavioral problems or a combination of all or some of these characteristics.

According to a study by Cullingford and Brown (1995), a large number of school bullying victims presented a characteristic that was not necessarily consistent, but adequate so as to differentiate them from the other students and separate them from the socially accepted peer group models<sup>35</sup>. This deviation, significant or not, from the average accepted term constitutes a fundamental reason for which certain students with a developed learning attitude (high consequence in the responsibility of their role as students), children of different nationalities and cultural features or children with a form of disability fall victims to such behaviors<sup>36</sup>.

As in the case of the school bully, the victims' family environment and parent/children relationships appear to be significantly linked with the child's victimization in the school environment. A relative study by Cowie, Boulton and Smith (1992), correlates the child's dependency degree on his/her parents and the possibilities of victimization during the early school years<sup>37</sup>.

Kumpulainen et al (1998) argue that school bullying victims present problems that are both external and internal.<sup>38</sup> On most occasions they are introverted, quiet and sensitive children that do not present a provocative or aggressive behavior to justify the attacks and victimization that they experience. They are also characterized as lonely people, immature sometimes, that lack communication skills and problem-solving abilities (Olweus, 1999).

Schwartz, Dodge and Coie (1993) state that some of these behaviors that favor victimization are associated with the victim's lack or inability of showing assertiveness and the tendency to follow the terms and instructions of others during a game or any other social activity<sup>39</sup>.

---

<sup>35</sup> Cullingford, C. & Brown, G. (1995) Children's perceptions of victims and bullies. *Education* 3-13, 23 (2), 11-17.

<sup>36</sup> Nestoridou Aik. Karakasi A., Zagalis Th., Daskalaki A., 2010, "The school bullying phenomenon, "Technological Institute of Athens, ed. 22, p. 22 – 24.

<sup>37</sup> Cowie, H., Boulton, M. J., & Smith, P. K. (1992). *Bullying: Pupil relationships*. London: Kogan Page.

<sup>38</sup> Kumpulainen, K., Räsänen, E., Henttonen, I., Almqvist, F., Kresanov, K., Linna, S., Moilanen, I., Piha, J., Puura, K., & Tamminen, T. (1998). Bullying and psychiatric symptoms among elementary school-age children. *Child Abuse & Neglect*, 22, 705-717.

<sup>39</sup> Schwartz, D., Dodge, K. A., & Coie, J. D. (1993). The emergence of chronic peer victimization in boys' play groups. *Child Development*, 64, 1755-1772.

Bullying victims rarely stand-up for themselves, nor do they fight back. They usually react to victimization with withdrawal, tears or anger<sup>40</sup>. These students have a lot more anxiety and insecurity than their classmates and develop an introverted personality, while having little or no friends<sup>41</sup>.

Although school bullying victims may overcome and deal with their victimization over their remaining school years or thereafter, the negative emotions and experiences may accompany them for a long time, or for the rest of their adult life.

The school bullying victims are divided into two categories. Those victims that are compliant or obedient and those that are provocative.

Specifically,

Compliant victims are the types of victims we come across more often. They are anxious and insecure people that tend to isolate themselves, break-out into tears when victimized, they do not accept the use of violence and due to insecurity and lack of self-esteem, they do not react when they are attacked.

Although not a very often type, the provocative victims request for the attention or interest of the bully with an annoying or provocative behavior and they are treated negatively by the entire class. The behavior of these students is characterized by a combination of anxiety and aggressiveness and they are not popular among their peers. Schwartz, Dodge, Pettit and Bates (1997) state that provocative/aggressive victims have experienced punishable, hostile and harsh treatment within their family<sup>42</sup>.

Both the compliant and the provocative victims have a low self-esteem and self-image, while many develop feelings of guilt based on their victimization. The

---

<sup>40</sup> OLWEUS D. (1996). Bully/victim problems in school. *Prospects*, 26 (2), 331-359.

<sup>41</sup> Tsiantis G. Et al, "School Bullying in primary school: students' and teachers' opinions", *Association for the Psychosocial Health of Children and Adolescents*, 10(1): 97-100  
TRINDER M. (2000). Bullying: A Challenge for Our Society. *Victorian Parenting Centre News*, 3, 3-6.  
LOWENSTEIN L.F. (1994). The intensive treatment of bullies and victims of bullying in a therapeutic community and school. *Education Today*, 44 (4), 62-68.

<sup>42</sup> Carney, A. and Merrell, K. (2001). Bullying in Schools: Perspectives on Understanding and Preventing an International Problem. *School Psychology International*, 21: 364–382.  
Schwartz D, Dodge KA, Pettit GS, and Bates JE. (1997). The early socialization of aggressive victims of bullying. *Child Development* 68: 665-675.  
David Schwartz, Kenneth A. Dodge, Gregory S. Pettit and John E. Bates(1997) *The Early Socialization of Aggressive Victims of Bullying* *Child Development* Vol. 68, No. 4 (Aug., 1997), pp. 665-675

majority of them do not have friends that can support them on an emotional level and act as their protectors; even if they do have a few friends, they are unable to act in this manner.

A study conducted in time by Olweus (1997) revealed that a significant number of victimized students held onto that role for a long time after the end of their victimization.

According to a numerous studies, school bullying victims present psychosomatic problems such as headache, stomachache, sleep disorders, etc as well as psychological problems such as depression, suicidal ideation, symptoms of anxiety, emotional insecurity, school phobia, adaptation difficulties, but even lower self-esteem and low self-image, emotional difficulties and a feeling of loneliness<sup>43</sup>. Lastly, school bullying victims may, during their adult life, present significant deficiencies in carrying out their social roles satisfactorily, be unable to take on responsibilities, enter into interpersonal relationships or have a normal sex life. (Giovazolias ,2007)<sup>44</sup>

### ***1.3.3 The role of the Observers in school bullying incidents***

During school bullying incidents, the observers and the witnesses play a significant role following that of the bully and the victim. It is considered as an observer or witness of such an incident the person who without being the bully or the victim, is aware of or passively watches the incident. Even if the observer or witness of such an incident is not directly involved, he/she may be indirectly influenced and involved, primarily at an emotional level.

---

<sup>43</sup> Hazler RJ.(1996). Breaking the Cycle of Violence: Interventions for Bullying and Victimization. Washington, DC: Accelerated Development.

Fuller A. (1998). From Surviving to Thriving: Promoting Mental Health in Young People. Camberwell Victoria, Australian Council of Education Research Press.

Trinder M. (2000). Bullying: A Challenge for Our Society. Victorian Parenting Centre News, 3, 3-6.

Griffin, R. S. and Gross, A. M. (2004) Childhood bullying: current empirical findings and future directions for research. Aggression and Violent Behavior, 9:379-400.

<sup>44</sup> Giovazolias, A., 2007, School Bullying and victimization. Special Characteristics and Handling.

Half of the students that participated in a study conducted by Cullingford and Brown (1995) admitted that they had been witnesses to such incidents<sup>45</sup>.

With reference to their roles:

- a. they are aware of what is going on, understanding who is the bully and who is the victim, but they do not intervene
- b. they wish to contribute to the bullies' punishment, by showing in this way their power. In order to achieve this goal, they adopt methods confirming that aggressiveness and the exercise of authority constitute a powerful tool.
- c. they act as "saviors" by undermining the victims and showing an overprotective behavior.
- d. they remain passive although they are aware of the consequences of such an incident in terms of the victims' psychology, emotions, daily life as well as the broader school environment (Lee, 1996)

It is possible that the observer's acting to affect the outcome of the incident in favor or against the victim or the bully, depending on the behaviour and involvement he/she will take in the incident.

In a comprehensive study conducted by Clarkson (1996)<sup>46</sup>, reference is made to a significant number of categorizations and eye-witness types depending on the incident, as it follows:

- "Hands up": It's none of my business.

The victims ask for help but he refuses to intervene. He does not mediate and considers that responsibility belongs to the parts involved actively.

- "The neutral": I do not want to take sides

Although he realises the seriousness of the situation and who is the weak one he simply does not get involved. The victims' perception of his behaviour is that of a negative image of objectiveness.

- "On the fence": The truth lies somewhere in the middle.

---

<sup>45</sup> Cullingford, C. & Brown, G. (1995) Children's perceptions of victims and bullies. *Education 3-13*, 23 (2), 11-17.

<sup>46</sup> Clarkson P. (1996), *The observer*. London: Whurr Publishers

This observer avoids having opinions and considers that everything is a matter of perception. Probably he finds it difficult to define the bullying incident as what he sees or not, but he realises the victims feelings as well as his passiveness.

- “Equilibrium”: I do not want to rock the boat.

This means the fear of dealing with the bullying incident. Although a superficial peace and quietness is shown by his behaviour, his true feelings towards the victim are kept secret.

- “Confused”: things are more complicated than they appear

Confusion is used as an excuse for the observer’s passiveness.

- “Vague picture”: I don’t have all the information

The observer remains passive due to the fact that he/she considers not having the whole picture about the involved parts and their motives. He sees clearly who the victim is during the bullying incident and waiting for more information could worsen the situation.

- “Painful past”: I don’t want to be hurt again

The observer’s passiveness relates to a previous negative or traumatic experience in a similar past situation.

- “Insignificant person”: His/her contribution will not make the difference

This observer does not intervene as he/she considers that his/her intervention will not change anything. In these cases there are usually indications of guilt or inability to help.

- “Judgment”: I tell the truth as I see it

This observer identifies the complexity of the bullying problem. The observers confide only in the information they gather from the non-participants.

- “Obedient”: I simply follow rules

They sustain that they are exposed to the power of the bully and avoid difficult decisions as a result of their submission. The victim is ignored due to the fact that the existing rules are directly related to the outcome.

- “It is not about me”: I have my own interpretation.

The observer does not get involved as the incident does not directly affect him/her, until the bully’s attention is turned to him/her.

- “Victim’s fault”: The victim is to blame

In such cases the incident is perceived as being rightful and that it is the victim’s fault.

It is significant to be aware of the elements that influence people so as to act as “positive” eye-witnesses, i.e. to act in a positive manner towards the victims. In this respect, Rigby (2008) states:

#### Elementary school attendance

Elementary school students are more inclined to take the side of the victim compared to students in higher classes. Thus, their awareness on school bullying issues and the formation of positive reactions towards the victims would be more successful.

#### Awareness, the understanding of the other’s emotions and the recognition that it is within the person’s character to act positively towards the victims.

The positive reaction and offering help to our fellow persons is considered a personality feature. This feature can be cultivated and developed with the appropriate education and support from the family and the school environment. Within a classroom the students’ awareness level may be increased by effective educational practices.

#### Previous experience as a positive observer.

Students that have helped bullied victims in the past present better chances of doing the same and they have a positive attitude about offering help to the victim.

#### The lack of involvement in a bully-victim relationship in the past.

Usually, school bullies tend to develop mutual support relationships with each other and rarely help the victim in cases where they are observers to a bullying incident. Similarly, people that were victims in the past avoid offering their support to the victim due to their previous traumatic experience and the emotional anxiety and fear that they feel.

Rigby also states that regarding the attitude towards the school bullies and their victims the students are more influenced by their peers and their friends than by their teachers or their parents.

## Chapter 2: Results of the Study

### 2.1 Methodology

#### 2.1.1 Questionnaire

The questionnaire of the study is the basic research tool and its structural design consists of 6 thematic units, which permit the analysis of the data at multiple levels and relate to:

- the bully's profile and characteristics
- the victim's profile and characteristics,
- the observer's profile and characteristics,
- the phenomenology (philosophy) of the problem (intensity, extent, forms of expression)
- the awareness of the need to deal with the phenomenon
- the expression of proposals concerning the method and the means that students themselves would like to use for this purpose.

Specifically, the questionnaire units consists of:

- The first unit is concerned with the demographics and the respondent's personal details. Except the demographic information, the questionnaire focuses on the student's family situation, his presence and activities in the school environment. His activities and sociability outside the school environment. This data is significant as it can give us useful information on the profiles of both the bully and victim.

The questions concerning the student's family situation, e.g. living conditions, relationship with parents and forms of education used have been phrased with the utmost discretion, particularly the questions concerning problems that the child may have at home, which under no circumstances could be avoided.

In searching for the factors that lead a child to develop school bullying behaviour as well as of those in favor of victimization, we found that almost all the literature and respective researches results refer to details that are linked to a dysfunctional family environment, the dysfunctional relationship



between the child and other family members, financial factors, as well as in the way that a child learns to deal with confrontations and disputes. It is not possible that this information to be acquired with direct questions, it is for this reason that it is obtained through a combination of indirect questions (question 3-11)

Other significant information that helps defining the profile of a school bully or of a victim is related to activities within the school environment.

This does not only include school performance, but also school attendance, participation and the degree of integration into the school environment as well as the relationships that are developed with other students (questions 11-15)

- The second unit concerns the information related to the bullying phenomenon, the ways a student perceives it, the degree of awareness of different types of behaviours and also the understanding of the differences between bullying and simple behavior that is annoying or undesired. At the same time it provides us with useful information about the phenomenology of the problem, the degree and intensity with which it is experienced by students. On the one hand, question 16 functions as a source of information in relation to the respondents' degree of understanding of the school bullying phenomenon, on the other as a control question which allows us to evaluate the reactions in relation to the child's possible victimization and/or behavior as a bully. Questions 17-20 provide us with information related to the students' feelings of safety or unsafety and they shall be analyzed in combination with the questions about bullying as well as the questions concerning the child's possible victimization.
- The third unit concerns questions related to student victimization and may function as a source of information about the victim's identity and profile (in comparison to the first unit), but will also give us information on the most frequent types of bullying as well as the victim – bully relationship.
- The fourth unit is concerned with the information and profile of the bully (compared to unit 1). It is important at this point to note that the bully's

profile may be analyzed comparatively to the victim's profile and thus to analyse any eventual relationships that may appear .

With respect to the above two units, emphasis has been placed on the new forms of school bullying (cyber bullying), but also on the appearance of the phenomenon in the student's other areas of activity that are outside the school environment. The questions have been phrased with the greatest discretion, giving the respondents the opportunity not to answer certain questions if they don't want to.

- The fifth unit researches information on how school bullying incidents are perceived by the observers. On a theoretical level has already been pointed out the importance of the passive observer role, both for the bully and the victim. This unit investigates why an observer reacts or not to a bullying incident, what form does this reaction takes as well as whom he trusts.
- Finally, the sixth analyses the quality of information provided to young people about the bullying phenomenon; it also provides information on the profile of students that express a greater need / desire for more information. However, the most significant information that we obtain from the last unit concerns the students and where they stand with concern to the type of information they would like, its content, the method and means they would like to be used as well as the organisations and representatives they consider most suitable for this purpose. This information could be a important tools in expressing the proposals and strategies for dealing with the phenomenon; accessible to young persons and harmonized with their particular characteristics and needs.

## 2.1.2 Field Research

### Target population – Population Framework

The target population of the research comprises all students with secondary education in all six participating countries.

### Form of Research

Sample research field with a structured, electronic questionnaire.

### Sample size – sampling framework

The size of the sample amounted to 16227 sample units with respective representation. The students were approached via the secondary education schools. The schools were chosen based on stratified, analogy sampling, while the students within the school units, were chosen from the school's registers based on the systematic sampling method.

The following table displays the distribution of the sample among the six countries participating in the study.

*Table 1. Sample distribution*

Country	Sample size
Greece	4987
Italy	5042
Lithuania	2414
Bulgaria	1067
Estonia	1596
Latvia	1121

### Data collection

The data was collected using an anonymous, structured, electronic questionnaire, which was uploaded on the program's website.

The electronic questionnaire was developed with the assistance of the Question Pro platform. A sample of the final questionnaire can be found by visiting the following address:

<http://questionpro.com/t/AHDunZLXob>

### **Advantages of an electronic questionnaire**

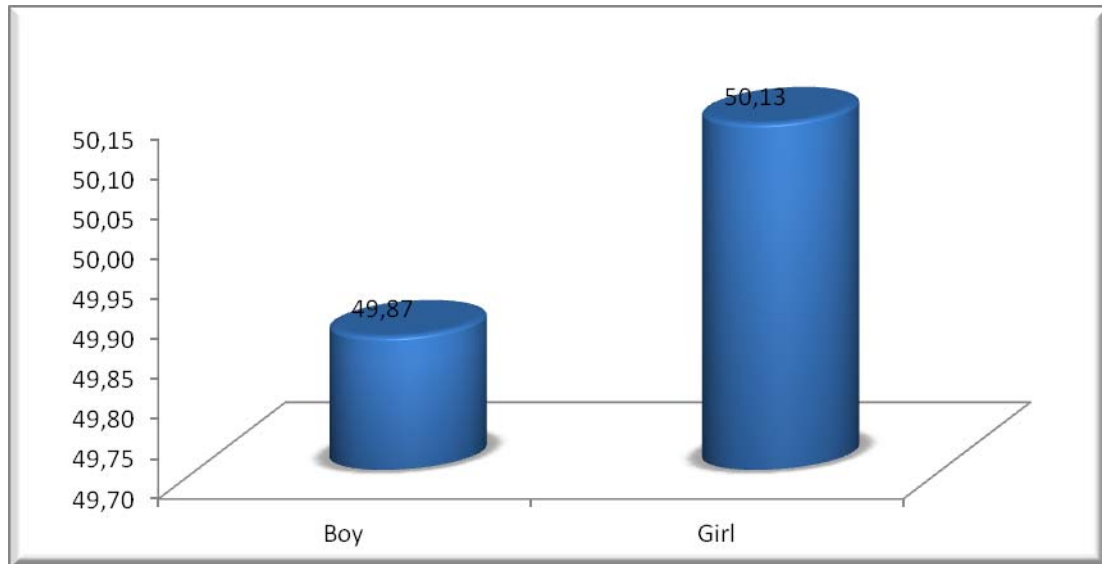
Some of the advantages of an electronic questionnaire are:

- The respondent's anonymity
- Greater honesty of the participants given that there is no personal contact with the researcher
- Mistakes are avoided during questionnaire puncturing
- Research is completed much faster
- Remote regions can be approached.

## 2.2 Characteristics of the Sample

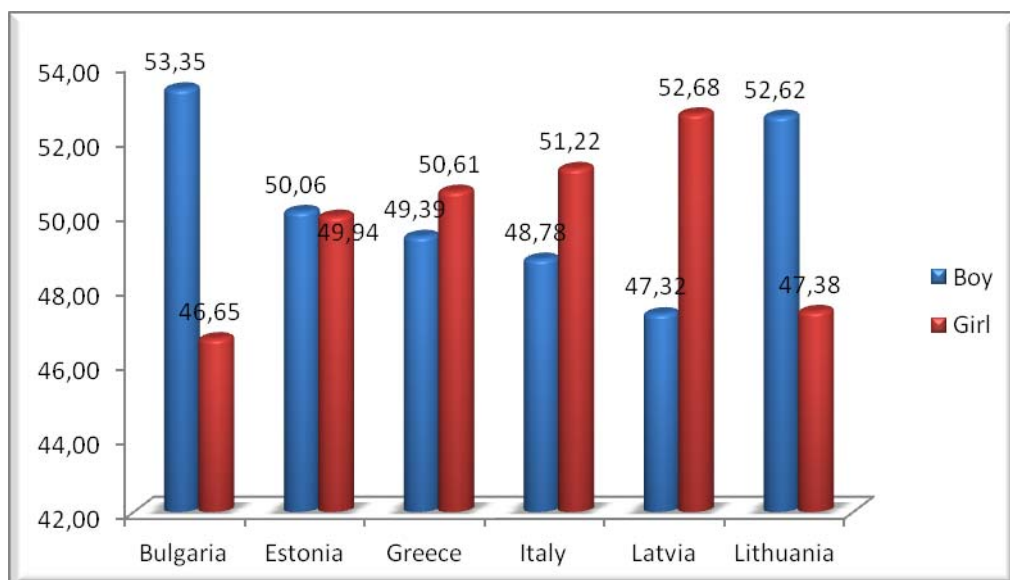
The chapter presents the sample's profile. With reference to the gender, 50.13% of the entire participants were girls, while 49.87% were boys. Graphic 2 depicts the gender distribution for the six participating countries.

*Graphic 1. Gender of respondents*



Gender deviation is minor in the different countries.

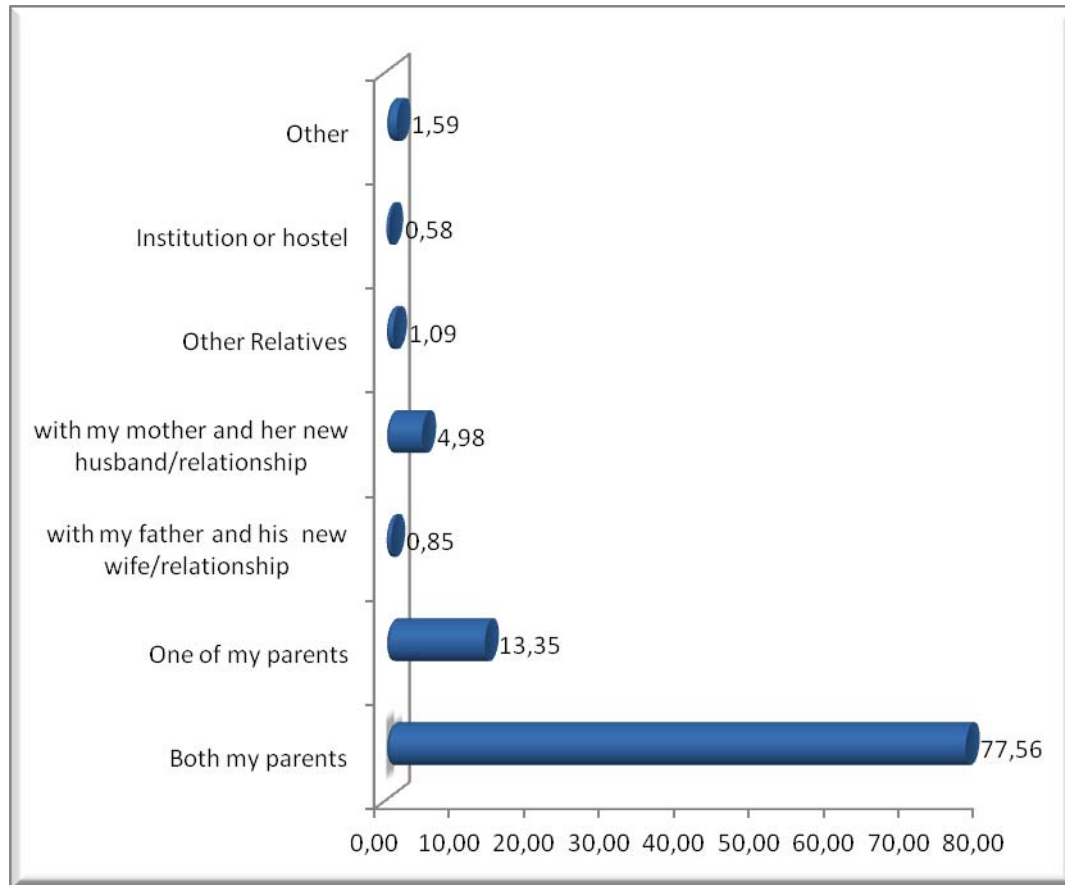
*Graphic 2. Gender distribution per country*



The following graphic depicts the students' family environment. Out of the total number of students, 77.56% of the respondents stated that they live with both

parents. A very small percentage (0.58%) lives in a hostel – institution. The second largest reaction (13.35%), which had a significant difference from the first, stated that they lived with one parent.

*Graphic 3. Family status*



The presentation of the family status distribution per country is of particular interest. Although living with both parents received the largest reaction, there are actually intense differentiations among the different countries. Greece and Italy hold the highest rate of students living with both parents (84.43% and 83.96%, respectively), while Estonia presents the lowest rate (57.41%). Latvia presents the lowest rate of students living in an institution (0.18%).

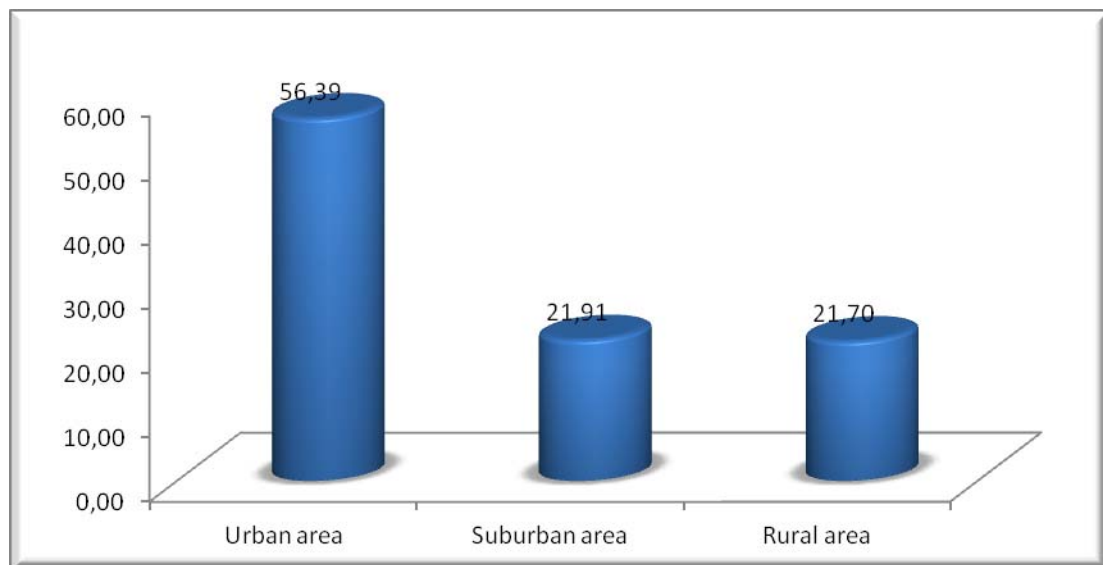
*Table 2. Family status per country*

With both	With one of	With my father and his new	With my mother and her	With other	In a hostel -	Other
-----------	-------------	----------------------------	------------------------	------------	---------------	-------

	my parents	my parents	spouse/partner	new spouse/partner	relatives	institution	
<b>Bulgaria</b>	69.77%	18.83%	2.26%	6.31%	1.04%	0.75%	1.04%
<b>Estonia</b>	57.41%	22.68%	1.13%	13.13%	1.51%	0.69%	3.45%
<b>Greece</b>	84.43%	9.55%	0.47%	1.99%	0.99%	0.67%	1.91%
<b>Italy</b>	83.96%	10.11%	0.54%	3.31%	0.40%	0.46%	1.22%
<b>Latvia</b>	66.82%	20.18%	1.52%	8.07%	2.87%	0.18%	0.36%
<b>Lithuania</b>	71.86%	16.17%	1.17%	7.17%	1.67%	0.67%	1.29%

The following graphic presents the degree of urbanization. As depicted herein, 56.39% of the sample resides in a urban area with the suburban and rural areas presenting an almost equivalent percentage (21.91% and 21.70%, respectively).

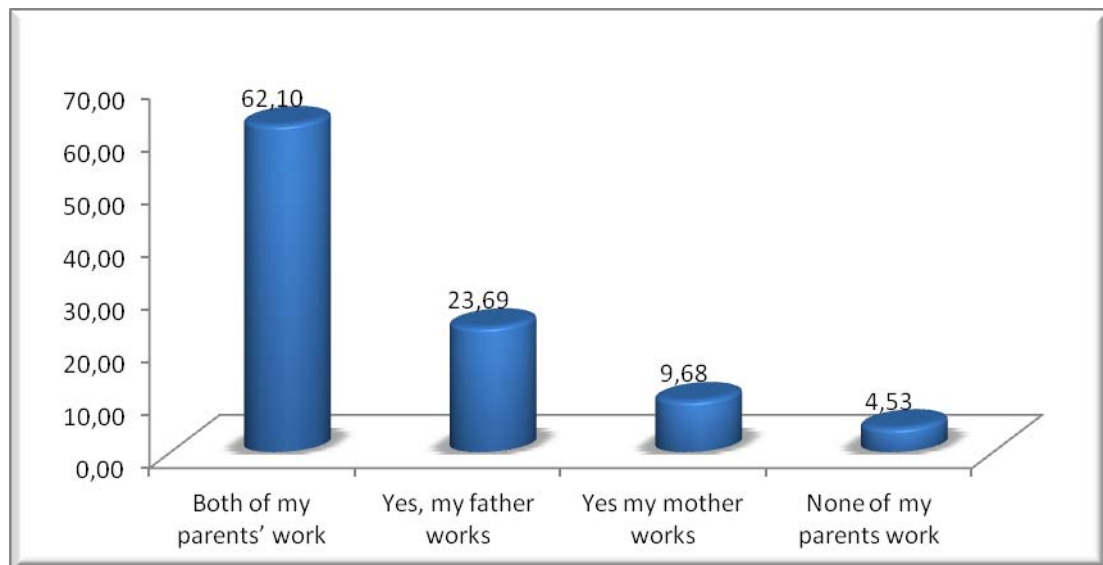
*Graphic 4. Area of residence*



The next graphic is concerned with the parents' work. Out of the entire sample, 62.1% stated that both parents work. Twenty three point sixty-nine percent (23.69%) stated that only their father worked whereas 4.53% stated that neither parent worked. This question, as well as the questions concerning the problems within the family environment, aim at examining the financial factor in relation to school

bullying victimization or the manifestation of similar incidents as well as the degree of dysfunction within the family.

*Graphic 5. Parents' work status*



Intense deviations are presented in the distribution of the parents' work per country. Latvia (71.1%) followed by Bulgaria (69.61%) are the countries with the highest percentage of both parents working. The lowest percentage was in Greece (55.88%).

*Table 3 Work status per country*

	Both of my parents work	Yes, father works	Yes, my mother works	Neither parent works	Total
<b>Bulgaria</b>	69.61%	13.61%	15.05%	1.73%	100.00%
<b>Estonia</b>	66.56%	15.68%	14.73%	3.03%	100.00%



<b>Greece</b>	55.88%	30.81%	7.38%	5.94%	100.00%
<b>Italy</b>	63.09%	28.75%	5.66%	2.50%	100.00%
<b>Latvia</b>	71.10%	11.76%	13.55%	3.59%	100.00%
<b>Lithuania</b>	62.42%	13.71%	15.34%	8.53%	100.00%

Taking into consideration the 23% of the responses , the largest problem being faced by the respondent's families are the financial problems. Second in line are the work problems, such as the irregular payments. Out of the total respondents, 54.75% stated that it did not have a specific problem.

Table 4. Presence of family problems

<b>Family problem</b>	<b>Percentage</b>
<b>Financial problems</b>	23.00%
<b>Problem with their relationship</b>	7.57%
<b>Problem with the relationship with you</b>	5.52%
<b>Problems dealing with anger or other behaviour problems</b>	4.26%
<b>Problems with the law</b>	1.28%
<b>Health problems</b>	8.16%
<b>Problems with alcohol and other substances</b>	2.54%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	11.43%
<b>They don't have any specific problem</b>	54.75%
<b>Other</b>	6.16%

The below displayed distribution per country being is of interest. As anticipated, given the current financial situation, Greece presents the highest rate of financial problems.

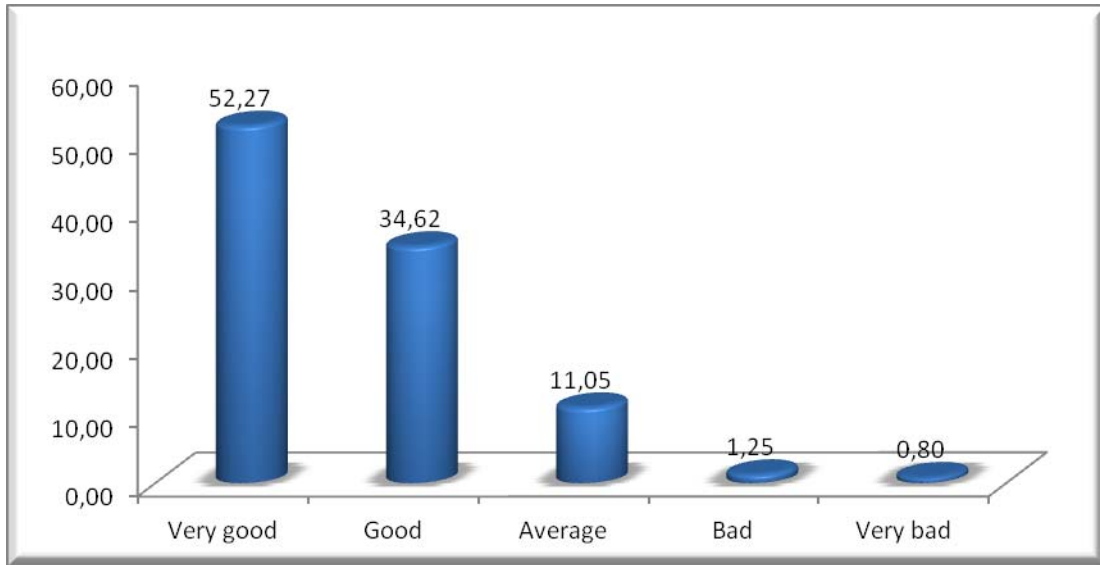
Table 5. Presence of family problems– per participating country

	<b>Bulgaria</b>	<b>Estonia</b>	<b>Greece</b>	<b>Italy</b>	<b>Latvia</b>	<b>Lithuania</b>
<b>Financial problems</b>	18.74%	33.33%	35.31%	13.01%	18.30%	14.71%
<b>Problem with their relationship</b>	10.59%	14.85%	7.84%	4.18%	7.68%	7.58%

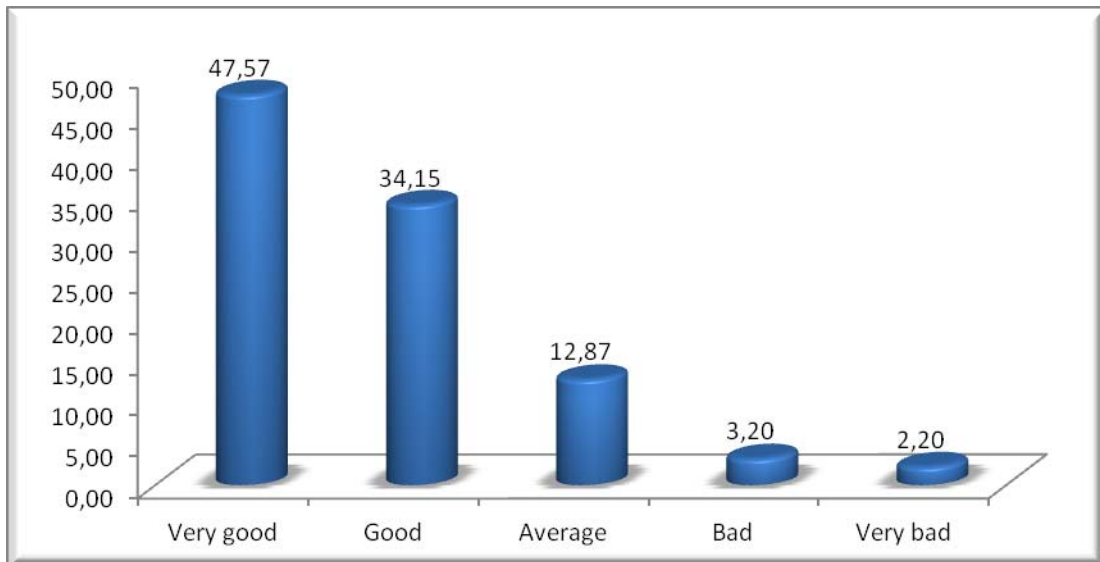
<b>Problem of their relationship with you</b>	5.44%	11.59%	4.61%	4.72%	5.80%	4.72%
<b>Problems dealing with anger or other behaviour problems</b>	4.03%	8.02%	5.07%	3.49%	2.32%	2.53%
<b>Problems with the law</b>	1.78%	1.32%	1.50%	1.21%	1.16%	0.70%
<b>Health problems</b>	7.22%	16.29%	7.24%	4.52%	12.14%	10.48%
<b>Problems with alcohol and other substances</b>	3.19%	7.39%	2.29%	1.01%	3.93%	1.99%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	7.97%	11.40%	18.83%	8.53%	4.55%	6.46%
<b>They don't have any specific problem</b>	58.29%	45.93%	45.68%	63.82%	60.18%	53.98%
<b>Other</b>	4.97%	5.83%	4.35%	5.57%	8.75%	10.44%

Out of the total sample, 26.89% of the students stated that they had a “very good” or “good relationship” with their parents, while 11.05% reported an average relationship. The relationship between parents is presented in graphic 7. In particular, 81.72% noted a “very good” or “good relationship”. A total of 12.87% reported an average relationship, slightly increased in relation to the previous question. A small, but not insignificant, number of respondents described the relationship as “bad” (3.2%) or “very bad” (2.2%)

Graphic 6. Relationship with parents

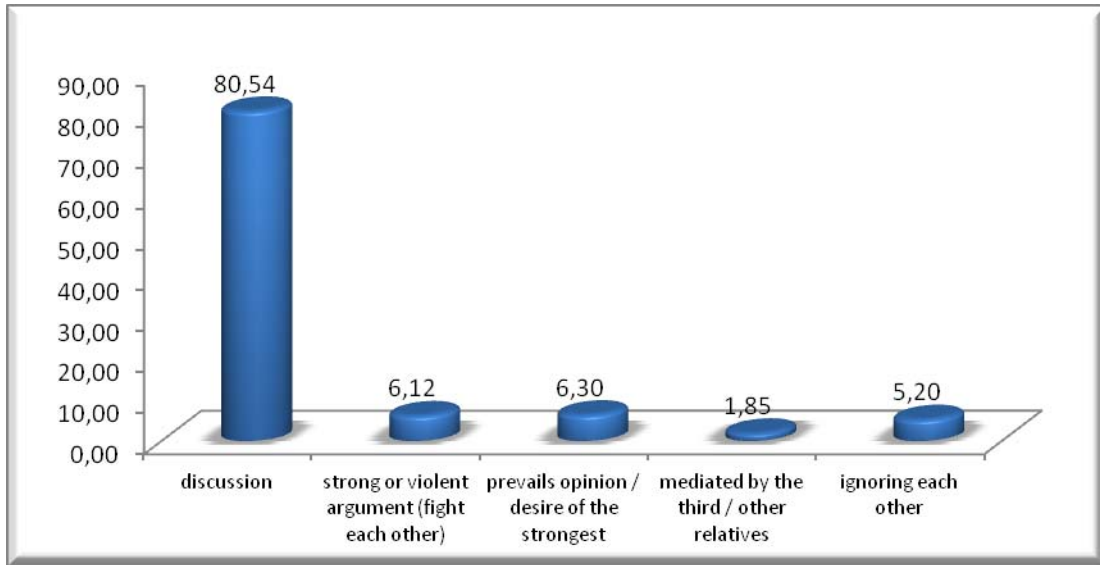


*Graphic 7. Relationship between parents*



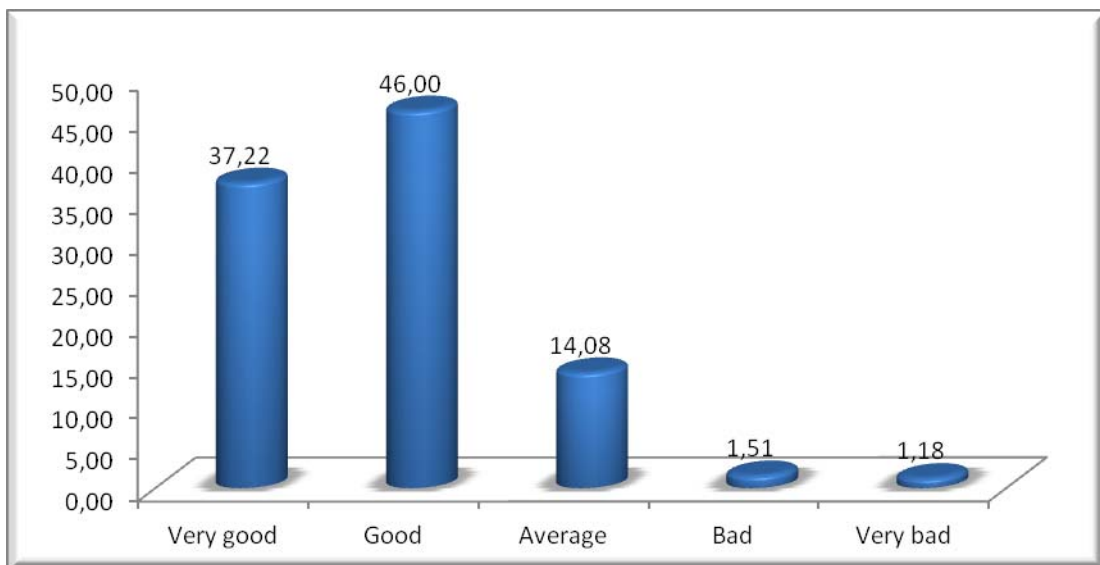
According to 80.54% of the respondents, the students' families resolve their disputes with discussion. A small percentage (6.3%) still reported that the opinion of the stronger person prevails and that they resolve their disputes with strong or violent arguments (6.12%).

*Graphic 8. Resolution of disputes/conflicts within the family*



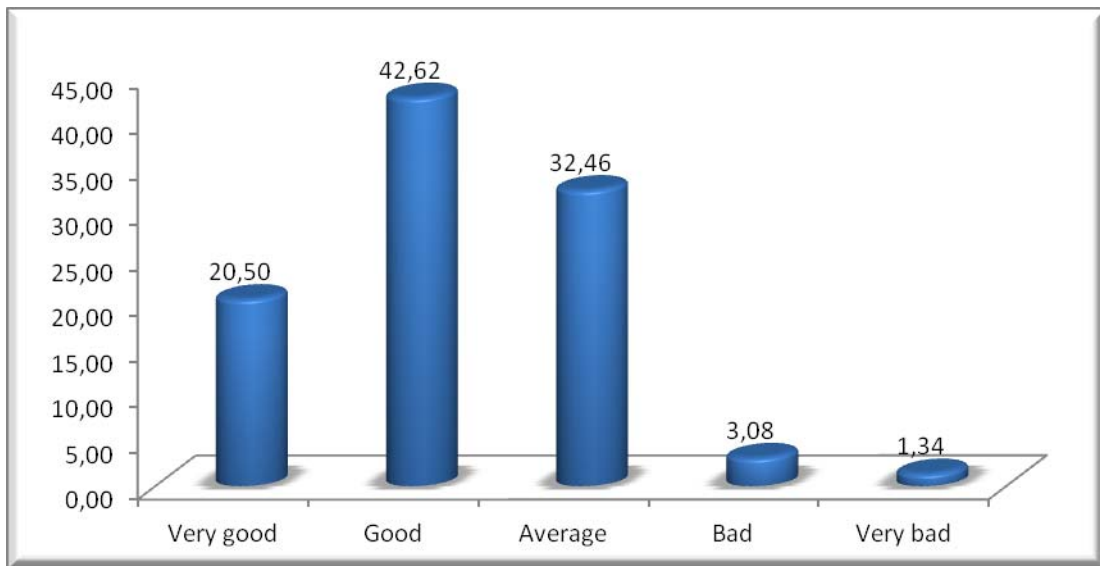
The last questions in unit one of the questionnaire concern the students' school performance as well as their personal relationships with their classmates and teachers as well as the student's sociability degree. Specifically, 46% of the respondents described their relationship with their classmates as "good" and 37.22% as "very good".

*Graphic 9. Relationship with peers within the school*



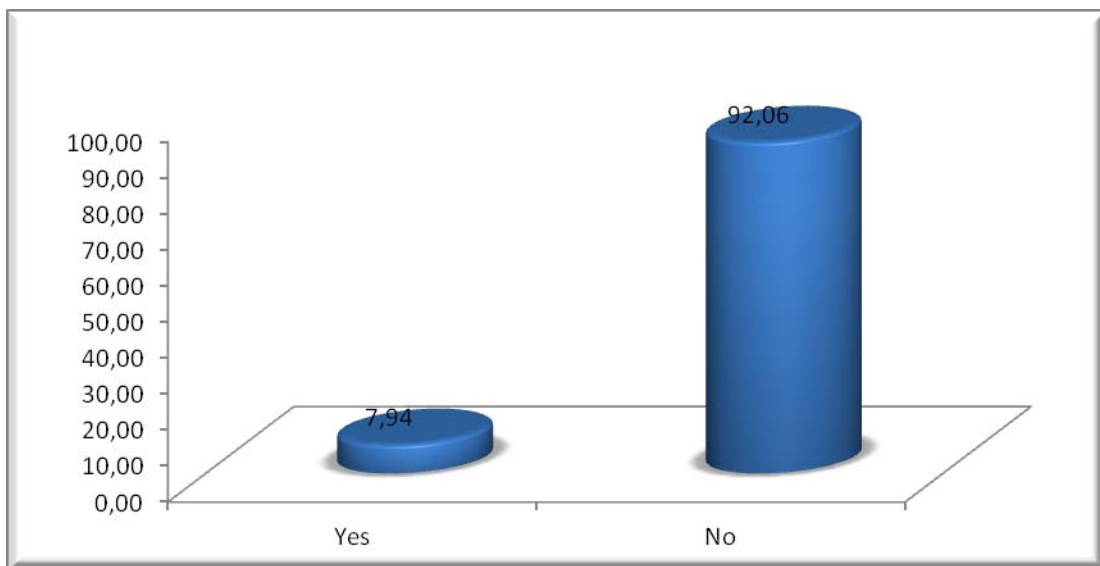
The respondent's school performance was described as "average" (32.46%), while 42.62% described it as "good" and 20.5% as "very good".

*Graphic 10. School performance*



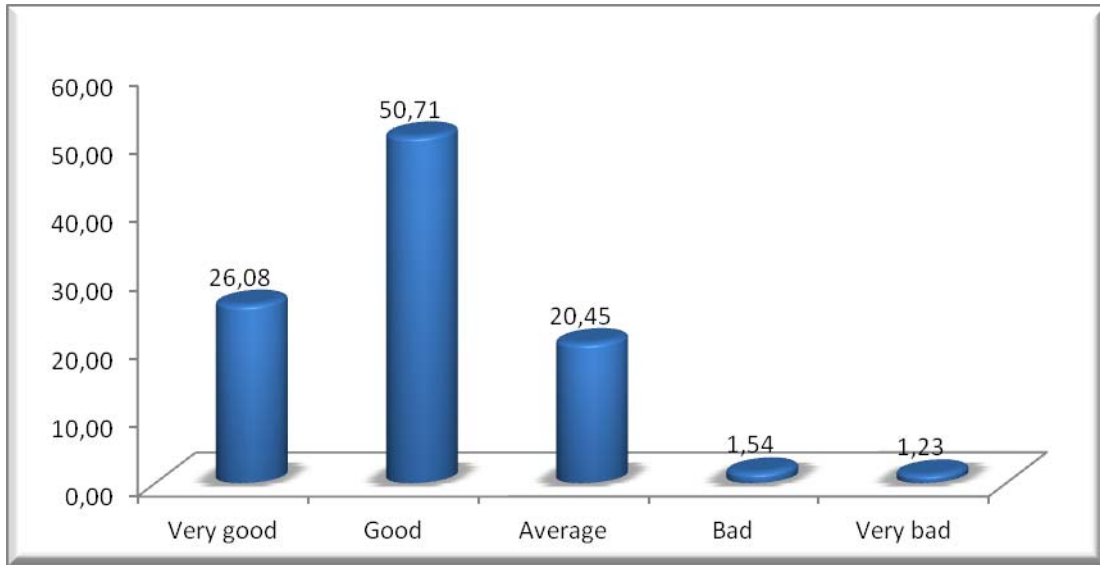
Only 7.94% of the sample had repeated a class.

*Graphic 11. Class repetition*



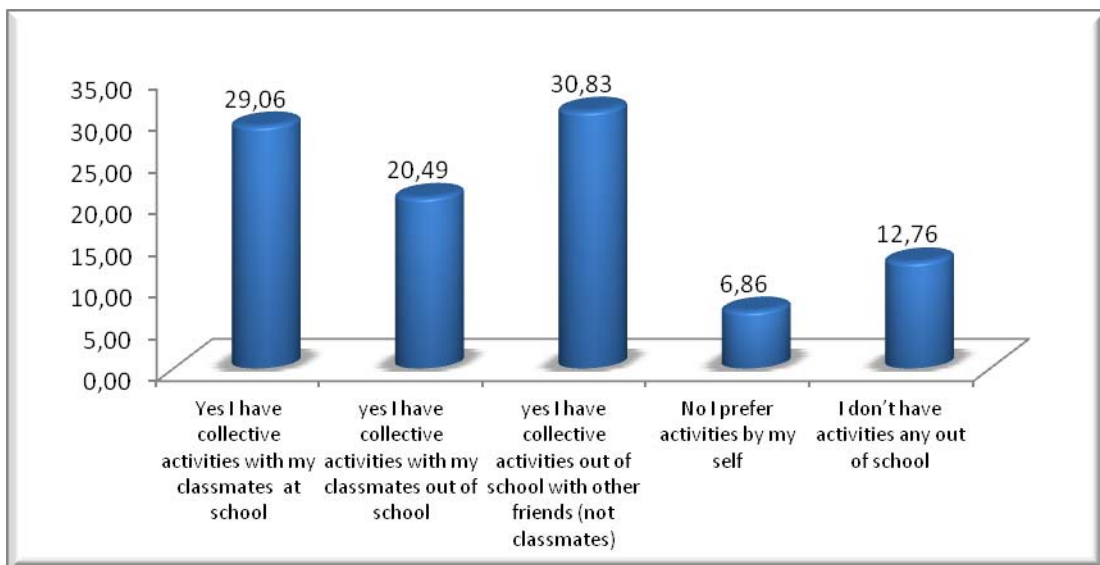
The next graphic depicts the relationship with the teachers. Out of the total sample, 76.09% described the relationship as “good” or “very good”, whereas 20.45% of the respondents described it as “average”.

*Graphic 12. Relationship with teachers*



Finally, with respect to the question about collective activities, 30.83% of the respondents declared they take part in collective activities with friends outside of the school environment and 29.06% of the respondents take part in such activities with students from school. A small percentage (6.68%) stated that it prefers individual activities and 12.76% that it does not have extra-school activities.

*Graphic 13. Collective Activities*



## 2.3 Results for Greece

### 2.3.1 Study of school bullying phenomenon

This chapter presents a description of the school bullying phenomenon. It also provides useful information about the phenomenology of the problem as well as the degree and extent to which students experience such a phenomenon.

The student's perception level of the phenomenon is portrayed in the following table. When studying the data of the below table, we note the rather high perception level about the various forms of school bullying. The aspect that does not seem to be so clear in the characterization of a school bullying behavior is the element of repetition over time. Having said this, a significant percentage of respondents (30.26%) considers that one incident of such behavior is enough to be characterized as a bullying incident.

*Table 6. School bullying behaviors*

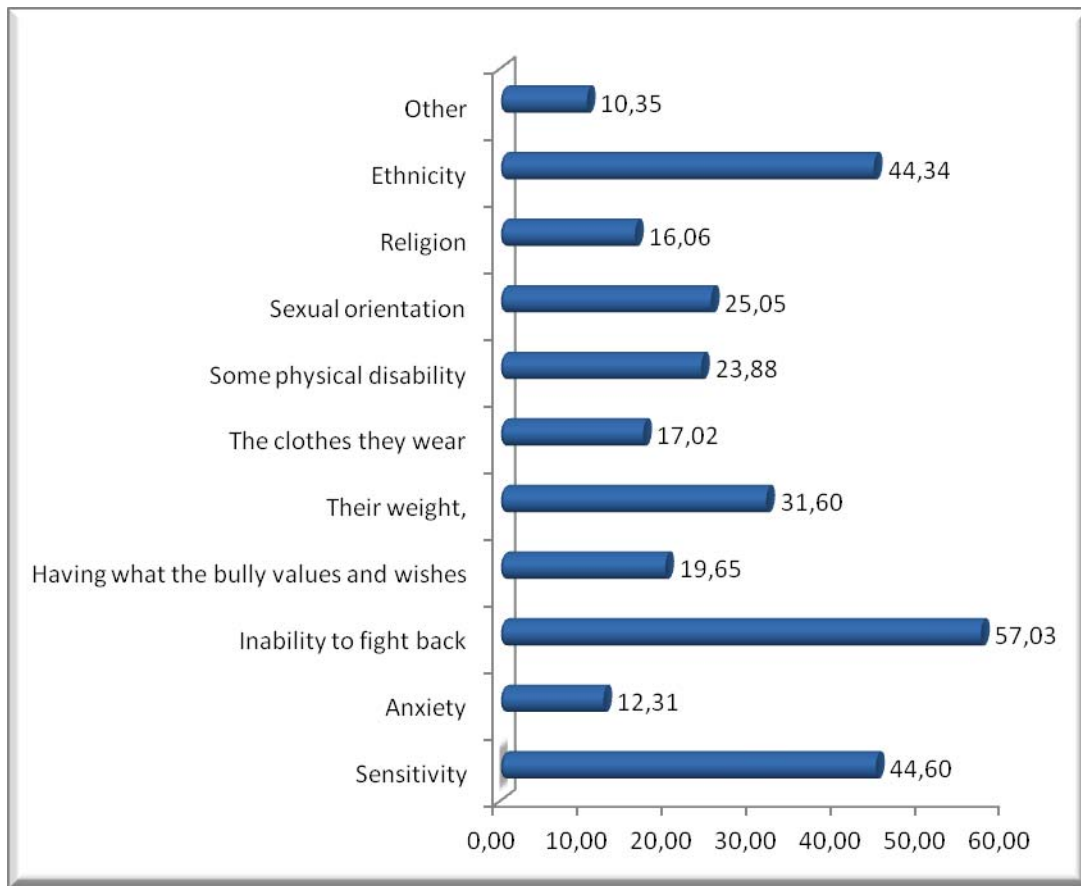
<b>Behaviors</b>	<b>Percentage</b>
<b>Making fun with a way that somebody looks</b>	67.36%
<b>Accidentally bumping into someone</b>	5.23%
<b>Calling people names or nasty things because of the color of their skin or their ethnicity</b>	55.50%
<b>Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time</b>	30.26%
<b>Being bad with someone else(say nasty things, making fun, verbal or physical violence) more than one time</b>	65.29%
<b>Making the other play or do the things you want without using violence</b>	10.27%
<b>Force others do things you want with the use of violence (verbal, physical or psychological)</b>	67.80%
<b>Joking with people by "putting them down".</b>	60.04%
<b>Teasing someone about the clothes he/she wears</b>	38.22%
<b>Expressions of unpleasant thoughts or feelings regarding others</b>	10.35%
<b>Arguments</b>	22.88%
<b>A single act of telling a joke about someone</b>	17.95%
<b>Not liking someone</b>	5.05%

Being excluded	37.84%
Lying about someone (blaming them for a problem)	33.17%
Making a fool of someone by playing a nasty joke	29.64%
Using phone/email/chat/social networking/SMS to make fun of people	22.02%
Using phone/email/chat/social networking/SMS to threaten or intimidated someone	60.98%

According to the opinion of the questioned students (57.06%), the victim's inability to fight back is the basic factor of victimization. The second most significant factor is the victim's sensitivity and ethnicity (44.6% and 44.34, respectively). A large percentage of the sample believes that body weight constitutes a victimization factor (31.6%) and this is followed by sexual preferences and physical inability, which is less significant, but noteworthy (25.05% and 23.88%, respectively). On the contrary, religion, anxiety or stress do not appear to be significant victimization factors for Greek students.

*Graphic 14. Victimization factors*





With respect to the feeling of safety, 63.17% of students feel “very safe” in the classroom, 2.43% feel “very unsafe” and 7.57% of the students questioned feel “kind of unsafe”.

When the students were asked if they feel safe in the park, their responses were slightly differentiated given that the “Very Safe” reaction was reduced to 50.77%.

However, the shift in the safety index appeared in the “Kind of safe” value given that the “very unsafe” and “Kind of unsafe” choices did not increase significantly.

On the contrary, when asked about the safety degree on the way to and from school, walking or taking in public transportation means means, the responses for “very unsafe” and “kind of safe” amounted to 20.18%. Another great decrease was in the “Very unsafe” choice where 44% gave this reaction for “very safe”.

*Table 7. Safety index*

---

**HOW SAFE DO YOU FEEL IN HOW SAFE DO YOU FEEL IN HOW SAFE DO YOU FEEL GOING**

---

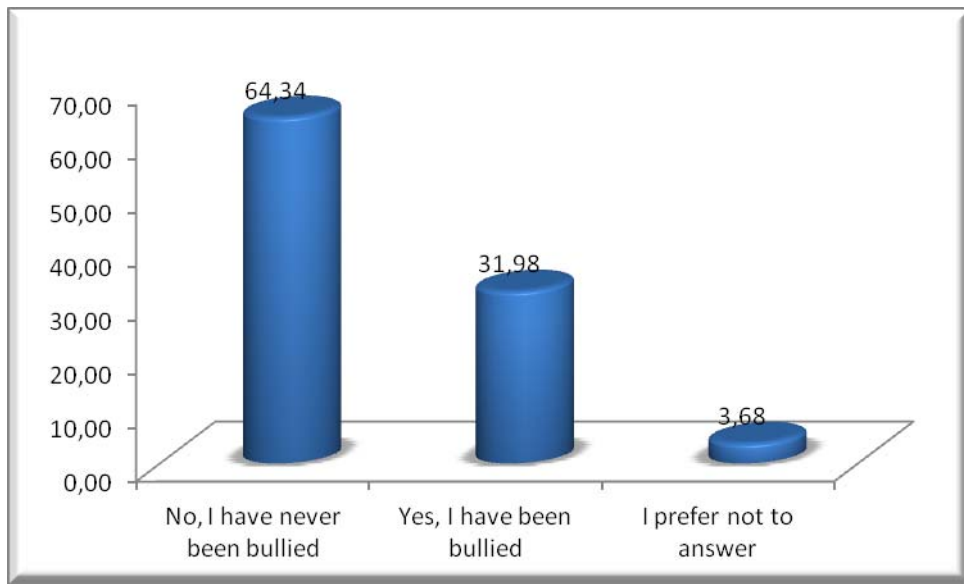
YOUR CLASSROOM?		YOUR NEIGHBORHOOD / AT THE PARK		TO AND FROM SCHOOL, WALKING OR TAKING PUBLIC TRANSPORTATION MEANS	
Very unsafe and scared	2.43%	Very unsafe and scared	2.84%	Very unsafe and scared	3.49%
Kind of unsafe	7.57%	Kind of unsafe	12.98%	Kind of unsafe	16.69%
Kind of safe	26.82%	Kind of safe	33.41%	Kind of safe	35.82%
Very safe	63.17%	Very safe	50.77%	Very safe	44.01%
<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>

### 2.3.2 Have you ever been a school bullying victim?

This chapter contains questions that are related to student victimization and functions as a source of information in terms of the victim's identity and profile.

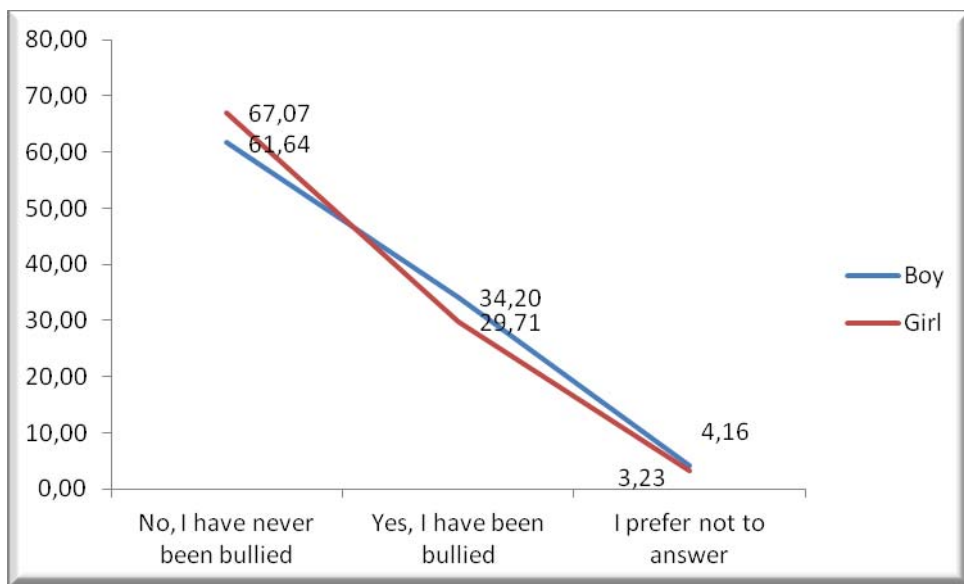
Thirty-one point ninety-eight percent (31.98%) of the respondents stated that they had been a school bullying victim either repeatedly or a few times.

*Graphic 15. Have you ever been a school bullying victim*



The boys presented a higher victimization rate since 34.2% stated that they had been school bullying victims. The corresponding percentage for the girls amounted to 29.71%.

*Graphic 16. Victimization per gender*



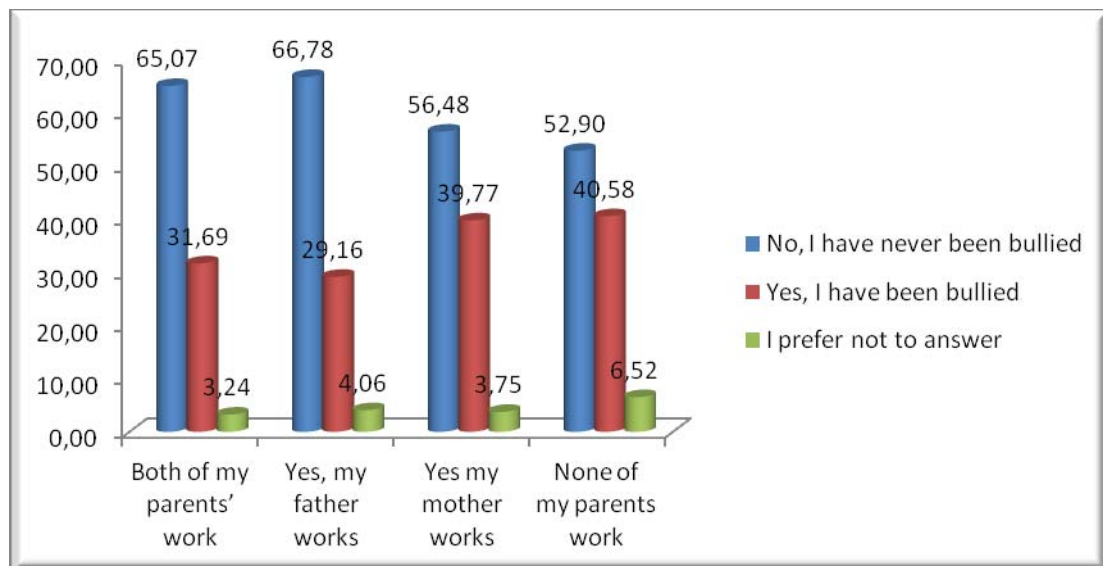
After statistically analyzing the data, there was no statistically significant relationship between victimization, area of residence and ethnicity. The sample's victim rates do not differ when comparing urban, suburban and rural areas as well as Greek and foreign students.

On the contrary, there is a statistical dependency between the victimization rate and the parents' work status ( $\chi^2 = 35,057, p < 0.05$ ). It is obvious in graphic 17 that the school bullying victim rate is higher in cases where both parents are unemployed.

When both parents were unemployed and they had financial and other family problems, the child's feeling of insecurity in the family environment was enhanced, thus affecting the child's entire behavior.

Hence, based on the above, the reactions that present the victim's inability to fight back as the main victimization reason may be interpreted as the child's realization the he/she comes from an unstable environment making him/her vulnerable and powerless to defend himself/herself.

Graphic 17. Victimization rate – Parents' work status



Respectively there are the results obtained from studying the effects of possible family problems. In each case, family problems were linked with high victimization rates. The highest rates are observed in the case of behavioral problems where 52.7% of the students with such experience stated that they had been school bullying victims. High statistical dependency is also noted in the case of alcoholism.

Table 8. Victimization rate – problems within the family

---

**School bullying**

---

	victim	
	Yes	No
<b>Financial problems</b>	38.7%	28.3%
<b>Problem with their relationship</b>	48.1%	30.6%
<b>Problem of their relationship with you</b>	49.8%	31.1%
<b>Problems dealing with anger or other behaviour problems</b>	52.7%	30.9%
<b>Problems with the law</b>	47.1%	31.8%
<b>Health problems</b>	43.4%	31.1%
<b>Problems with alcohol and other substances</b>	51.0%	31.6%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	42.7%	29.5%

A statistically significant relationship arises between the victimization rate and the relationship with the parents ( $\chi^2 = 131,258, p < 0.05$ ). Given that the victimization rates are increased and the relationship with the parents appears even more dysfunctional, linear regression is presented. The highest rate is observed to students that stated that their relationship with their parents was “very bad” (51.52%). On the contrary, 27.6% of students that had a very good relationship with their parents had been school bullying victims.

*Table 9. Victimization rate – relationship with parents*

	Very good	Good	Average	Bad	Very bad
<b>No, I have never been bullied</b>	69.41%	59.53%	48.36%	45.65%	30.30%
<b>Yes, I have been bullied</b>	27.36%	36.56%	46.96%	45.65%	51.52%

<b>I prefer not to answer</b>	3.22%	3.91%	4.67%	8.70%	18.18%
-------------------------------	-------	-------	-------	-------	--------

The results obtained from studying the effects of the relationship between the parents ( $\chi^2 = 103,274, p < 0.05$ ) are similar. The selection “Bad relationship” has the highest victimization rates. Specifically, 56% of the children that had reported a “very bad” relationship between parents, had been school bullying victims.

*Table 10. Victimization rate – relationship between parents*

	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Bad</b>	<b>Very bad</b>
<b>No, I have never been bullied</b>	69.17%	61.85%	54.93%	48.03%	34.67%
<b>Yes, I have been bullied</b>	27.16%	34.90%	41.97%	45.67%	56.00%
<b>I prefer not to answer</b>	3.67%	3.25%	3.09%	6.30%	9.33%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner thei families choose to resolve their disputes.

As we may see in the table below, the victimization rates are the highest in cases where disputes were resolved in a violent manner. This fact is also statistically confirmed ( $\chi^2 = 79,241, p < 0.05$ ).

*Table 11. Victimization rate – Dispute resolution*

	<b>Discussion</b>	<b>Strong or violent arguments (fight with each other)</b>	<b>The strongest person’s opinion/desire prevails</b>	<b>Third party / relative mediation</b>	<b>Ignoring each other</b>
<b>No, I have never been bullied</b>	67.12%	49.87%	52.69%	51.16%	57.99%
<b>Yes, I have been bullied</b>	29.24%	46.51%	43.41%	44.19%	39.05%
<b>I prefer not to answer</b>	3.64%	3.62%	3.89%	4.65%	2.96%

A statistically significant relationship arises when examining the victims' school performance and their relationship with their classmates. It is clear from graphic 18 that students that have a bad or very bad relationship with their classmates tend to be victimized more ( $\chi^2 = 217,793, p < 0.05$ ). This fact can be interpreted from two different angles. The first concerns the bully's realization and abuse of the victim's vulnerable situation and the absence of third parties (friends – classmates) that could offer their support or intervene to stop the bullying. The second angle concerns the way that the victim perceives the victimization and how this affects the relationships with his classmates. The victim may feel ashamed and isolate himself from his/her classmates, while developing feelings of anger or complaint in case that they failed to offer assistance or support.

Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 54,671, p < 0.05$ ). Specifically, 42.86% of students with poor school performance have fallen victim to school bullying compared to students with very good performance (28.57%).

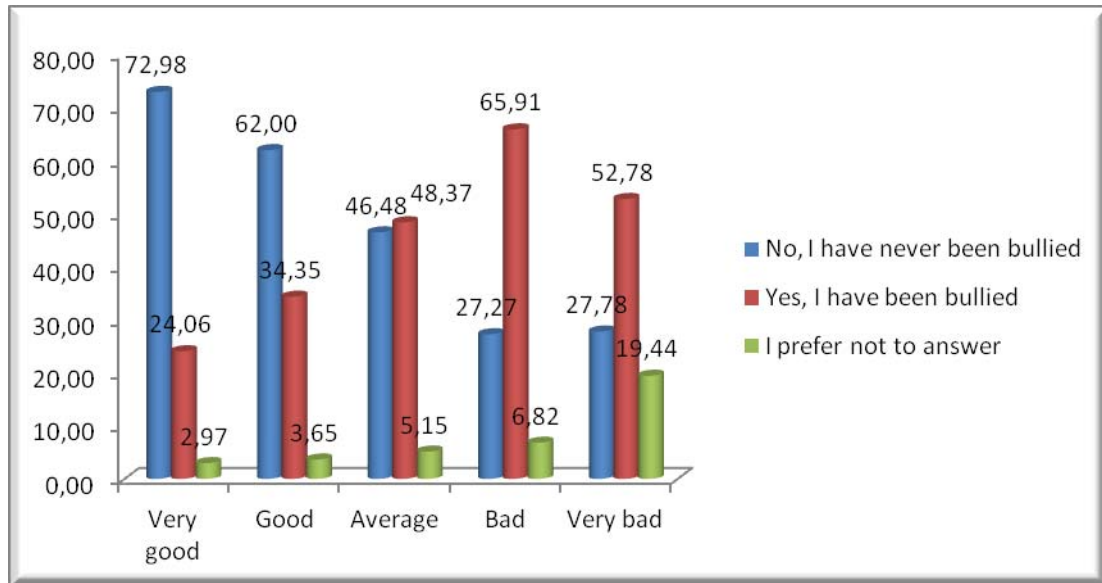
Most studies describe the school bullying victim as a student with good school performance, who is committed to his school obligations<sup>47</sup>. However, it should be noted that many researchers of the phenomenon have expressed their opinion stating that victim's school performance tends to drop following victimization and the victim harbors plenty of negative feelings associated to the school environment and his/her presence there<sup>48</sup>.

---

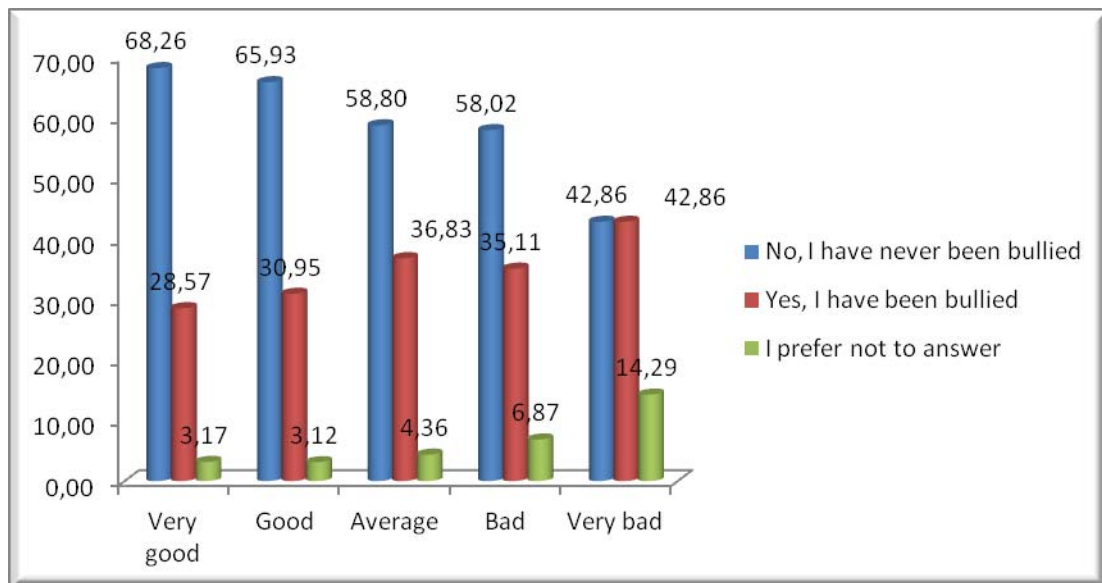
<sup>47</sup> Vassiliki Kalati, Anastasia Psalti & Vassiliki Deliyianni-Kouimtzi, Greek Students' Perception of School Bullying: The Profiles of Victims and Perpetrators, Critical Issues, Bullying and the Abuse of Power, Edited by Kristof K. P. Vanhoutte & Melanie Lang, Inter-Disciplinary Press Oxford, United Kingdom, 2010

<sup>48</sup> Kasapi 2007, Moore, 2000. Sharp & Smith, 1994, Flannery, Singer, Wester (2004)

Graphic 18. Victimization rate – relationship with classmates



Graphic 19. Victimization rate – school performance



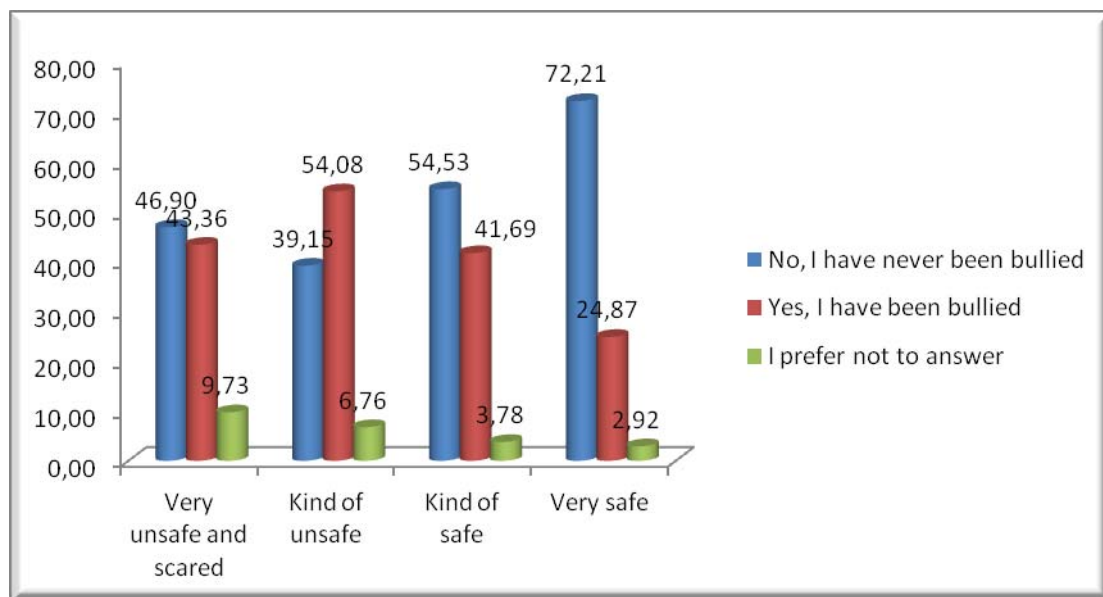
As expected, the safety degree among school bullying students/victims is highest, both in the classroom as well as outside school grounds. Specifically, with what concerns the safety in the classroom, school bullying students/victims present a higher degree of insecurity. These findings are similar in areas outside school grounds such as the park; it is here that the students/victims present a higher rate. Finally, when they are going to or coming from school and in public transportation



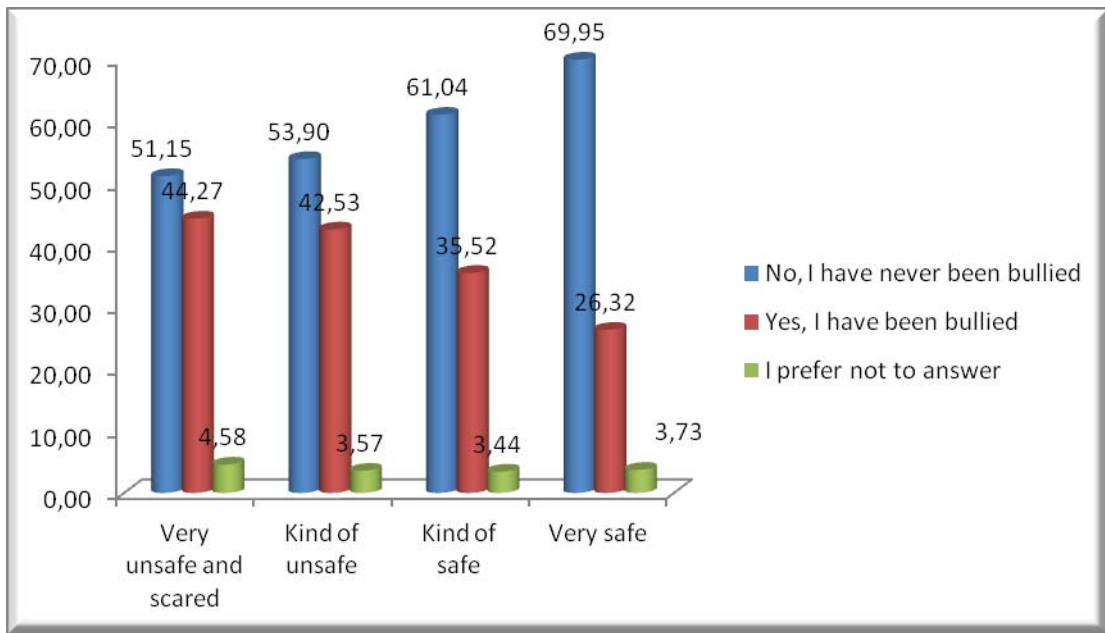
meansation means, we observe similar results with the students/victims feeling mostly unsafe. The statistically significant relationship was confirmed in all three situations

( $\chi^2 = 256,712, p < 0.05 / \chi^2 = 86,444, p < 0.05 / \chi^2 = 112,744, p < 0.05$ ) .

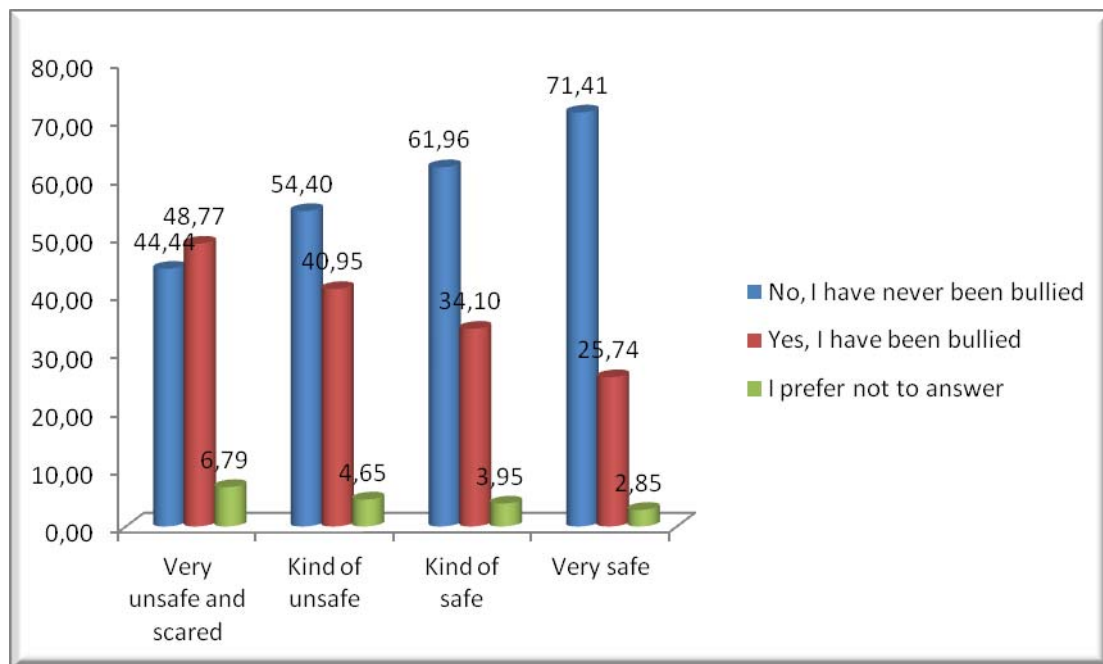
*Graphic 20. Victimization rate – feeling safe in the classroom*



*Graphic 21. Victimization rate – feeling safe in the park*



Graphic 22. Victimization rate – feeling safe in public transportation means



The school bullying phenomenon is mostly seen outside school (35.38%) or on the school’s corridors (32.7%), followed by the classroom (24.4%) and the neighborhood or the parks (21.84%). A significant rate (20.93%) stated that they are cyber bullying victims.

Table 12. Where did the bullying occur?

	Percentage
At home	6.41%
Outside school	35.38%
On the web	20.93%
In the classroom	24.40%
On the corridors	32.70%
In the dinner hall	2.16%
In the playground/park/ neighborhood	21.84%
On the way to or from school	13.34%
Other	25.77%

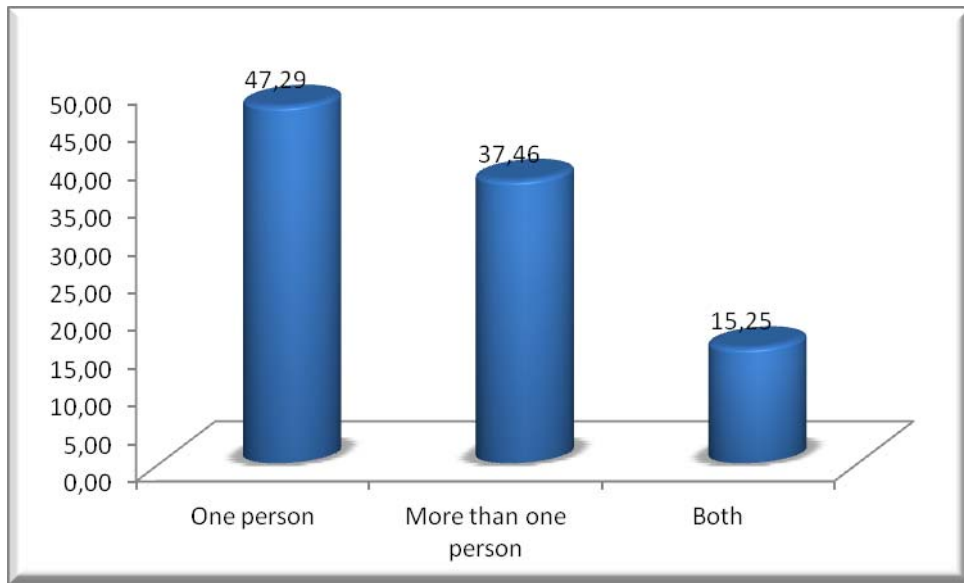
According to 60.69% of the students that had admitted to being victims, name calling is the most common form of school bullying. The second most common form is pushing and punching (45.39%) followed by teasing due to appearance (36.3%). The use of cell phones and the internet, the upload ing of humiliating photos had a lower rate of 12.82% and 14.26%, respectively.

*Table 13. Forms of school bullying*

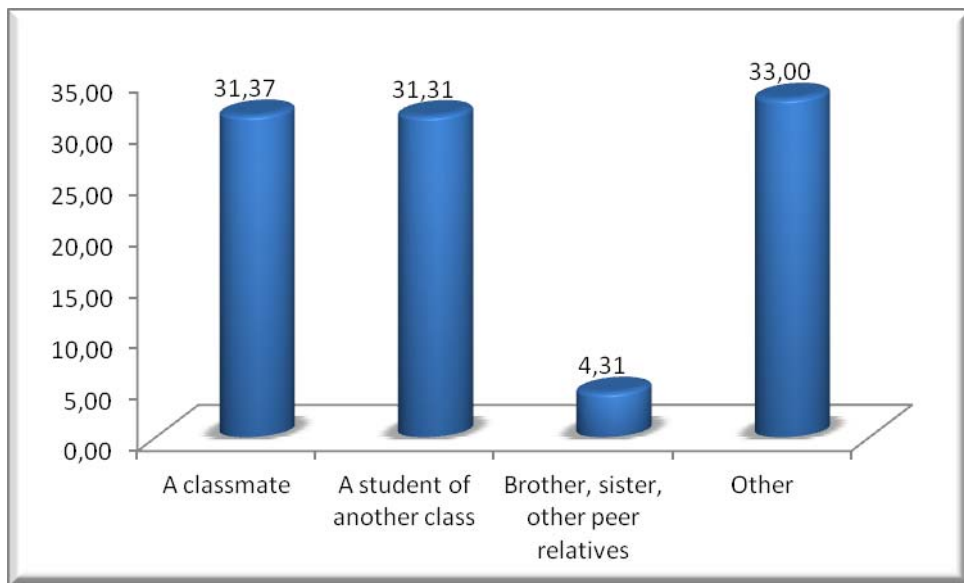
	<b>Percentage</b>
<b>Name calling</b>	60.69%
<b>Left out or excluded by other students</b>	27.40%
<b>Punched or pushed</b>	45.39%
<b>Forced to do something using physical violence</b>	21.91%
<b>Nasty stories told about me</b>	27.60%
<b>Sexual teased, rumors or soft abuse</b>	21.06%
<b>Asked to give up money or belongings</b>	19.69%
<b>Being sent nasty text messages or e-mails</b>	19.16%
<b>Forced to do something one didn't want to</b>	20.54%
<b>Teased about the way one looks like</b>	36.30%
<b>Uploading or threatening to upload humiliating videos or photos of you on the internet</b>	14.26%
<b>Receiving humiliating videos or photos by cell phones</b>	12.82%
<b>Other</b>	27.60%

According to the victims, bullies are usually older boys. By studying the following graphics one can see that the bullying is usually done by one person (47.79%), either a student at the same school (62.68%), or someone outside of the school (33%).

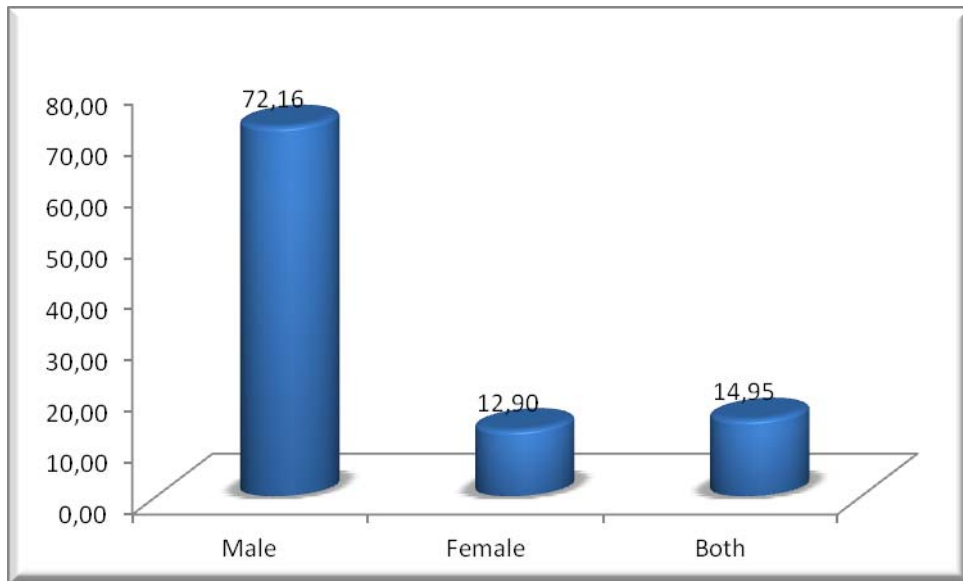
*Graphic 23 How many bullies were there?*



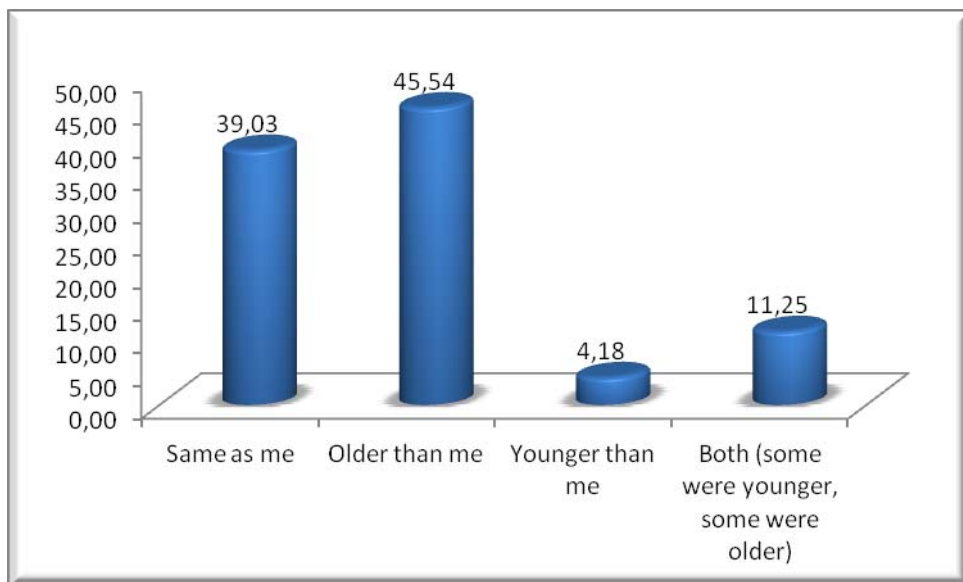
*Graphic 24. Who was the person that bullied you*



*Graphic 25. What was the gender of your bully*

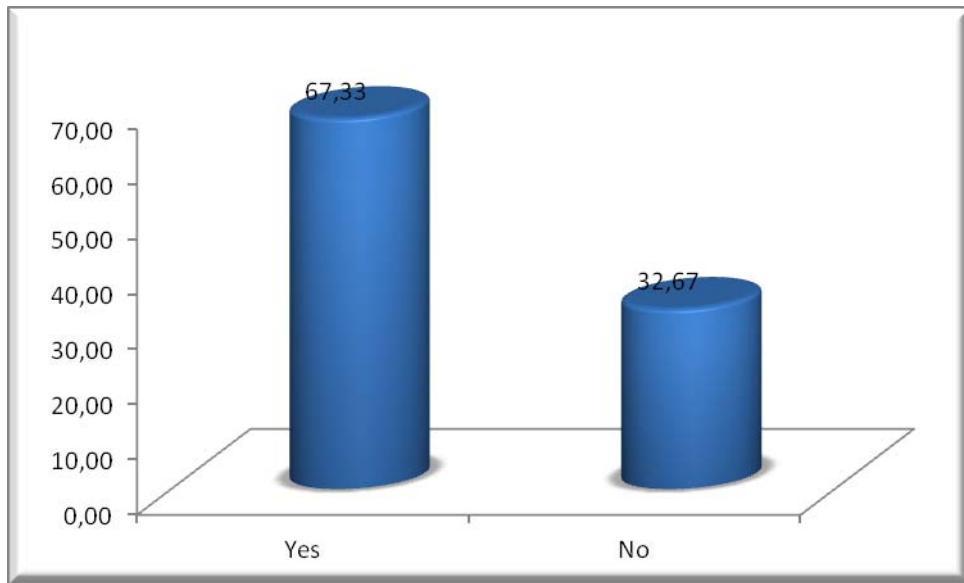


*Graphic 26. The bully's age*

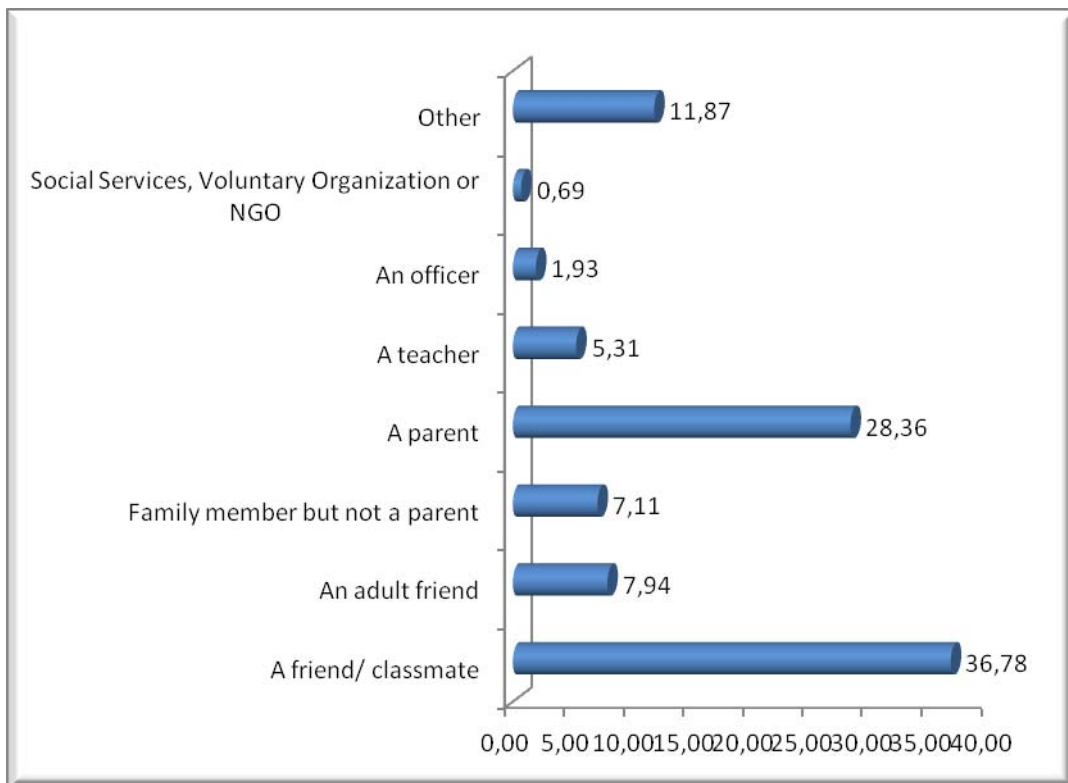


Sixty-seven percent (67%) of the victims spoke about their school bullying experience. The majority prefers to share their experience with a friend/classmate (36.78%), or with their parents (28.36%). On the contrary, Social Services, Non-Government Organizations (NGOs) and Voluntary Organizations do not constitute solutions for school bullying children/victims. Police, teachers, other family members, other than parents, as well as adult friends also accumulated low percentages.

Graphic 27. Did you talk to anyone about the incident

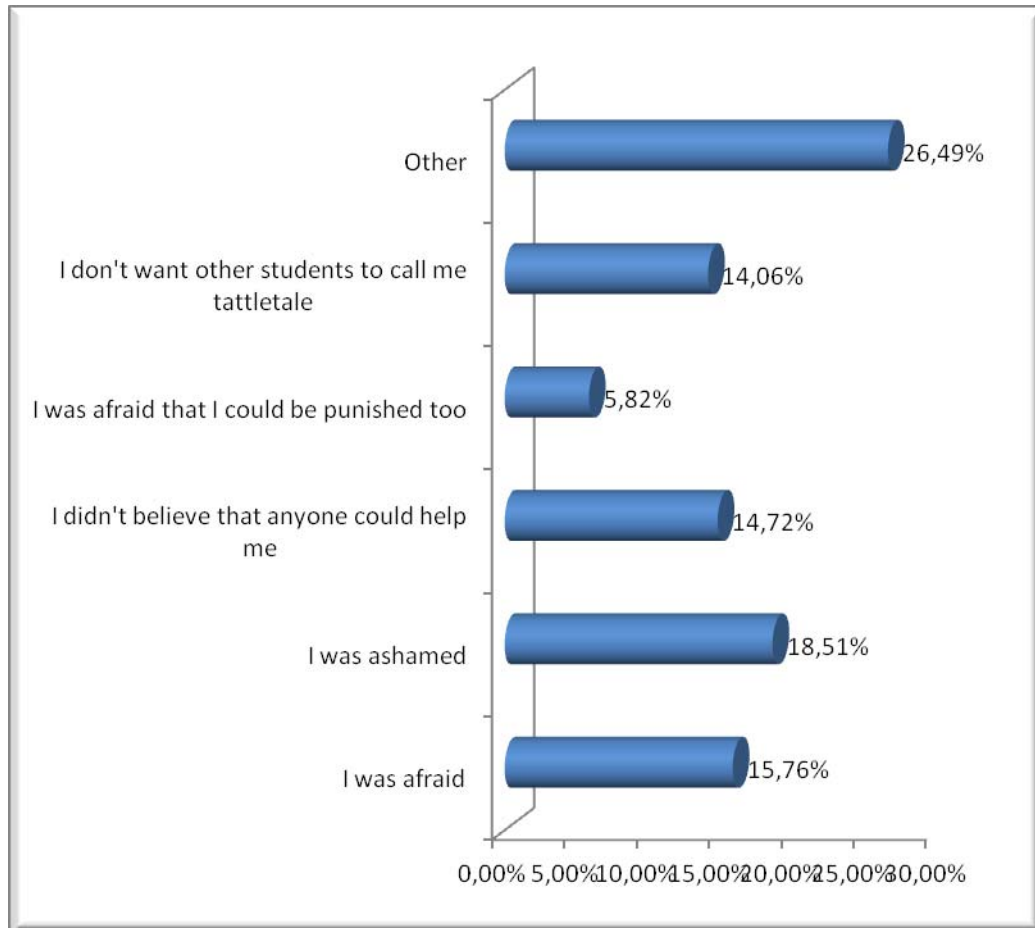


Graphic 28. If yes, to whom



The bullied children/victims that chose not to speak up about their experience preferred not to do so because of embarrassment or fear. A significant percentage believes that no-one can help them (14.7%).

Graphic 29. If not, why not



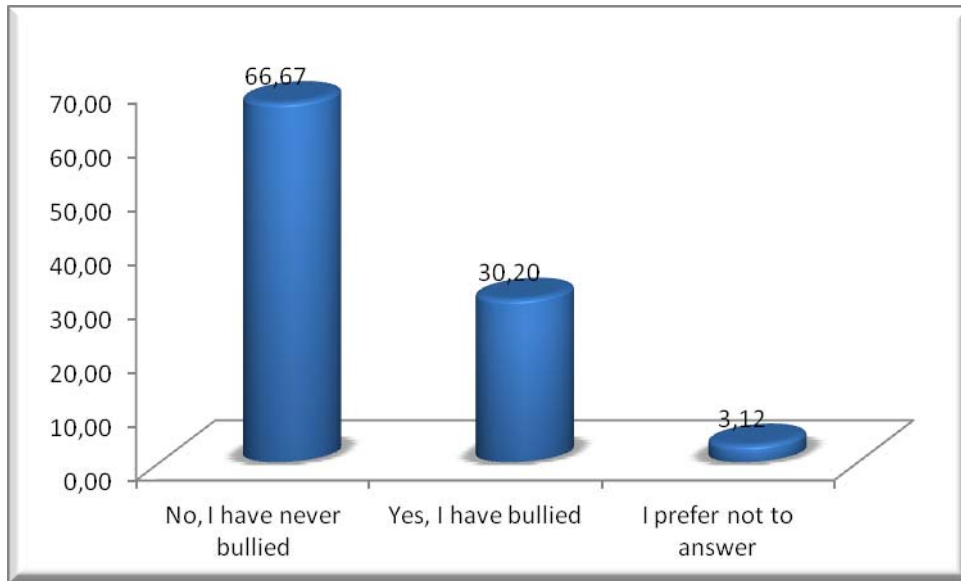


### 2.3.3 Have you ever been a bully in school?

The fourth unit refers to information about the bully and his profile.

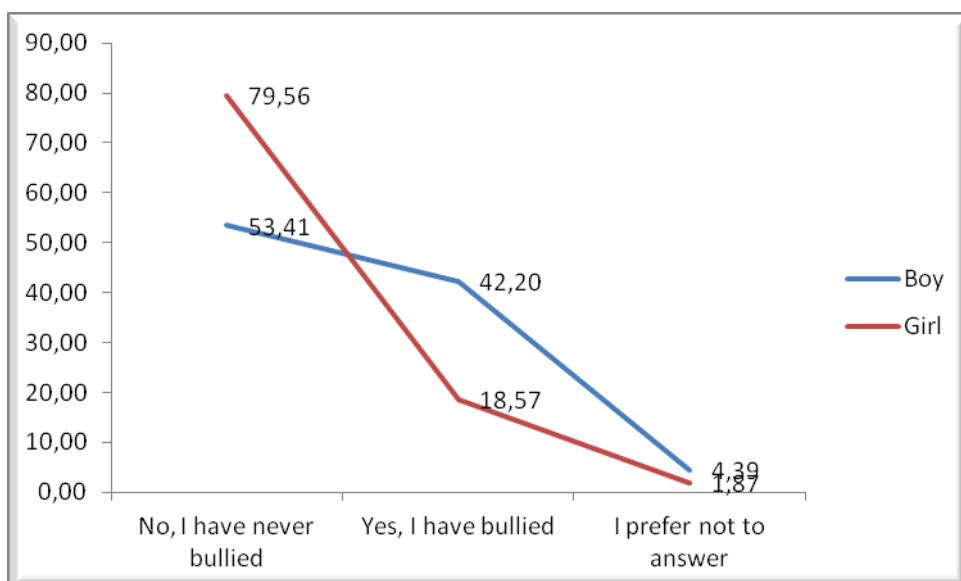
According to students' responses, 30.2% of the responders have been a school bully at some point in time, either occasionally or repetitively.

Graphic 30. Have you ever bullied someone else



There is an intense deviation between the two genders. In comparison, more boys (42.2%) than girls (18.57%) admitted to being school bullies at some point.

Graphic 31. School bullying and gender

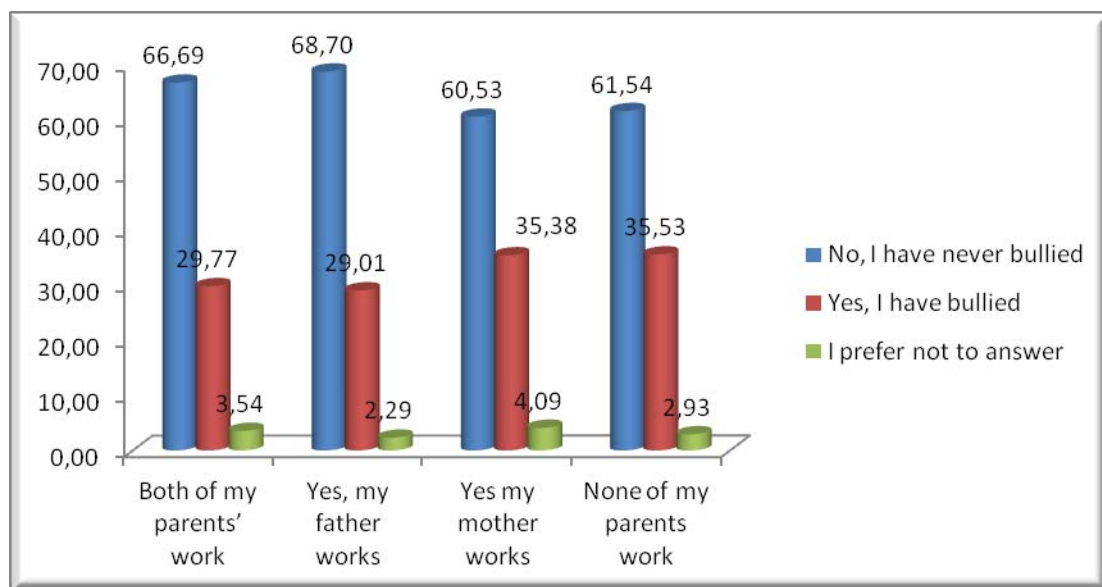


After statistically analyzing the data, there was no statistically significant relationship between the school bully, the area of residence and ethnicity.

The rates of the bully samples do not differ when comparing urban, suburban and rural areas as well as Greek and foreign students.

On the contrary, there is a statistical dependency between the school bully and the parents' work status ( $\chi^2 = 35,057, p < 0,05$ ). It is evident in graphic 32 that the school bully rate is higher in cases where both parents are unemployed.

Graphic 32. Degree of incidence – Parents' work status



Similar results are presented when studying the effects of family problems. Having said this, family problems are associated with higher rates of school bullying. It is noted that such dependency was not observed in the case of health problems.

The highest rates are noted in the case where there are problems with the law; 56.5% of students that encounter such an environment admitted to being a school bully at one time. A high statistical dependency is also noted in the case of alcoholism.

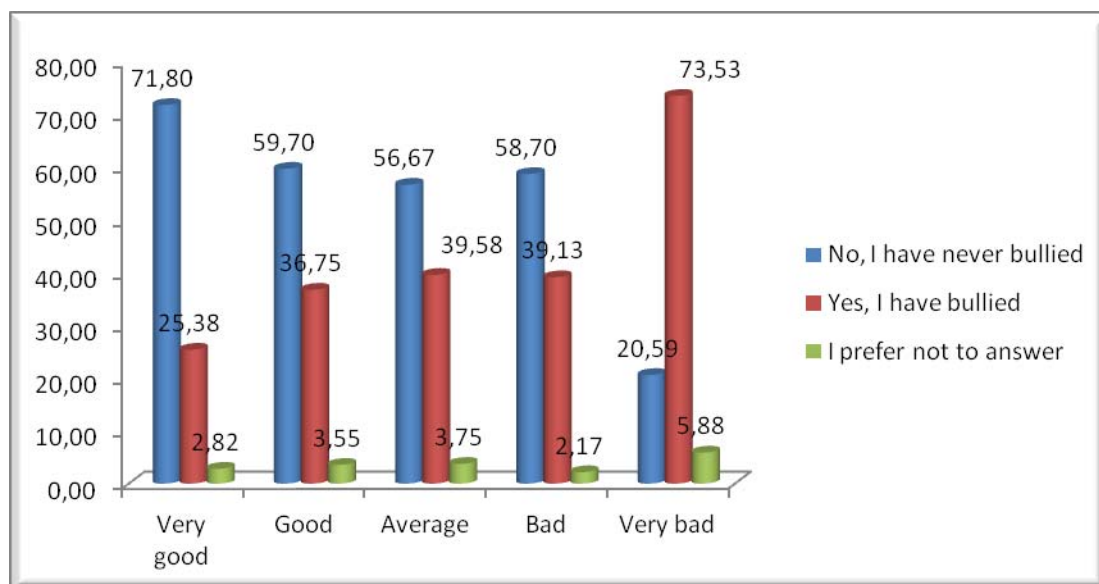
Table 14. Bully – problems in the family

	Yes	No
Financial problems	34.1%	28.1%

Problem with their relationship	36.6%	29.7%
Problem of their relationship with you	47.0%	29.4%
Problems dealing with anger or other behaviour problems	43.8%	29.5%
Problems with the law	56.5%	29.8%
Health problems	32.6%	30.0%
Problems with alcohol and other substances	51.0%	29.7%
Problems at work (e.g. unemployment, irregular payments)	36.6%	28.7%

A statistically significant relationship arises between bullying and the relationship with the parents ( $\chi^2 = 117,093, p < 0.05$ ). Given that the bully rates increase as the relationship with parents worsens, linear regression is presented. The highest rate is observed in students that stated their relationship with their parents was very bad (73.53%). Adversely, 25.38% of students that had a very good relationship with their parents had been school bullies.

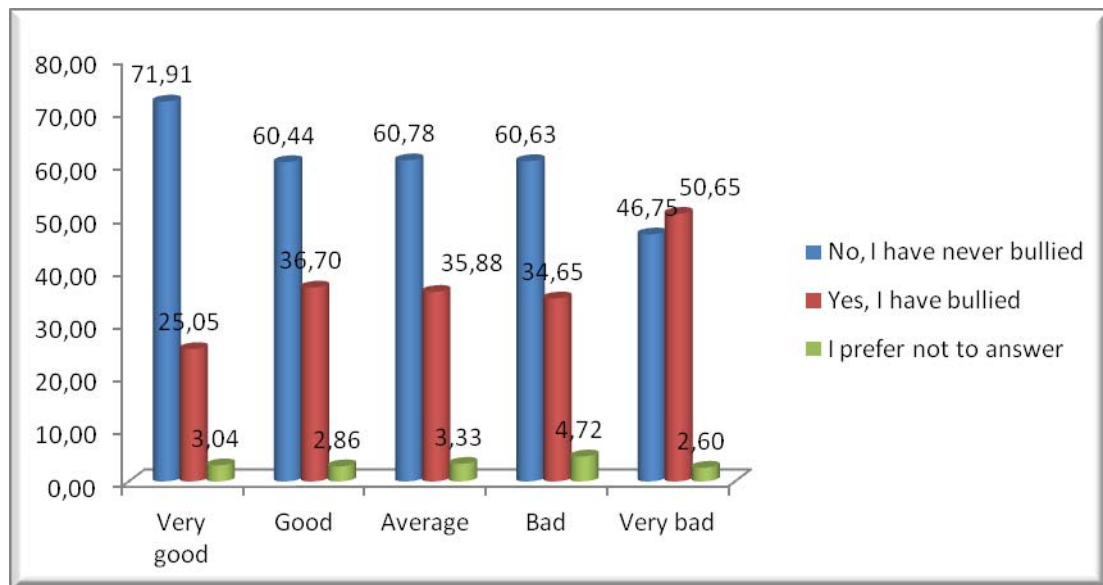
Graphic 33. Bully – relationship with parents



Similar results are confirmed from studying the effects of the relationship between the parents ( $\chi^2 = 66,703, p < 0.05$ ). The selection “Bad relationship” has the highest bully rates. Furthermore, 50.65% of the children that had reported a very

bad relationship between parents, had been school bullies. On the contrary, in cases of a very good interfamily relationship the bullies amount to 25.05%.

Graphic 34. Bully – relationship between parents



The manner in which families solve their differences affects the school bully rates greatly. Specifically, 48.84% of the students whose families solved their disputes with strong or violent arguments admitted to being school bullies ( $\chi^2 = 111,961, p < 0.05$ ).

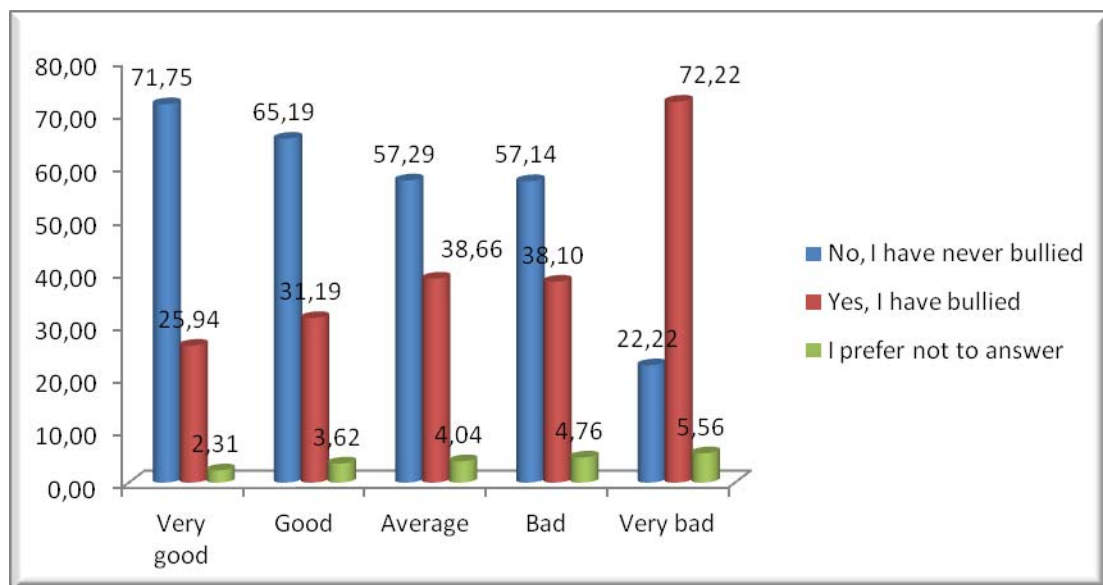
Table 15. Bully – dispute resolution

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never bullied	69.84%	47.56%	60.78%	53.49%	53.01%
Yes, I have bullied	27.30%	48.84%	36.23%	39.53%	39.76%
I prefer not to answer	2.86%	3.60%	2.99%	6.98%	7.23%

From the analysis of the data, a statistically significant relationship arose between the phenomenon, the relationship with classmates, teachers as well as the school performance.

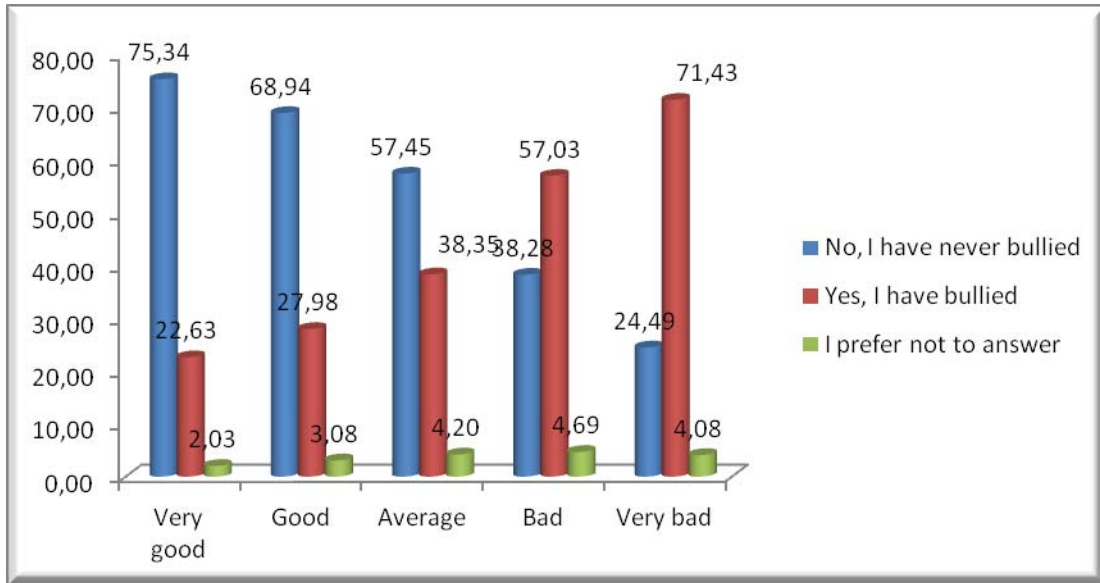
Specifically, as depicted in the following graphic, students that have a very bad relationship with their classmates have a higher rate of becoming bullies.

Graphic 35. Bully – Relationship with classmates



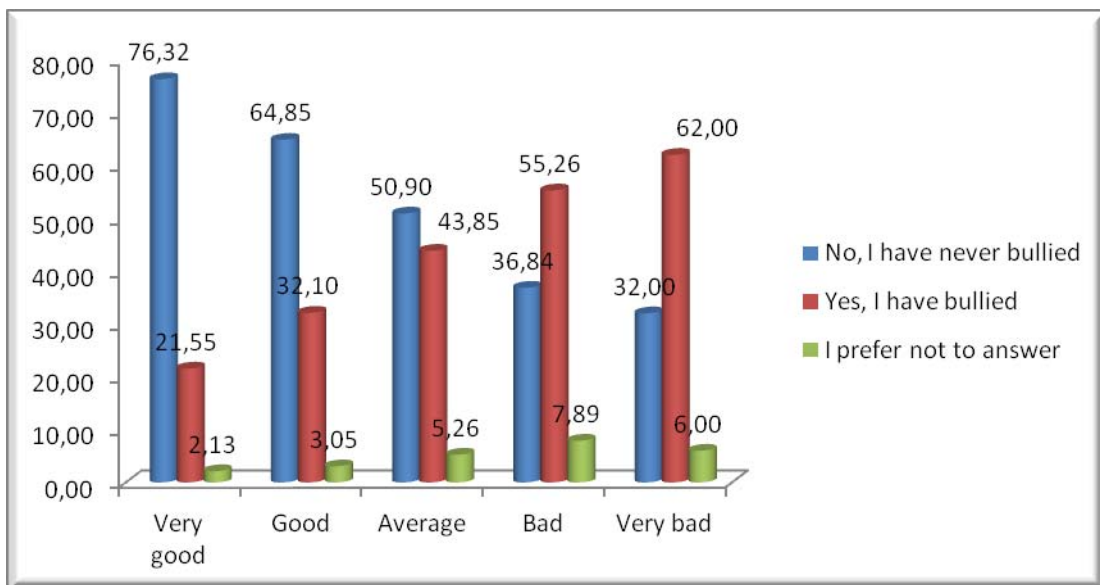
Similar results are presented in the case of school performance. Out of the total number of students that had described their performance as very bad, 71.43% had been a school bully at some point in time. Adversely, for students with very good performance, the respective rate stands at 22.63%. ( $\chi^2 = 189,250, p < 0.05$  ).

Graphic 36. Bully – School performance



Finally, with respect to their relationship with teachers, the students that had described their relationship as “very bad” presented higher rates. ( $\chi^2 = 207,070, p < 0.05$  ).

Graphic 37. Bully – Relationship with teachers

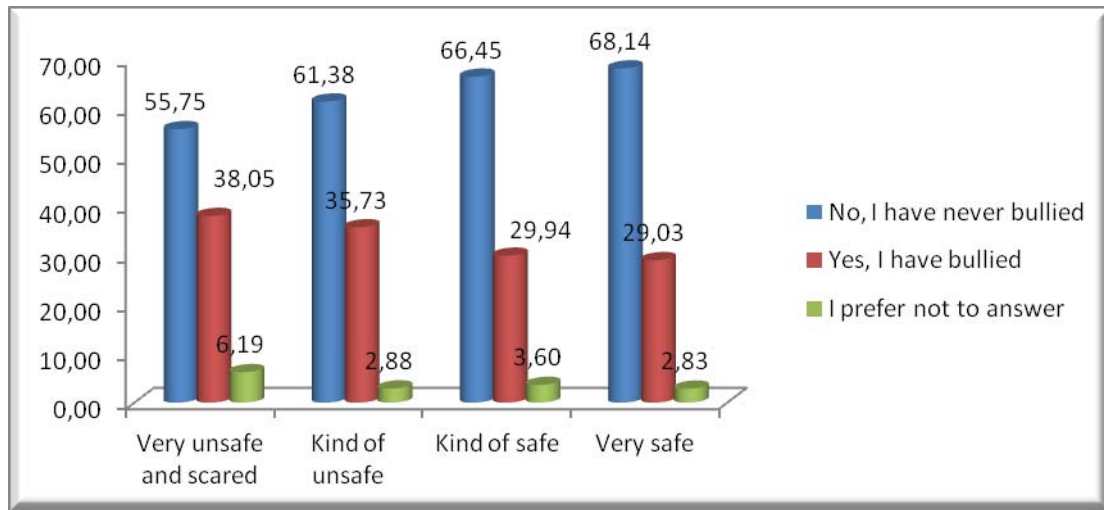


The safety degree that school bullies/students show is of particular interest. Examining all three factors, we note that school bullies have an intense sense of insecurity. This conclusion is statistically confirmed. ( $\chi^2 = 16,782, p < 0.05 / \chi^2 = 16,097, p < 0.05 / \chi^2 = 18,639, p < 0.05$ )

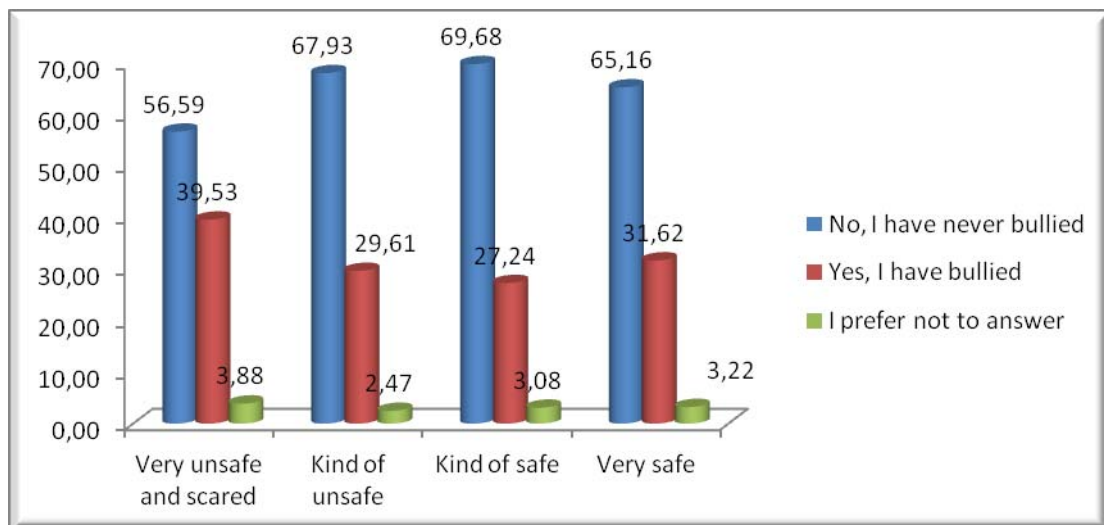
This insecurity, which is also seen in students that have been victimized, can be interpreted on the one hand as the bully’s insecurity of possible

reactions/consequences for their actions and on the other as an effect of their own prior victimization.

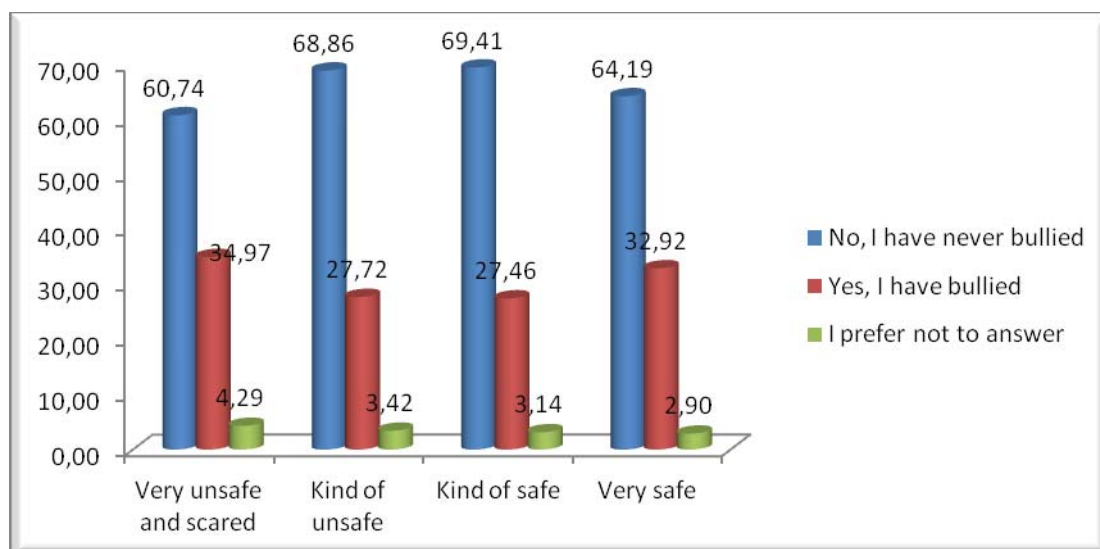
*Graphic 38. Bully – feeling safe in the classroom*



*Graphic 39. Bully – feeling safe at the park*



*Graphic 40. Bully – feeling safe on public transportation meansation means*



The most common form of school bullying is the use of abusive expressions (77.08%). The second most common form is the use of physical violence (61.22%). These are followed by the spreading of rumors and the exclusion from activities (45.56% and 39.97%, respectively). The use of cell phones and cameras to take humiliating photos – videos also received a high percentage(34.8%).

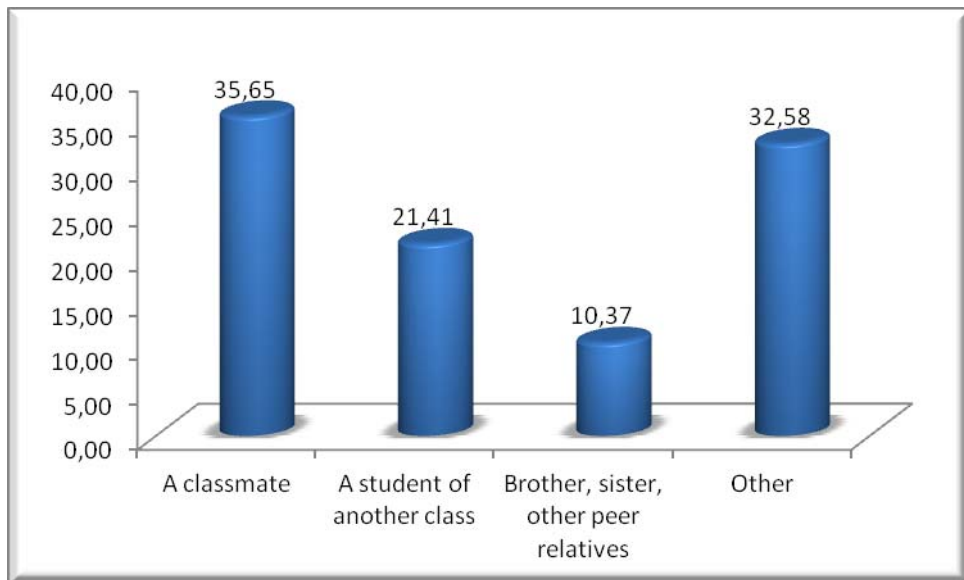
*Table 16. Forms of school bullying*

Forms of school bullying	Percentage
Using physical violence on others	61.22%
Saying mean things, teasing or calling names to others	77.08%
Spread mean rumors about others	45.56%
Leave other persons out of group activities	39.97%
Use your cell phone, video cam or camera to take nasty or humiliating photos or videos of others? (or other forms of cyber bullying)	34.80%
I prefer not to say	20.61%
Other	24.67%

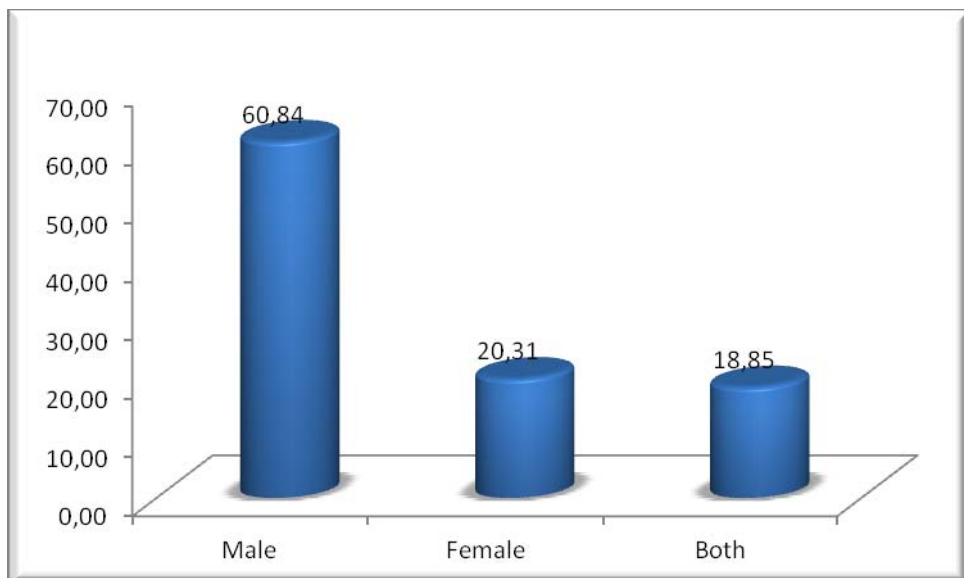


According to the opinion of bullies, the primary school bullying recipients are their classmates (35,65%), with a majority of boys (60.84%).

*Graphic 41. The person you bullied was:*



*Graphic 42. The victim's gender was:*



### 2.3.3.2 Bully and victim

Studying the unified bully/victim chart, we note that at a rate of 47.88% bullies were once school bullying victims themselves.

Table 17. Bully and victim

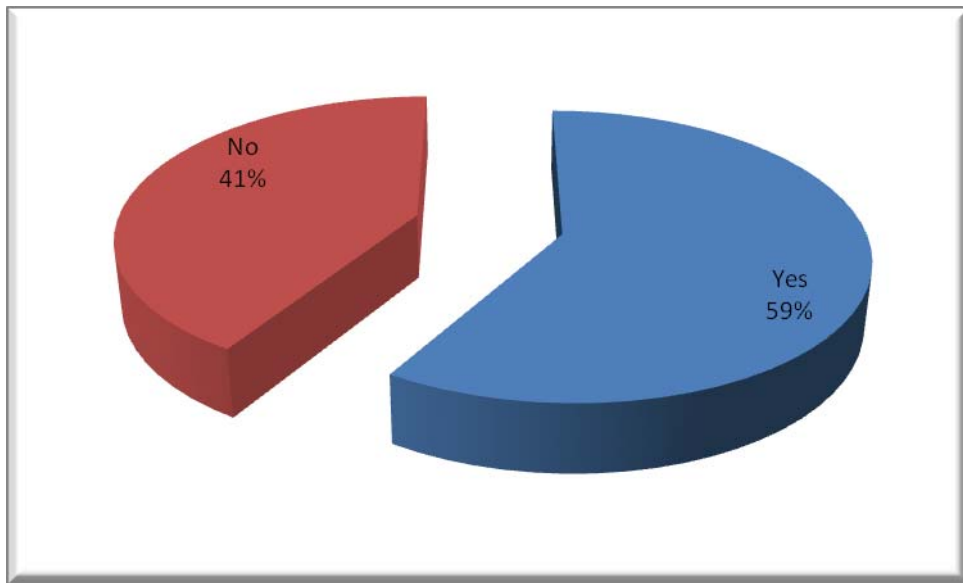
	No, I have never been bullied	Yes, I have been bullied	I prefer not to answer	Total
No, I have never bullied	72.14%	24.31%	3.55%	100.00%
Yes, I have bullied	49.08%	47.88%	3.04%	100.00%
I prefer not to answer	45.95%	43.24%	10.81%	100.00%

### 2.3.4 Observer of school bullying

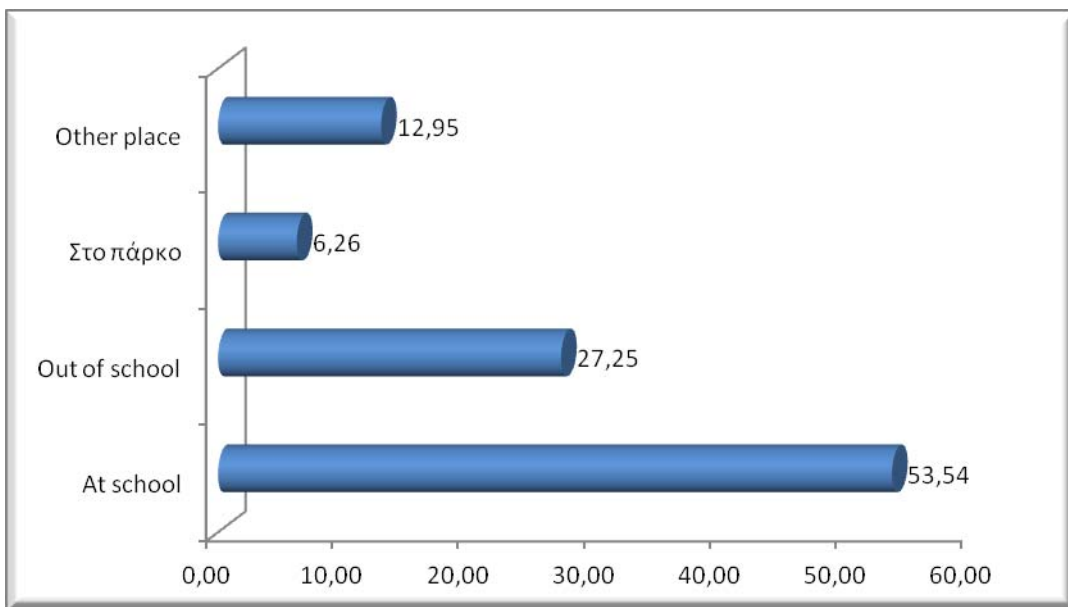
This chapter is in search of information on how the observers of school are dealing with the bullying incidents. On a theoretical level, the role of a passive observer, both for the bully and for the victim, has already been pointed out. This unit investigates why an observer reacts or not to a bullying incident, in what way and who gains his trust.

Fifty-nine percent (59%) of the sample was a school bullying observer at some point in time. Thus a rate of 53.54% shows that the school constitutes the primary place for the incident to occur.

*Graphic 43. School bullying observer*

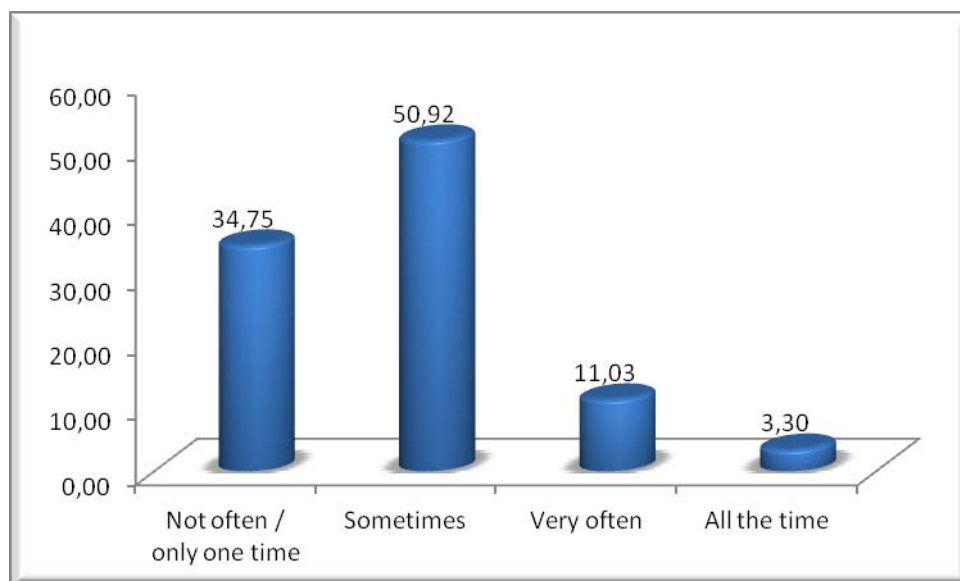


*Graphic 44. The place where the bullying occurred*



According to 50.92% of the sample, school bullying incidents occur occasionally, while 11.03% stated that they occur very often. Only 3.3% stated that it encounters such incidents all the time.

*Graphic 45. Frequency of incidents*



In comparative table 18, we note that the most common form of school bullying that students notice is the use of abusive expressions and teasing with the “pretty often” and “very often” rates reaching 74.71%. On the contrary, the physical violence rate reaches 34.66%. Rumors and exclusion from collective activities come mid way with a corresponding rate of 42.35%.

*Table 18. Frequency of incidents*

HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?		HOW OFTEN DO YOU HEAR ANOTHER PERSON BULLY OTHERS BY SAYING NASTY THINGS, TEASING OR CALLING?		HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD RUMORS OR LEAVE OTHER STUDENTS OUT OF ACTIVITIES?	
Never	8.81	Never	3.70	Never	16.08
Rarely	56.94	Rarely	21.59	Rarely	41.57
Pretty often	28.24	Pretty often	49.45	Pretty often	31.18
Very often	6.02	Very often	25.26	Very often	11.17

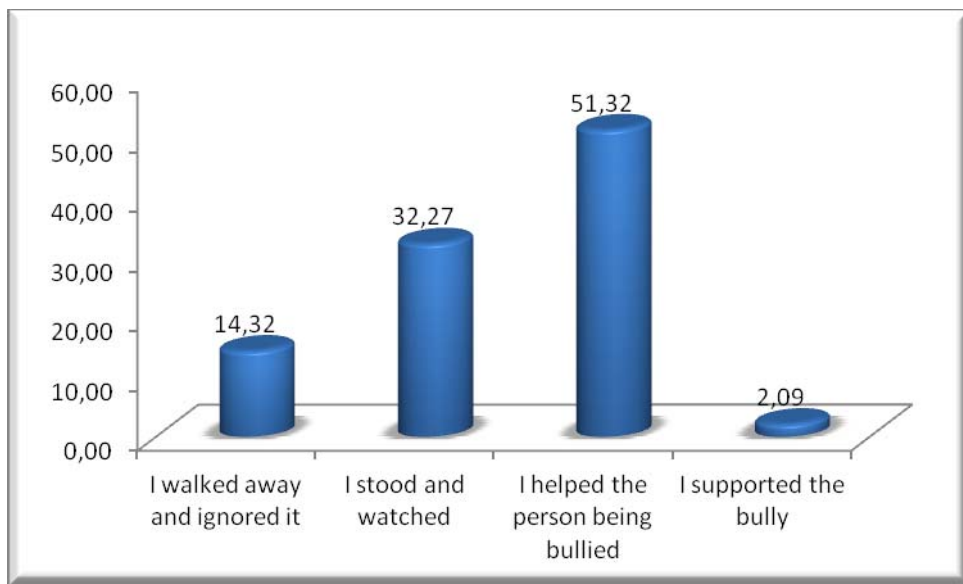
### 2.3.5 Reaction to a school bullying incident

The highest degree of assistance towards a victim appears in physical violence incidents with 51.31% of the respondents stating that they helped a victim when they were observers in a respective incident compared to 49.25% of the students

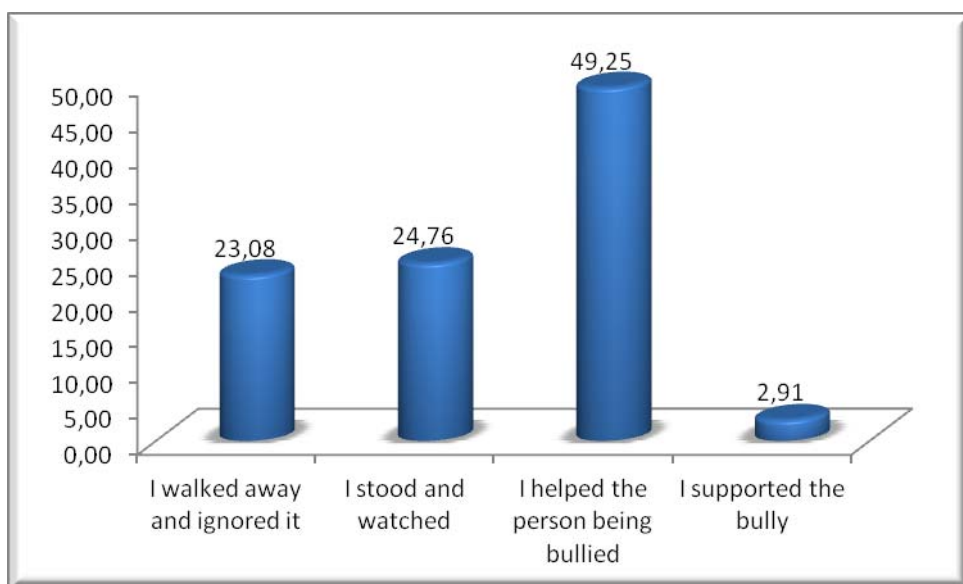
that stated helping the victim in a teasing incident. In both incidents, a low percentage stated that they helped the bully (2.09% and 2.91% respectively). A substantial number of students stated that they walked away and ignored the incident, 14.32% in the case of physical violence and 23.08% in the case of verbal abuse.

The reasons why a significant rate (46.59%) did not help the victim are presented in the following table.

*Graphic 46. Reaction to a physical violence incident*



*Graphic 47. Reaction to teasing or name calling*



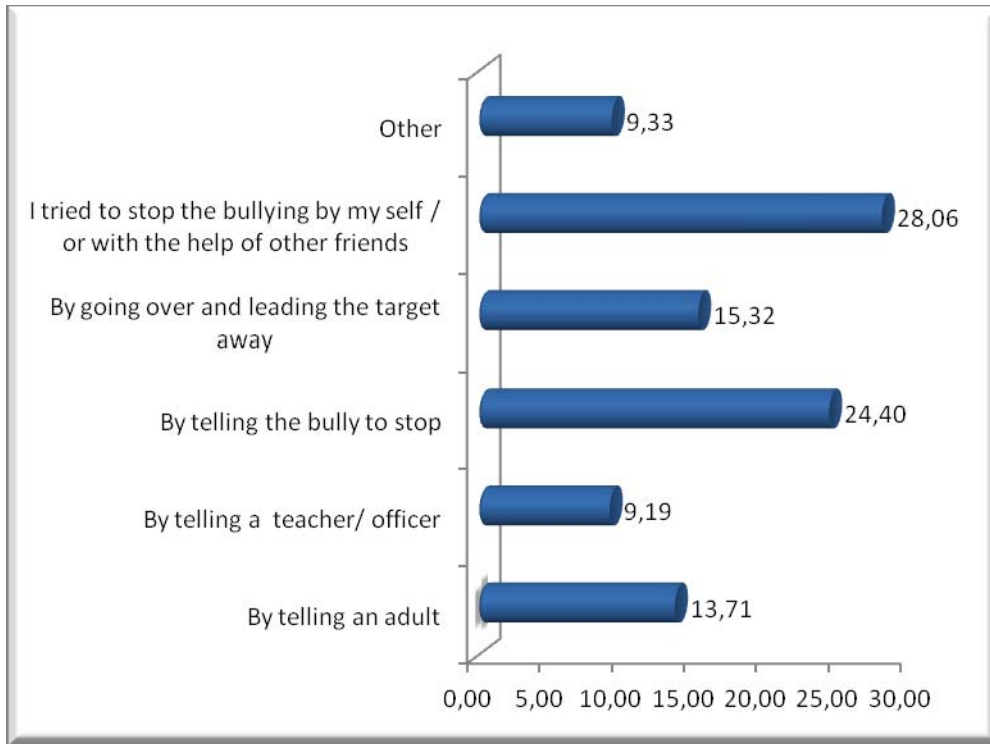
The following question in the questionnaire is aimed at describing the emotions of students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (78.26%) and anger (69.31%). Out of the total respondents, 38.55% stated that they felt envy for the bully. A small percentage finds these incidents entertaining (4.38%) or indifferent (6.76%). The major differences presented in the selections “Envy for the bully” and “Admiration for the bully” raise concern and is most probably related to the fact that the research participants did not fully understand the definition of the word envy.

*Table 19. Emotion following a school bullying incident*

	<b>Percentage</b>
<b>Fear</b>	23.13%
<b>Anger</b>	69.31%
<b>Pity for the victim</b>	78.26%
<b>Lack of concern</b>	6.76%
<b>Disapproval</b>	8.59%
<b>Fun</b>	4.38%
<b>Helplessness</b>	6.50%
<b>Admiration for the bully</b>	1.86%
<b>Envy for the bully</b>	38.55%

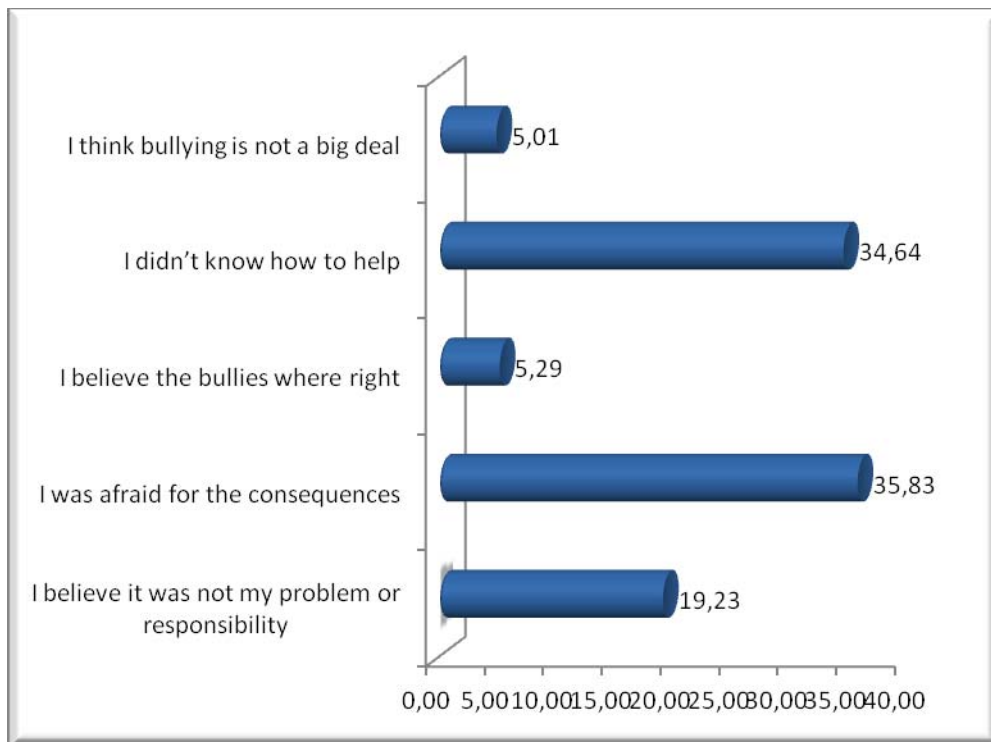
Out of the students that intervened in a school bullying incident to assist a victim, 28.06% stated that they attempted to stop the bully on their own or with the help of their friends; 24.4% tried to stop the bullying by telling the bully to stop, whereas 15.32% protected the victim by putting him at distance, 13.71% told an adult about the incident and 9.19% reported it to the police.

*Graphic 48. If you helped, what did you do?*



On the contrary, in the case where students did not try to stop the bullying incident or try to help the victim, 35.83% claimed that they feared the consequences and 34.64 stated that they did not know how to help.

Graphic 49. If you did not help, why not?



### 2.3.6 Information about school bullying

The last unit of the questionnaire looks into the quality of information provided to young people in relation to the bullying phenomenon; it also provides information on the profile of students that express a greater need / desire for more information. However, the most significant information that we obtain from the last unit concerns the students and where they stand concerning the type of information that they would like, its content, the method and means they would like to be used as well as the bodies and persons they consider most suitable for this purpose.

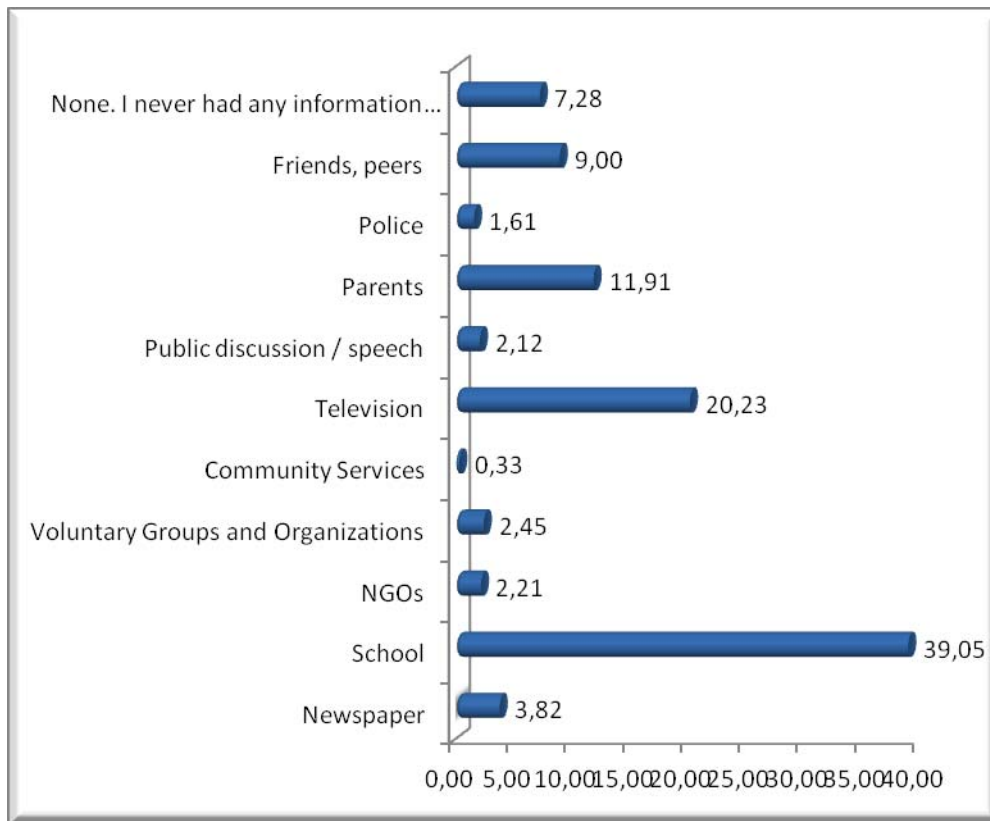
According to 39.05% of the respondents, the most important source of information for students is the school. Television is the second most important source. Government services received a mere 0.33% in terms of providing information to students. Volunteer groups and NGOs also received a small percentage (a total of 4.99%) since they offer minimal information to on this issue, according to the students.

At this point we must note that representatives of volunteer groups, NGOs and Government services that are active in this sector participate to the information



process and communication activities via the media, particularly television, but their participation is not etched into the children’s minds.

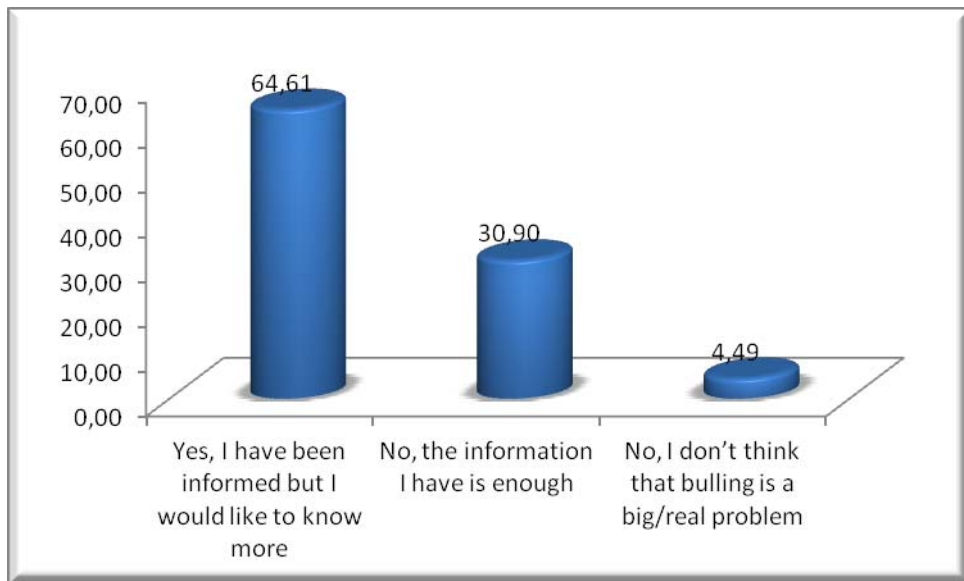
*Graphic 50. Source of information about the school bullying phenomenon*



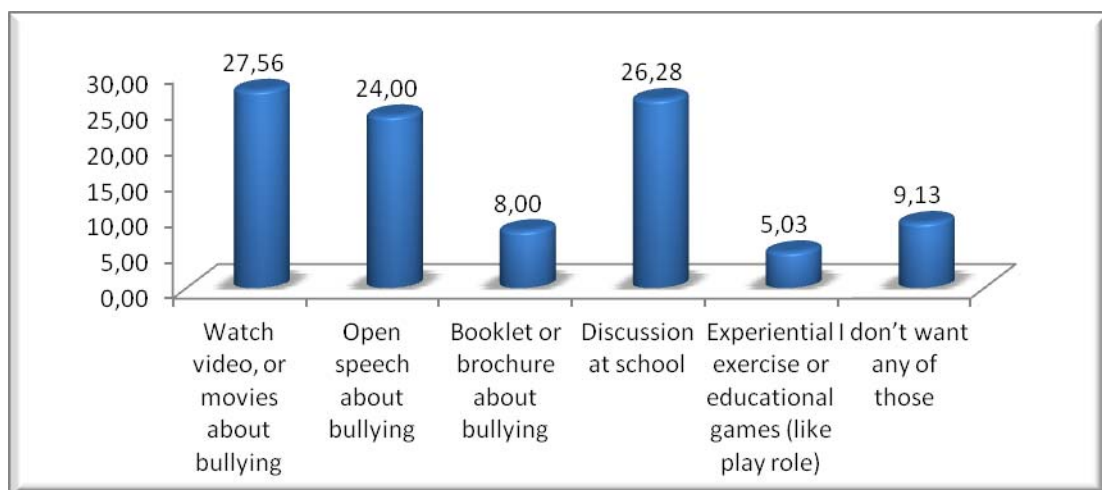
The students’ need for more information is obvious since 64.61% of the respondents state that they desire more information.

The communication method is a significant factor in each information campaign. With respect to the ways they would like to receive the information about bullying, the students prefer discussions at school (26.28%), videos or films about bullying (27.56%) and open discussions on the issue (24%). On the contrary, they do not show preference to booklets / brochures and educational games (8% and 5.03%, respectively).

*Graphic 51. Need for more information about school bullying*

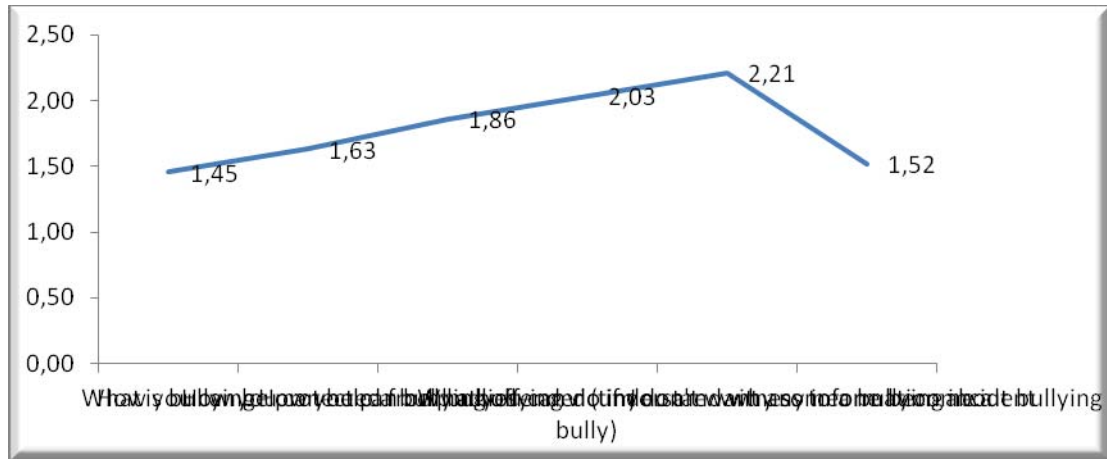


*Graphic 52. Forms of information*



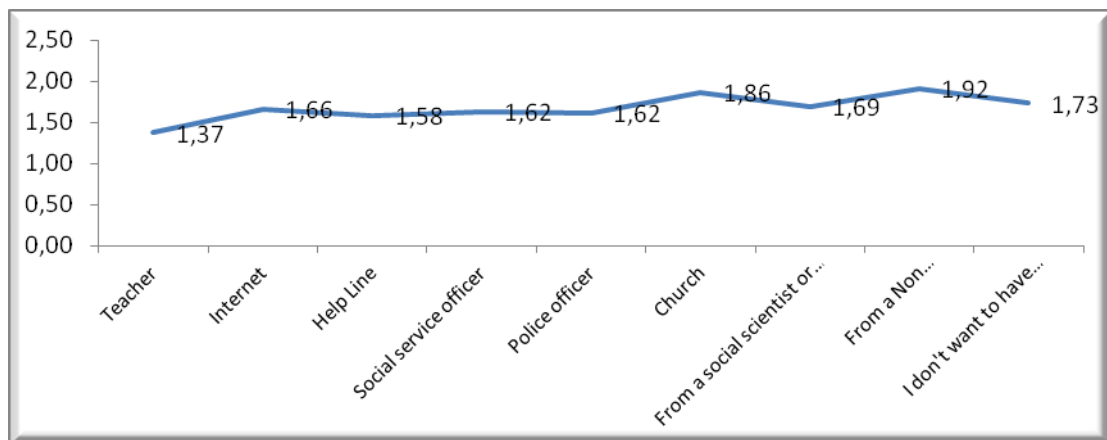
In the following two questions the students were asked to respond by order of preference on the type of information they would like and the most suitable source. According to their responses, top preference was given to “what is bullying and which forms are included in the phenomenon” (average 1.45) as well as “how can I be protected from bullies” (average 1.63). These were followed by “how to help a bullying victim” (average 1.86) and interpreting – understanding the motives of a bully (average 2.03).

*Graphic 53. Type of information*



According to the students, the most suitable source of information should be the school's teachers (average 1.37). The telephone help line came second with a significant difference (average 1.58). Last in the order of preferences were the non-governmental organizations (1.92).

*Graphic 54. Which do you consider to be the best source of information*



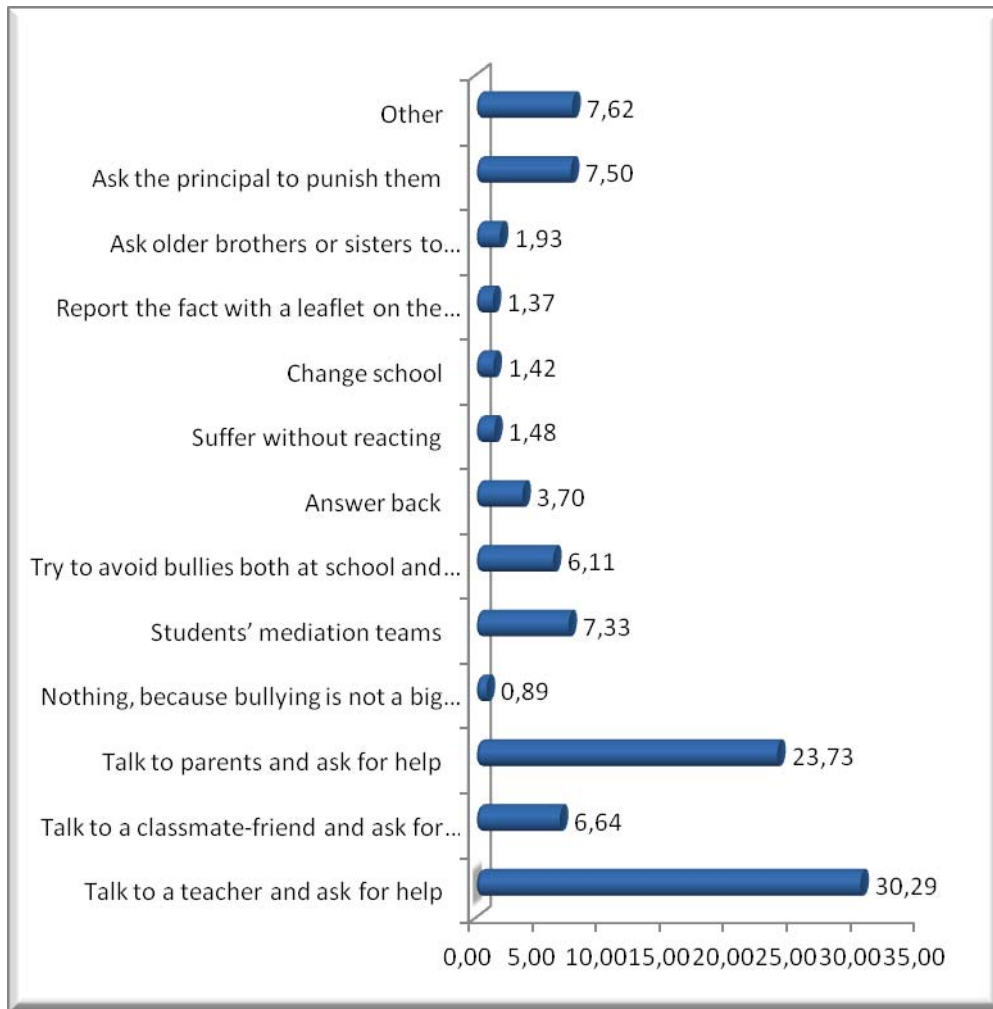
The stance taken by the teachers is considered to be satisfactory, confirming the finding concerning the significance of being informed by the school since 47.68% of the respondents stated that teachers intervene to protect the victim. To a great degree, the teachers' intervention aims at reconciling the relationship between the bully and the victim (45.54%). A very small percentage considered the teachers' reaction to the bullying phenomenon to be unsatisfactory.

*Table 20. Teachers' reaction to the school bullying phenomenon*

	<b>Percentage</b>
<b>They pretend that nothing is happening</b>	16.42%
<b>They don't do anything due to inadequate information regarding the bullying phenomenon</b>	8.44%
<b>They don't do anything due to inadequate information regarding the specific bullying incident</b>	8.20%
<b>They intervene to protect the victim</b>	47.68%
<b>They listen to both the victim and the bully and act as a mediator</b>	45.54%
<b>They work with both the victim and the bully's family</b>	20.19%
<b>Their behavior resembles to that of the victim</b>	4.67%
<b>Their behavior resembles to that of the bully</b>	4.09%

According to students, the most appropriate way to combat this phenomenon is to inform the teachers (30.29%). Informing the parents takes second place with a rate of 23.73%. It is worth undelining that student consider that their teachers have or should have a significant role concerning information about the phenomenon as well as intervention.

Graphic 55. Best method for combating the phenomenon



## 2.4 Results for Italy

### 2.4.1 Study of school bullying phenomenon

The student's perception level of the phenomenon is depicted in the following table. As we study the data of this table, we note that Italian students, as in the case of Greek students, are able to successfully identify the primary school bullying forms. As in most of the participating countries, to a minor degree however, repetition has not been fully understood to be a bullying characteristic. The majority of the respondents (65.21%) stated that teasing, verbal and physical violence were considered to be school bullying behaviors. These were followed by forcing others to do what the bully wants with the use of violence and teasing associated with skin color and ethnicity (64.54% and 54.26%, respectively).

*Table 21. Forms of school bullying*

	Percentage
<b>Making fun about the way that somebody looks like</b>	44.66%
<b>Accidentally bumping into someone</b>	8.47%
<b>Calling people names or nasty things because of the color of their skin or their ethnicity</b>	54.26%
<b>Be bad with someone else (saying nasty things, making fun, verbal or physical violence) only one time</b>	20.88%
<b>Being bad with someone else (saying nasty things, making fun, verbal or physical violence) more than one time</b>	65.21%
<b>Making the other play or do things you want without use violence</b>	11.07%
<b>Force others do things you want with the use of violence (verbal, physical or psychological)</b>	64.54%
<b>Joking with people by "putting them down".</b>	14.88%
<b>Teasing someone about the clothes he/she wears</b>	19.97%
<b>Expressions of unpleasant thoughts or feelings regarding others</b>	9.66%
<b>Arguments</b>	2.58%

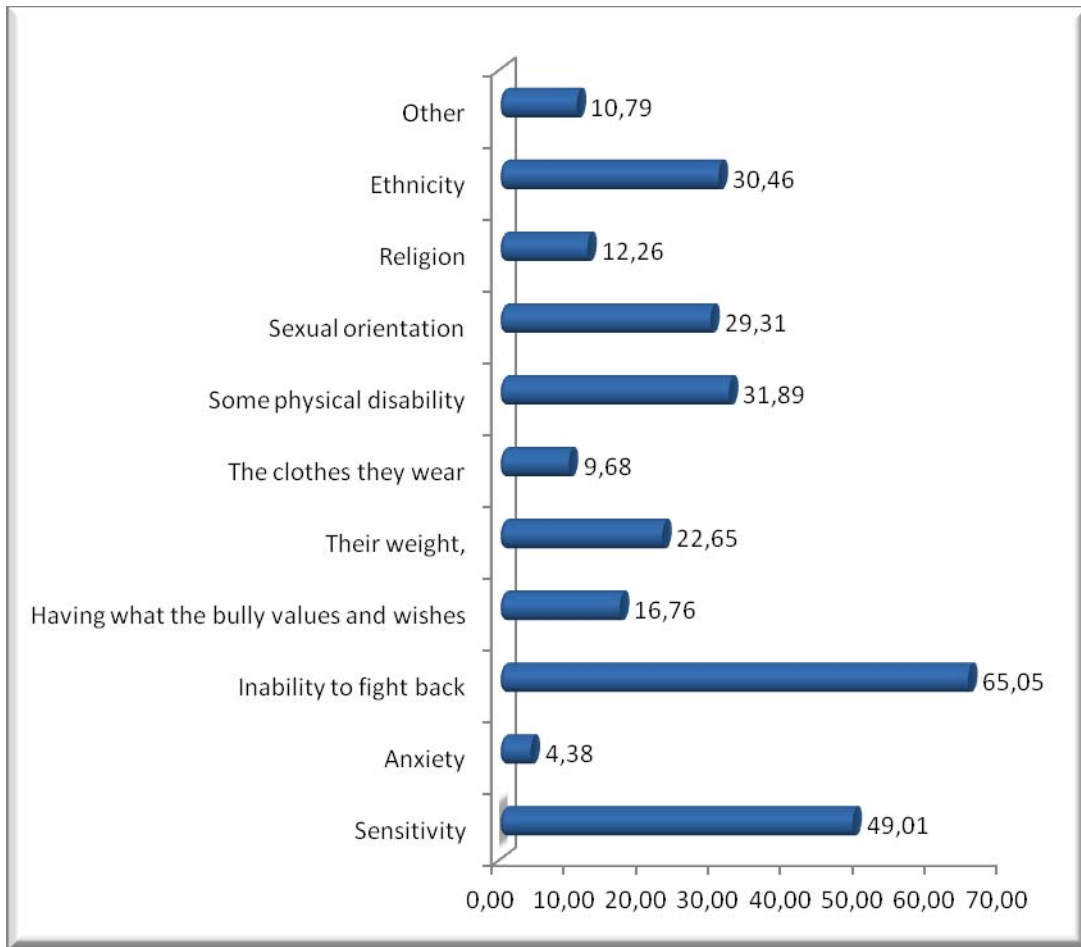
<b>A single act of telling a joke about someone</b>	3.21%
<b>Not liking someone</b>	2.90%
<b>Being excluded</b>	18.46%
<b>Lying about someone (blaming them for a problem)</b>	23.48%
<b>Making a fool of someone by playing a nasty joke</b>	23.03%
<b>Using phone/email/chat/social networking/SMS to make fun of people</b>	26.62%
<b>Using phone/email/chat/social networking/SMS to threaten or intimidated someone</b>	57.68%

According to the responses of the Italian students, the victim's inability to fight back is the primary victimization factor (65.05%), thus confirming the different power and authority correlation that characterizes a bully-victim relationship.

As derived from the responses, the second reason victims are chosen concerns the victim's sensitivity, which possibly obstructs the victim from defending himself or makes him vulnerable (49.01%).

A large number of the respondents considers that body size and ethnicity constitute victimization factors (31.89% and 30.46%, respectively). Sexual preference follow with a small difference (29.31%). Adversely, dress sense, religion, anxiety or stress are not included in the significant victimization factors.

Graphic 56. Victimization factors



With regards feeling safe, 48.5% of students feel “very safe” in the classroom (48.5%), 2.3% feel “very unsafe”, while 5.9% feel “kind of unsafe”.

When analyzing the question about feeling safe in the park/neighborhood, the safety index appeared slightly greater as the “very safe” choice dropped to 32.8%. The index shift was in the “Kind of safe” choice, whereas the “very unsafe” and “Kind of unsafe” were not significantly increased.

In the respective question about feeling safe on the way to and from school and taking public transportation means the “very unsafe” and “kind of safe” options totaled 12.2%, while a total of 87.7% of the respondents feel “very or kind of safe”.

Table 22. Safety index

---

HOW SAFE DO YOU FEEL	HOW SAFE DO YOU FEEL	HOW SAFE DO YOU FEEL
----------------------	----------------------	----------------------

---

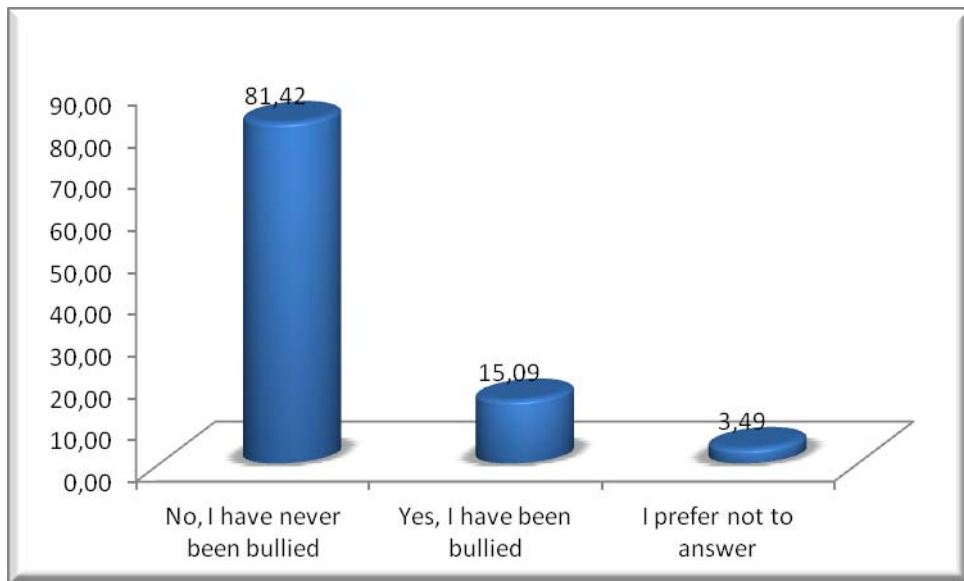


IN YOUR CLASSROOM?		IN	YOUR GOING TO AND FROM		NEIGHBORHOOD / AT SCHOOL, WALKING OR	THE PARK	TAKING	PUBLIC
							TRANSPORTATION	MEANS
Very unsafe and scared	2.3%	Very unsafe and scared	2.3%	Very unsafe and scared	2.7%			
Kind of unsafe	5.9%	Kind of unsafe	10.0%	Kind of unsafe	9.5%			
Kind of safe	43.3%	Kind of safe	54.8%	Kind of safe	45.3%			
Very safe	48.5%	Very safe	32.8%	Very safe	42.4%			
<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>			

#### 2.4.2 Have you ever been a school bullying victim?

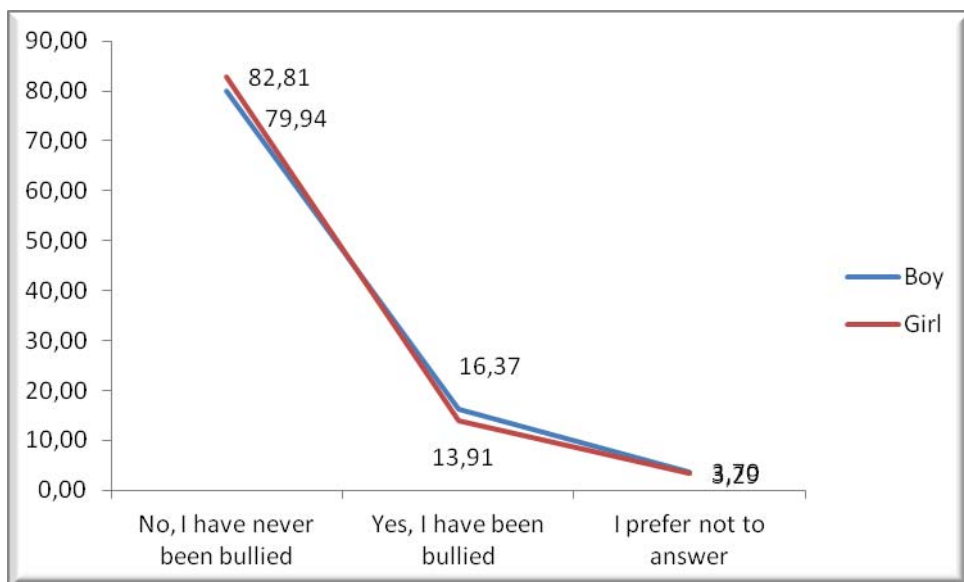
A small percentage, just 15.09% of the respondents, stated that they had been a victim of school bullying, establishing Italy as the country with the smallest admitted victimization rate compared to the other participating countries in the study. Furthermore, a small percentage of 3.49% did not respond to the question.

*Graphic 57. Have you ever been a school bullying victim*



Boys present a slightly higher victimization rate given that 16.37% admitted to being a school bullying victim. The respective percentage for girls amounts to 13.91%. The victimization difference between the two genders may appear minor at a first glance, but on a statistical analysis level, it is in fact significant.

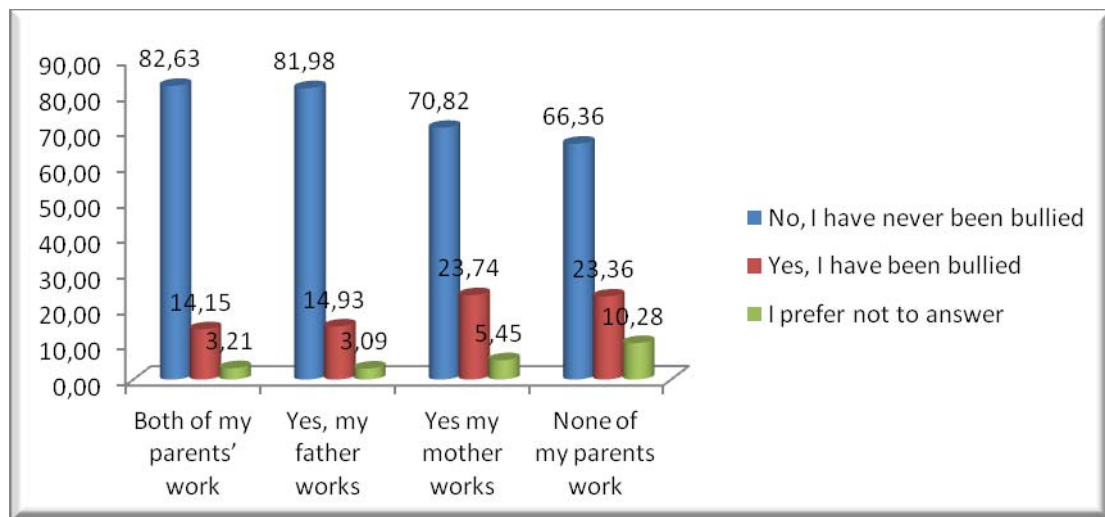
*Graphic 58. Victimization per gender*



After statistically analyzing the data, there was no statistically significant relationship between victimization, area of residence. The sample's victim rates do not differ when comparing urban, suburban and rural areas.

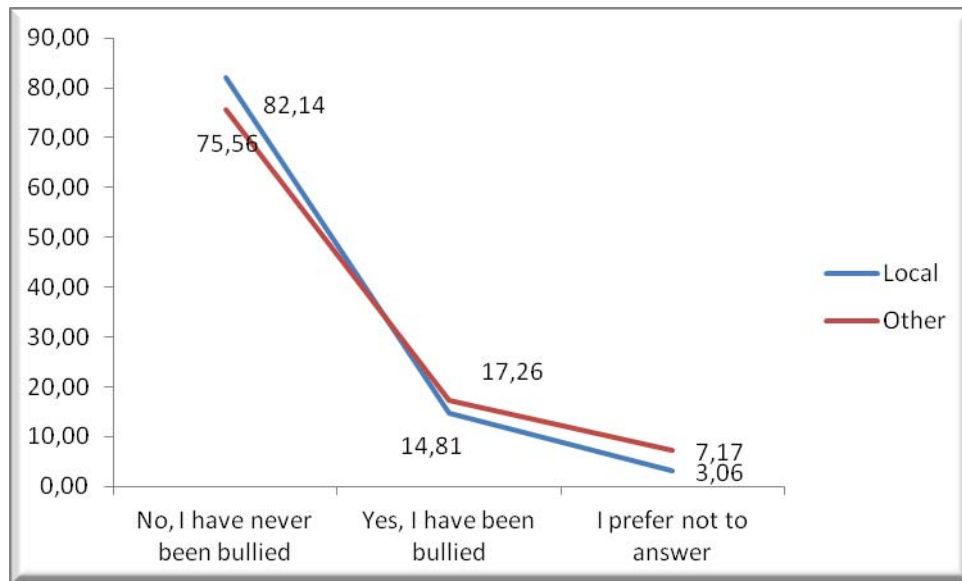
On the contrary, there is a statistical dependency between the victimization rate and the parents' work status ( $\chi^2 = 44,682, p < 0.05$ ). It is evident in graphic 59 that the school bullying victim rate is higher in cases where both parents are unemployed, referring to financial factors as particularly significant in terms of student victimization.

Graphic 59. Victimization rate – parents' work status



Statistical dependency was also observed when studying the effects of ethnicity. As can be seen in the following graphic, students of another ethnicity tend to be victimized more ( $\chi^2 = 23,513, p < 0.05$ ).

Graphic 60. Victimization per ethnicity



Similar results are ascertained from studying the effects of possible family problems. In every event, family problems were linked to higher victimization rates. The highest rates were noted in the case of alcoholism, where 40.5% of students that experience such a family problem stated that they had been a school bullying victim. A high statistical dependency is also observed in “problem with their relationship”.

Table 23. Victimization rate – family problems

	Problem	
	Yes	No
<b>Financial problems</b>	23.7%	13.8%
<b>Problem with their relationship</b>	22.3%	14.8%
<b>Problem of their relationship with you</b>	35.0%	14.2%
<b>Problems dealing with anger or other behaviour problems</b>	30.3%	14.6%
<b>Problems with the law</b>	31.3%	14.9%
<b>Health problems</b>	27.6%	14.5%
<b>Problems with alcohol and other substances</b>	40.5%	14.9%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	14.1%	67.4%

A statistical significance arises between the victimization rate and the relationship with parents ( $\chi^2 = 100.238, p < 0.05$ ). Given that the victimization rates are

increased and the relationship with parents appears all the more dysfunctional, linear regression is presented. The highest rate is observed at students that stated that their relationship with their parents was very bad (36.6%). Adversely, 12.4% of students that had a very good relationship with their parents had been school bullying victims.

*Table 24. Victimization rate – relationship with the parents*

	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Bad</b>	<b>Very bad</b>
<b>No, I have never been bullied</b>	84.8%	81.3%	71.8%	66.1%	46.3%
<b>Yes, I have been bullied</b>	12.4%	15.3%	22.9%	26.8%	36.6%
<b>I prefer not to answer</b>	2.8%	3.4%	5.4%	7.1%	17.1%

Similar results are ascertained from studying the effects of the relationship between the parents ( $\chi^2 = 59.681, p < 0.05$ ). The selection “Bad relationship” has high victimization rates. Specifically, 51.2% of the children that had reported a “bad” or “very bad” relationship between parents, had been school bullying victims.

*Table 25. Victimization rate – relationship between parents*

	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Bad</b>	<b>Very bad</b>
<b>No, I have never been bullied</b>	84.1%	82.4%	73.3%	67.3%	71.9%
<b>Yes, I have been bullied</b>	13.0%	14.4%	20.7%	28.2%	23.0%
<b>I prefer not to answer</b>	2.9%	3.2%	6.0%	4.5%	5.2%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner by which families resolve their disputes.

As it arises from the table below, the victimization rates are the highest in cases when disputes were resolved in a violent manner. This fact is also statistically confirmed ( $\chi^2 = 87.899, p < 0.05$ ).

Table 26. Victimization rate – dispute resolution

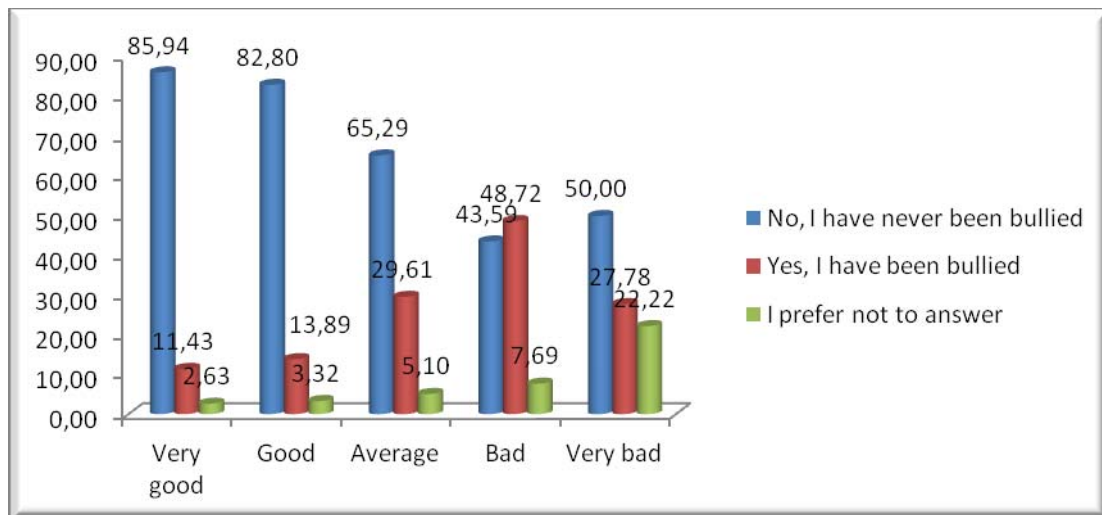
	Discussion	Strong arguments with each other	or violent (fight)	The person's opinion/desire prevails	strongest	Third party / relative mediation	Ignoring each other
No, I have never been bullied	83.4 %	61.5%		72.4%		77.1%	72.2%
Yes, I have been bullied	13.7 %	31.1%		20.5%		14.3%	21.4%
I prefer not to answer	2.8 %	7.5%		7.1%		8.6%	6.5%

A statistically significant relationship arises when examining the victims' school performance and their relationship with their classmates. It is clear from graphic 61 that students that have a bad or very bad relationship with their classmates tend to be victimized more ( $\chi^2 = 224.45, p < 0.05$ ). As in the case of Greece, this could be related to the student's victimization and the lack of support factor that could act by increasing the chances of victimization.

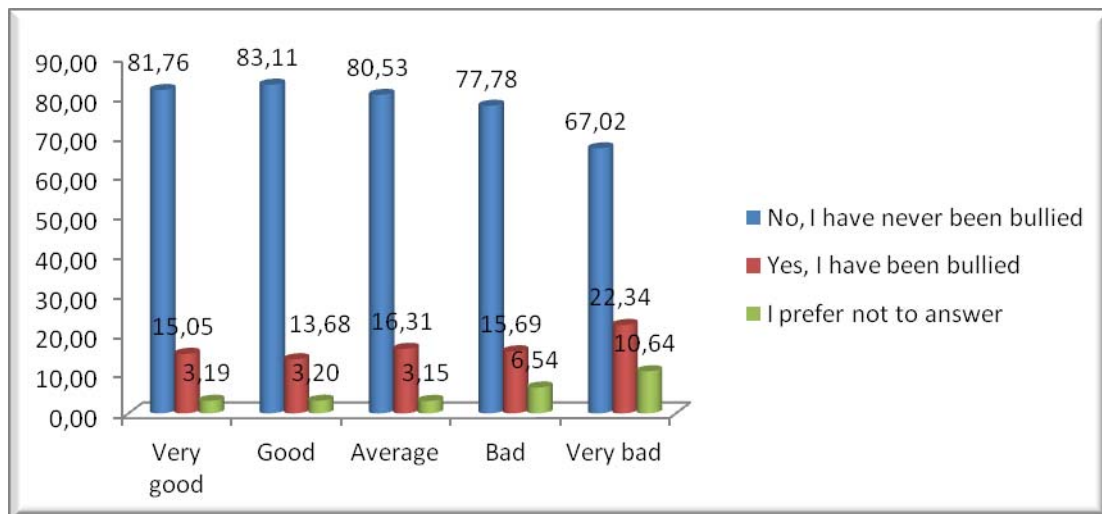
Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 30.438, p < 0.05$ ). Specifically, 22.34% of the students with poor school performance were victim to school bullying compared to students with very good performance (15.05%). The role played by the student's victimization, the manner in

which it is perceived and it functions within the school, the feelings developed about the school and the obligations derived, have already been referred to and analyzed.

*Graphic 61. Victimization rate - relationship with classmates*



*Graphic 62. Victimization rate - school performance*



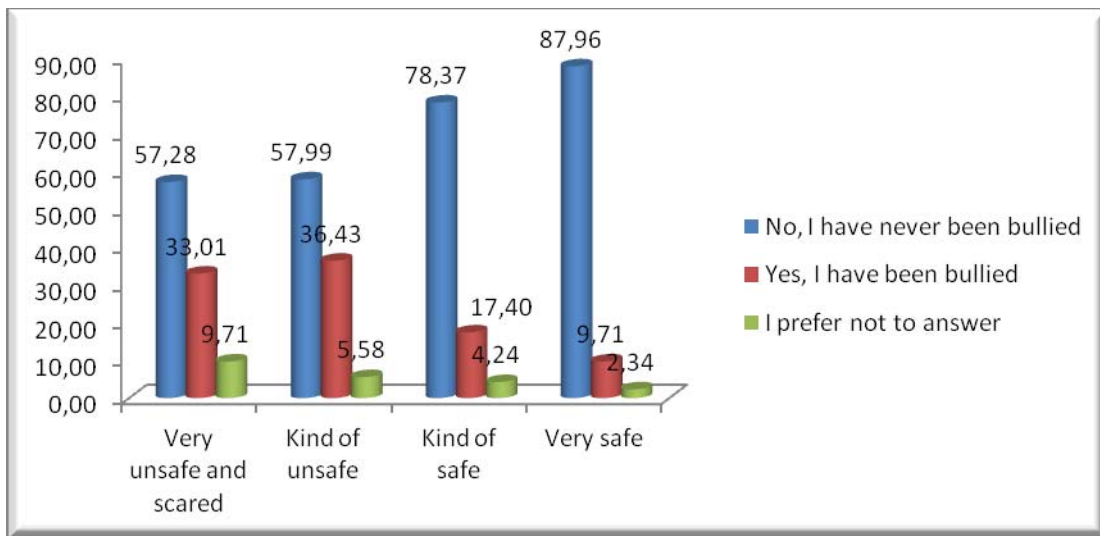
As expected, the safety degree among school bullying students/victims is highest both in the classroom as well as outside school grounds.

Specifically, regarding the safety in the classroom, school bullying students/victims present a higher degree of insecurity. These findings are similar in areas outside the school grounds such as the parks; it is here that students/victims feel most unsafe. Finally, on their way to and from school, we observe similar results with

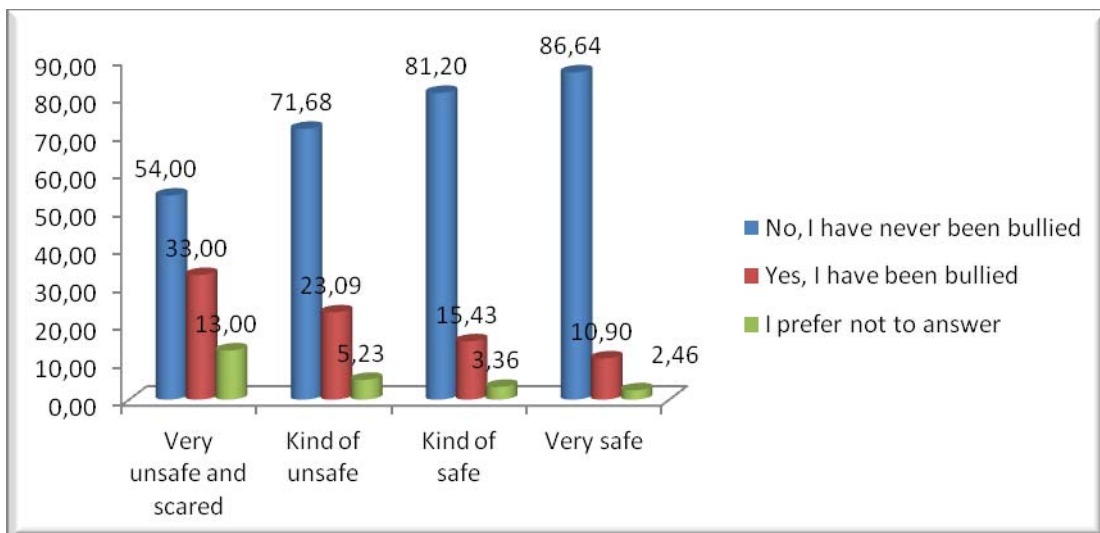
students/victims feeling most unsafe. The statistically significant relationship was confirmed in all three situations ( $\chi^2 = 218.083, p < 0.05 / \chi^2 = 112.947, p < 0.05 / \chi^2 = 63.565, p < 0.05$ ).



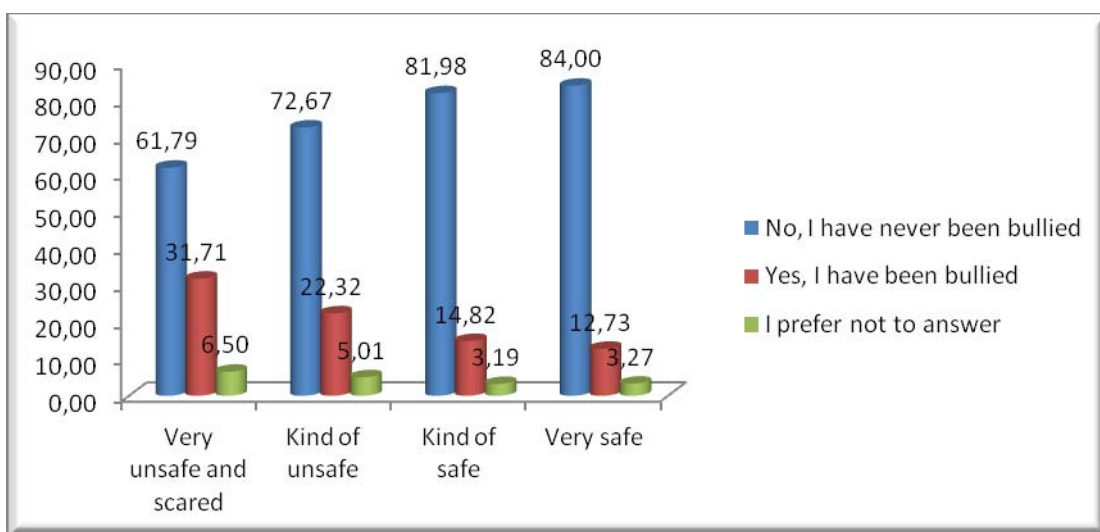
Graphic 63. Victimization rate – feeling safe in the classroom



Graphic 64. Victimization rate – feeling safe in the park



Graphic 65. Victimization rate – feeling safe in public transportation means



The school bullying phenomenon is mostly observed in the classroom (51.65%). With a significant difference, this is followed by the places out of school (31.7%) and the school corridors (27.4%); the neighborhood – parks received 16% and the internet 11.1%. A small percentage in the range of 5% declared that they had fallen victim to bullying at home.

*Table 27. Where did the bullying occur?*

	<b>Percentage</b>
<b>At home</b>	5.0%
<b>Outside school</b>	31.7%
<b>On the web</b>	11.1%
<b>In the classroom</b>	51.6%
<b>On the corridors</b>	27.4%
<b>In the dinner hall</b>	5.7%
<b>In the playground/park/neighborhood</b>	16.0%
<b>On the way to or from school</b>	10.7%
<b>Other</b>	13.6%

The table that follows includes the forms of bullying that students/victims have experienced.

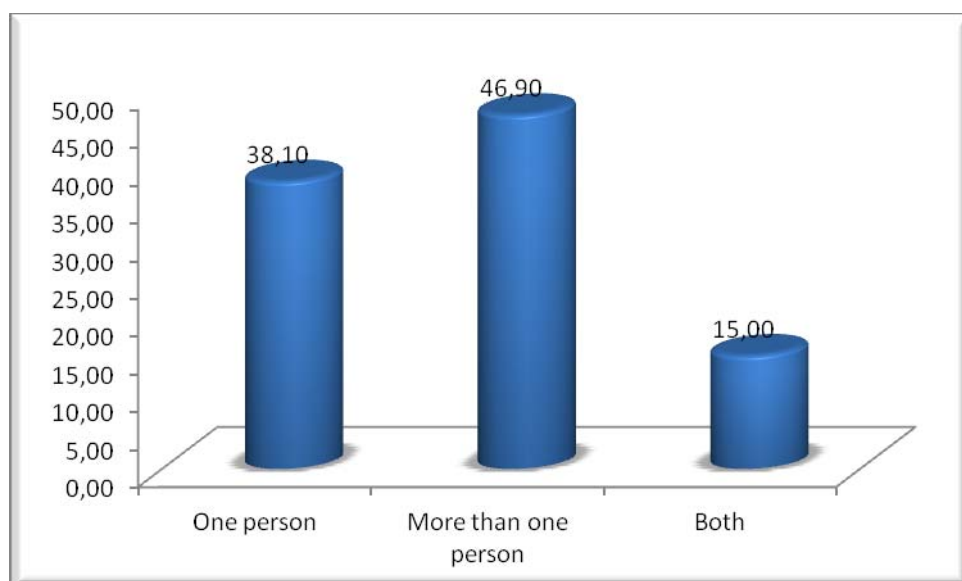
According to 59.9% of the students that had admitted to being victims, name calling is the most common form of school bullying. The second most common form is “Teased about the way I look” (46.6%) followed by exclusion from group activities (46,1%). The use of cell phones and the internet and uploading humiliating photos had the lowest rates of 8.9% and 12%, respectively.

*Table 28. Forms of school bullying*

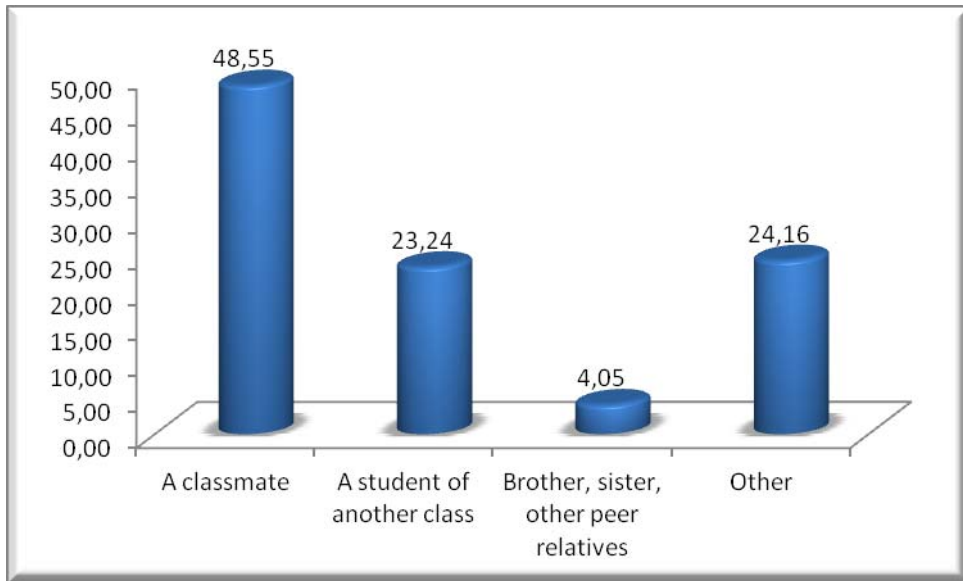
	Percentage
<b>Name calling</b>	59.9%
<b>Left out or excluded by other students</b>	46.1%
<b>Punched or pushed</b>	40.4%
<b>Forced to do something using physical violence</b>	17.7%
<b>Nasty stories told about me</b>	44.3%
<b>Sexual teased, rumors or soft abuse</b>	21.1%
<b>Asked to give up money or belongings</b>	10.3%
<b>Being sent nasty text messages or e-mails</b>	21.1%
<b>Forced to do something I didn't want to</b>	17.7%
<b>Teased about the way I look</b>	46.6%
<b>Uploading or threatening to upload humiliating videos or photos of you on the internet</b>	12.0%
<b>Been sent humiliating videos or photos of you by cell phones</b>	8.9%
<b>Other</b>	23.0%

According to the victims, the majority of bullies are male classmates. It is noted in the following graphics that bullying is carried out by more than one person (46.9%), a student in the same class (48.55%). This data confirms the previous finding that the classroom is the most common place for school bullying.

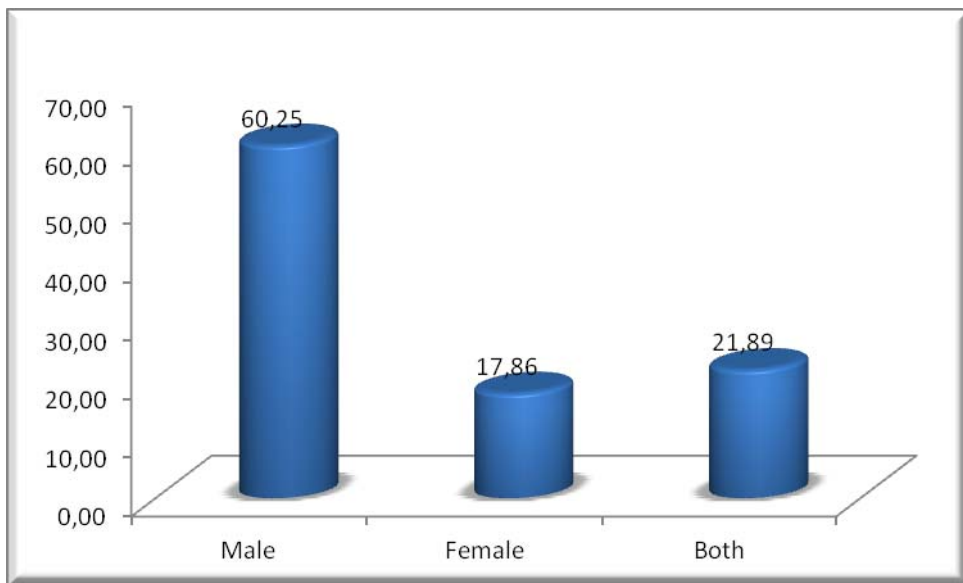
*Graphic 66. How many bullies were there?*



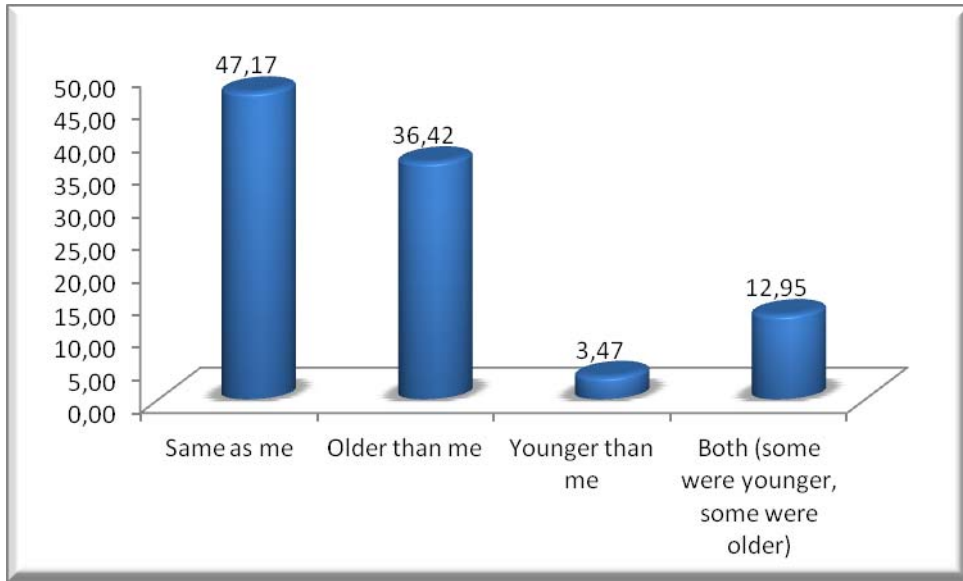
*Graphic 67. Who was the person that bullied you?*



*Graphic 68. What was the gender of your bully?*

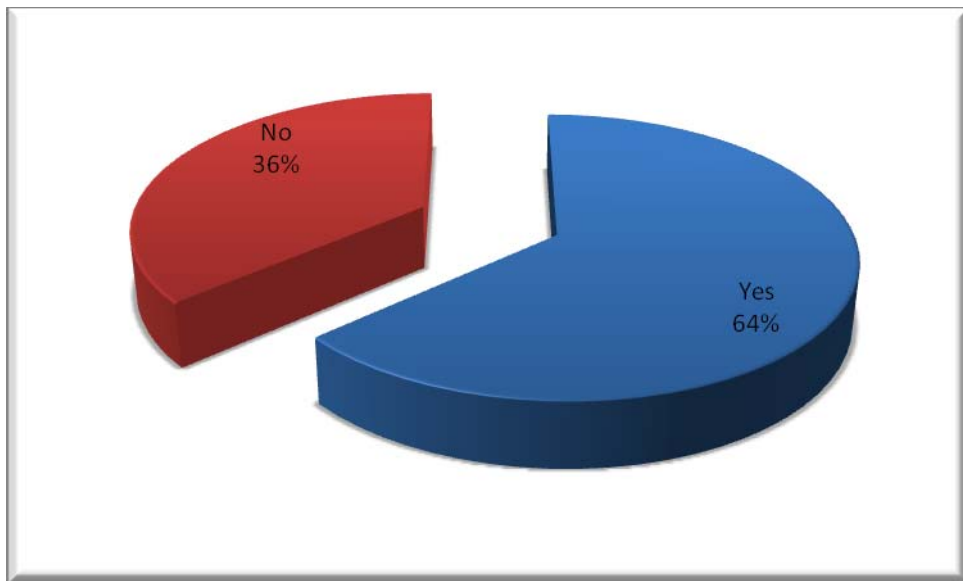


*Graphic 69. Bully's age*

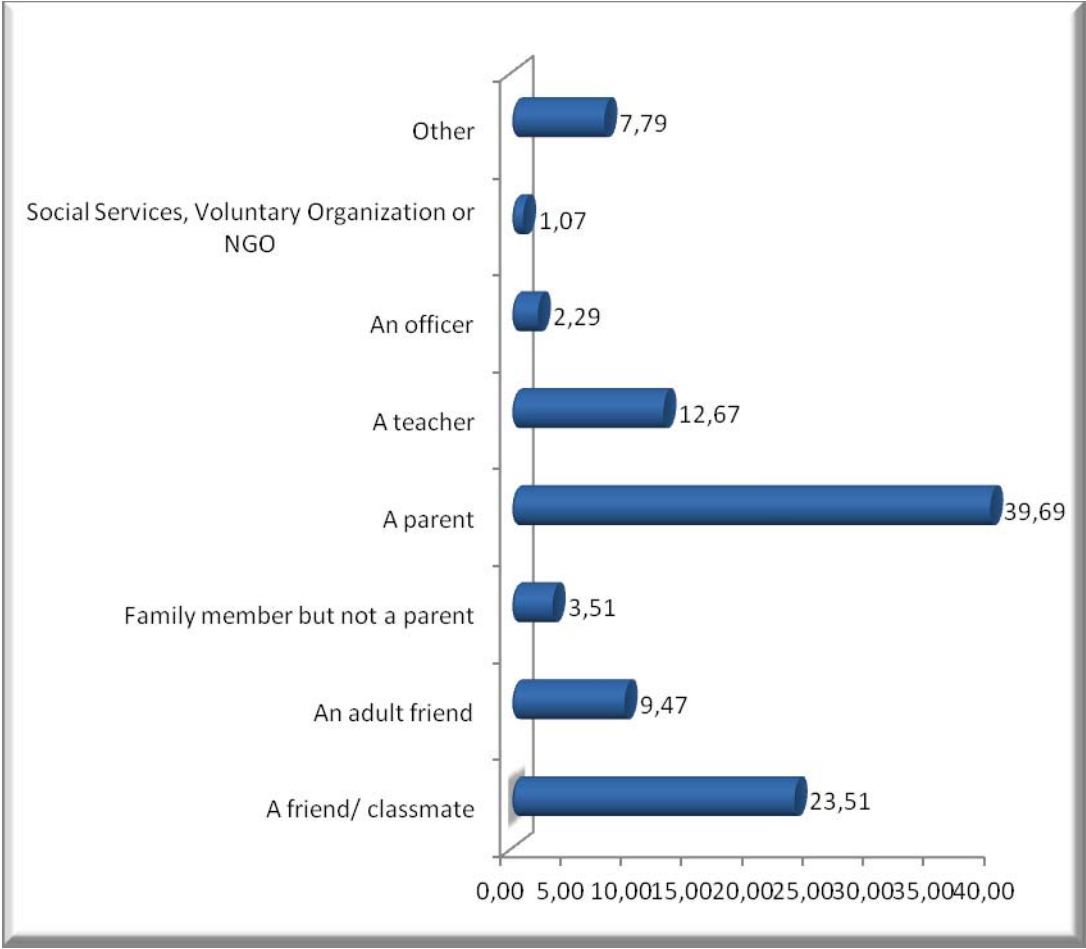


Sixty-four percent (64%) of the victims spoke about their school bullying experience to third parties. The majority prefers to share their experience with their parents (39.69%), or a friend/classmate (23.51%). On the contrary, Social Services, NGOs and Volunteer Organization do not constitute solutions for school bullying children/victims. Police, teachers, other family members as well as adult friends also accumulated low percentages.

*Graphic 70. Did you talk to anyone about the incident*

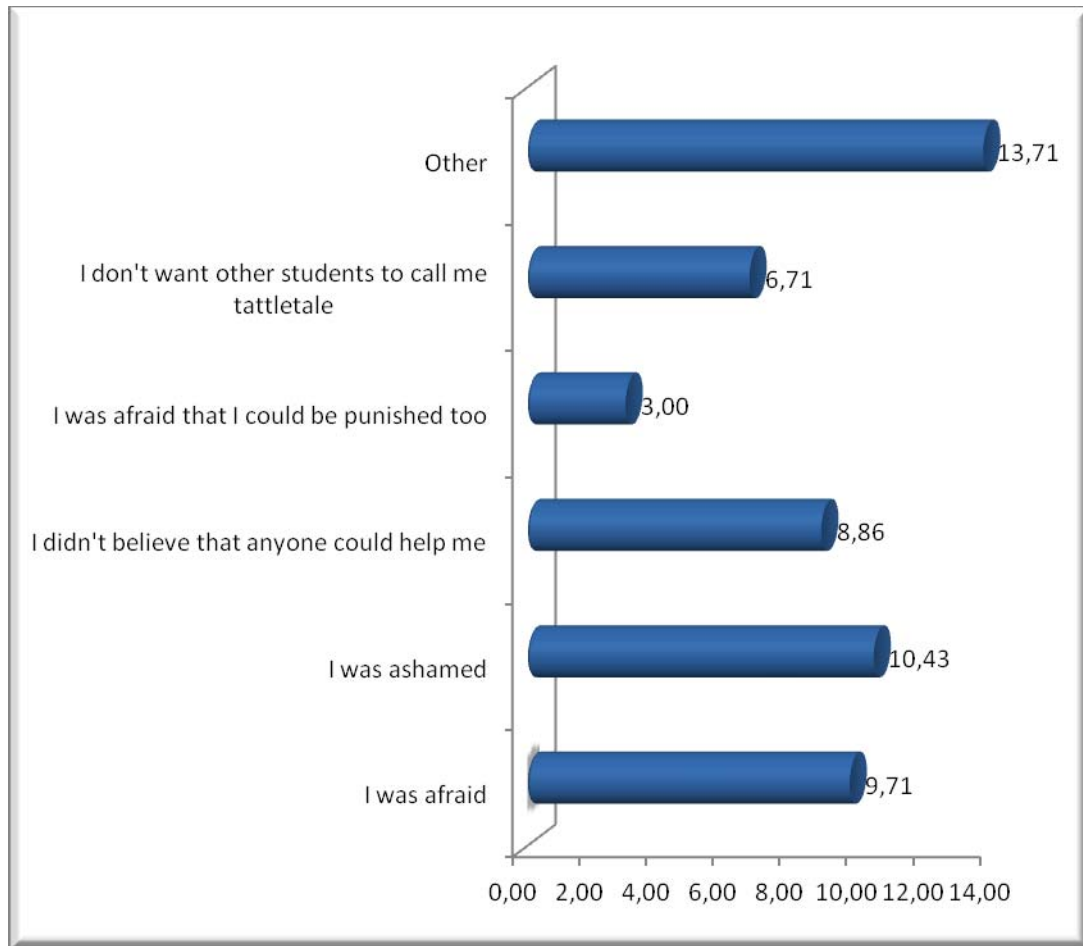


*Graphic 71. If yes, to whom?*



The bullied children/victims that chose not to talk about their experience preferred not to do so because of embarrassment or fear. A significant percentage believes that no-one can help them (8.86%)

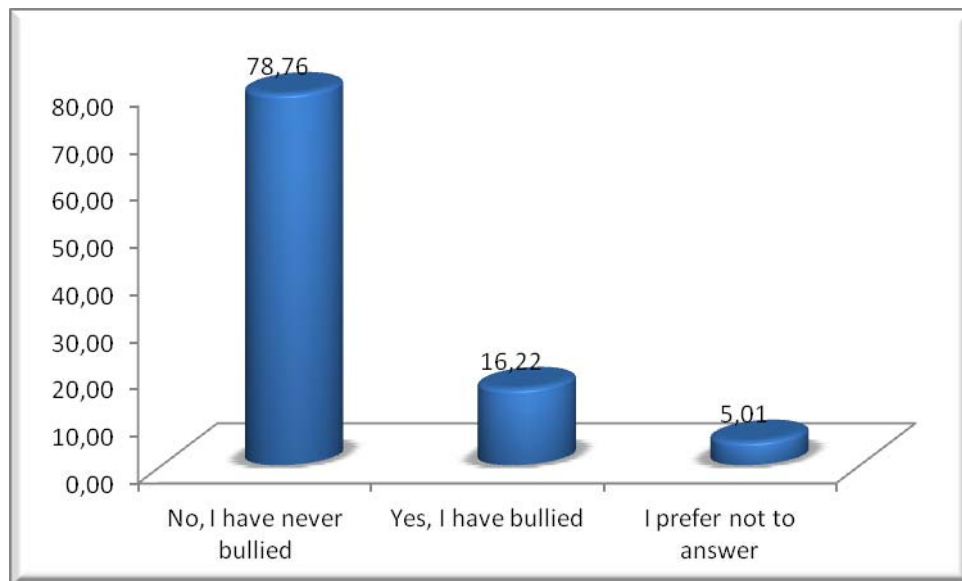
Graphic 72. If not, why not?



### 2.4.3 Have you ever been a school bully?

According to students' responses, 16.22% was a school bully at a certain point in time, either occasionally or repetitively, a percentage that is particularly low when compared to other countries participating to the study.

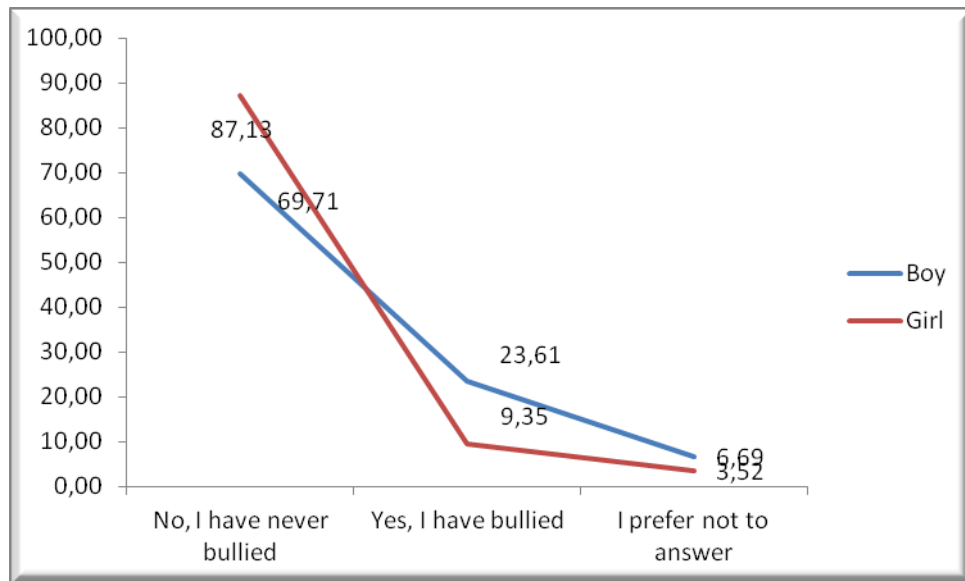
Graphic 73. Have you ever bullied someone else



A distinct deviation is observed between the two genders. In comparison, more boys (23.61%) than girls (9.35%) have admitted to being school bullies at a certain point in time.

Graphic 74. School bullying and gender



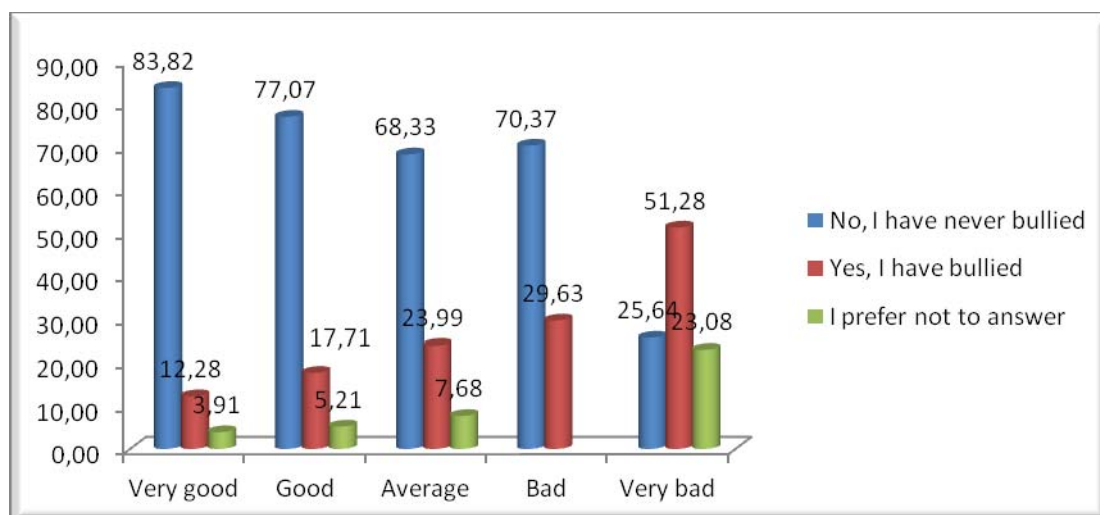


After statistically analyzing the data, there no statistically significant relationship between the school bully, the area of residence and ethnicity was identified.

The rates of the bully samples do not differ when comparing urban, suburban and rural areas as well as Italian and foreign students.

On the contrary, there is a statistical dependency between the school bully and the parents' work status ( $\chi^2 = 12.390, p < 0.05$ ). It is evident in graphic 75 that the school bully rate is higher in cases where both parents are unemployed.

*Graphic 75. Bullying frequency – parents' work status*



Similar results are presented when studying the effects of family problems. Having said that, family problems are associated with higher rates of school bullying. It is noted that such dependency was not observed in the case of health problems.

The highest rates are noted in the case where there are problems with the alcoholism; 40% of students that encounter such an environment admitted to being a school bully at a certain point in time. A high statistical dependency is also observed in the case where there are problems with the law.

It is noted that a statistically significant relationship arose in every case.

On many occasions it has been expressed that it is most likely that feelings of inferiority and insecurity will be developed in a child who lives in a difficult family environment, which will lead to aggressive behavior as a means of dealing and responding to the circumstances that he/she is experiencing.

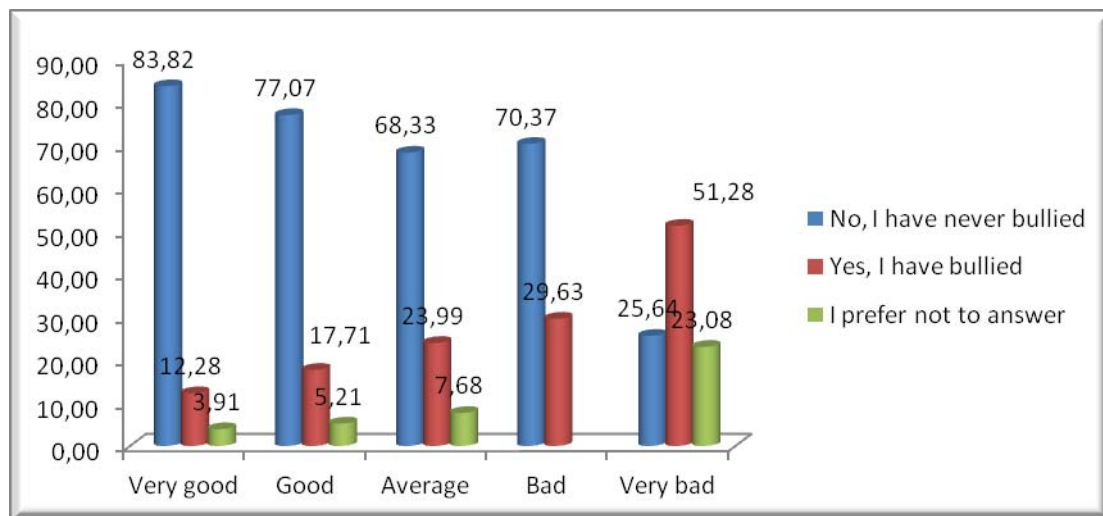
*Table 29. Bully – family problems*

	Yes	No
<b>Financial problems</b>	22.7%	15.3%
<b>Problem with their relationship</b>	20.7%	19.0%

Problem with the relationship with you	28.2%	15.7%
Problems dealing with anger or other behaviour problems	31.1%	15.7%
Problems with the law	34.8%	16.0%
Health problems	21.9%	16.0%
Problems with alcohol and other substances	40.0%	16.0%
Problems at work (e.g. unemployment, irregular payments)	20.2%	15.9%

A statistically significant relationship arises between bullying and the relationship with parents ( $\chi^2 = 148.668, p < 0.05$ ). Given that the bully rates increase as the relationship with parents worsens, linear regression is presented. The highest rate is observed in students that stated that their relationship with their parents was very bad (51.28%). Adversely, 12.28% of students that had a very good relationship with their parents had been school bullies.

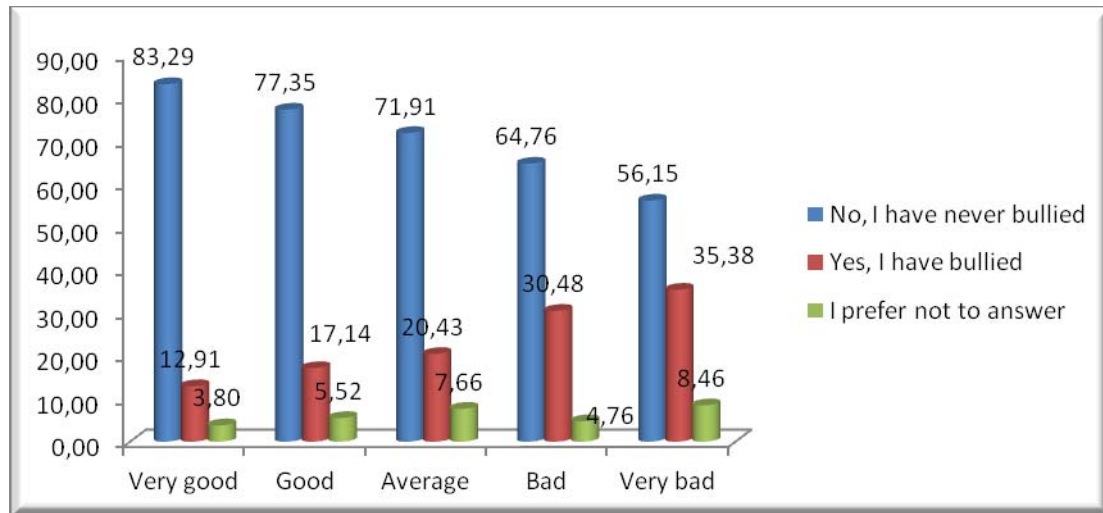
Graphic 76. Bully – relationship with parents



Similar results are confirmed from studying the effects of the relationship between parents ( $\chi^2 = 101.046, p < 0.05$ ). The selection “Bad relationship” has the highest bully rates. Furthermore, 35.38% of the children that had reported a very bad relationship between parents, had been school bullies. On the contrary, in cases of a very good interfamily relationship the bullies amount to 12.91%.

The significance of the family environment, the relationships and problems that are developed between the members as well as the manner in which they are treated, have been analyzed in the previous section of this research.

*Graphic 77. Bully – relationship between parents*



The manner in which families resolve their differences greatly affects the school bully rates. Specifically, 44.2% of the students whose families resolved their disputes with strong or violent arguments admitted to being school bullies ( $\chi^2 = 209.355, p < 0.05$ ).

As previously pointed out, education and the use of violence to solve family issues definitively effects the behaviors that the child will develop in the broader school environment as well as in relationships with his/her peers.

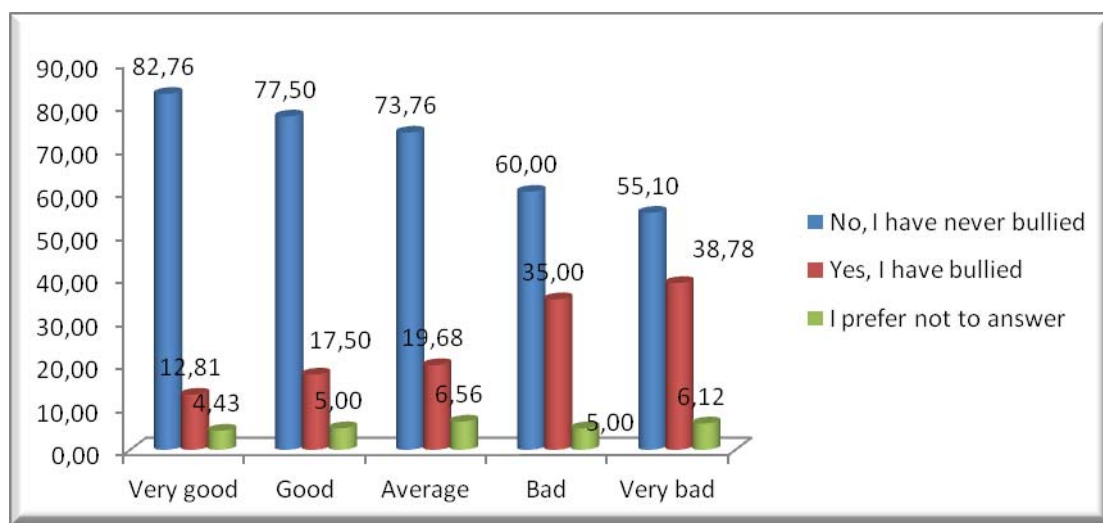
*Table 30. Bully – dispute resolution*

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
<b>No, I have never bullied</b>	82.2%	42.2%	63.2%	65.0%	66.1%
<b>Yes, I have bullied</b>	13.6%	44.2%	27.1%	29.1%	25.7%
<b>I prefer not to</b>	4.2%	13.6%	9.7%	5.8%	8.2%

From the analysis of the data, a statistically significant relationship arose between the phenomenon, the relationship with classmates, the teachers as well as their school performance.

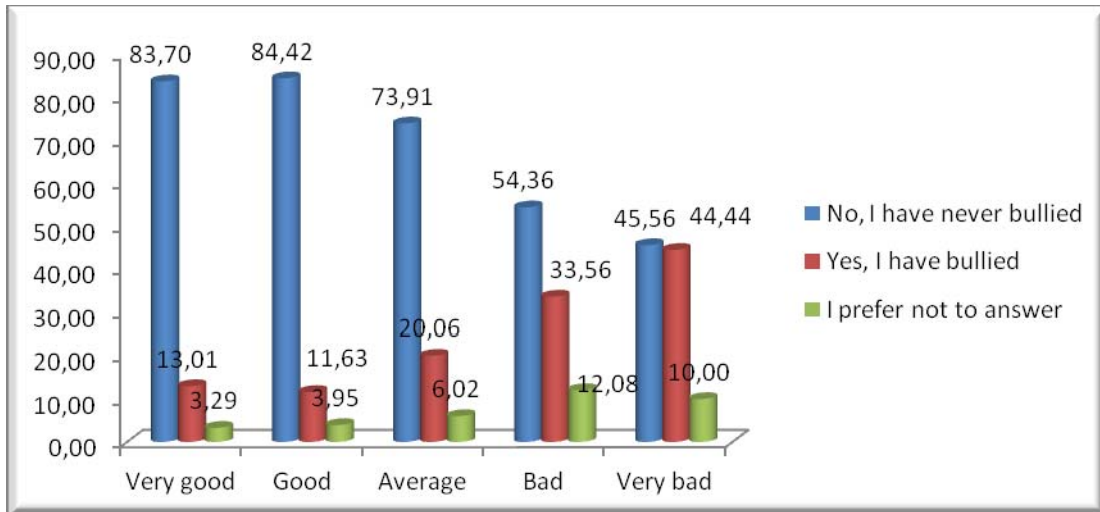
Specifically, as depicted in the following graphic, students who have a very bad relationship with their classmates have a higher rate of becoming bullies.

Graphic 78. Bully – Relationship with classmates



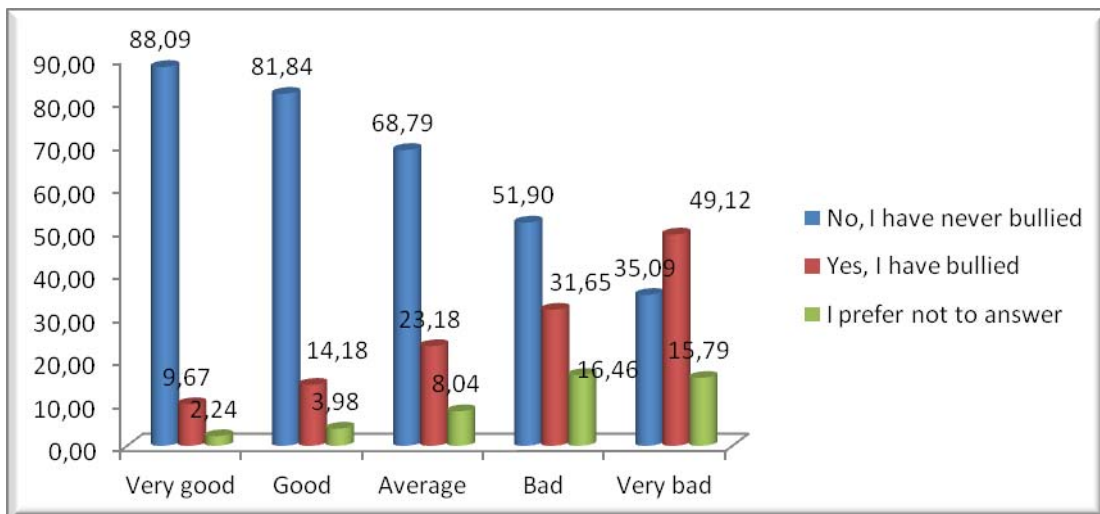
Out of the total number of students who described their performance as very bad, 44.44% had been a school bully at a certain point in time. Adversely, for students with very good performance, the respective rate stands at 13.01%. ( $\chi^2 = 165,505, p < 0,05$ ).

Graphic 79. Bully – School performance



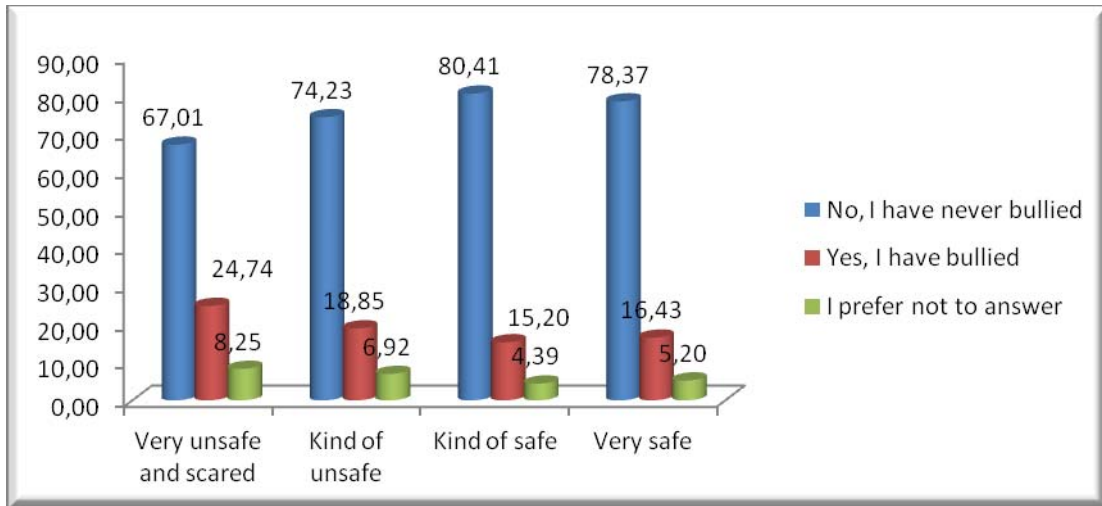
Finally, with respect to their relationship with their teachers, the students who described their relationship as very bad, presented higher rates. ( $\chi^2 = 228,704, p < 0.05$ ).

Graphic 80. Bully – Relationship with teachers

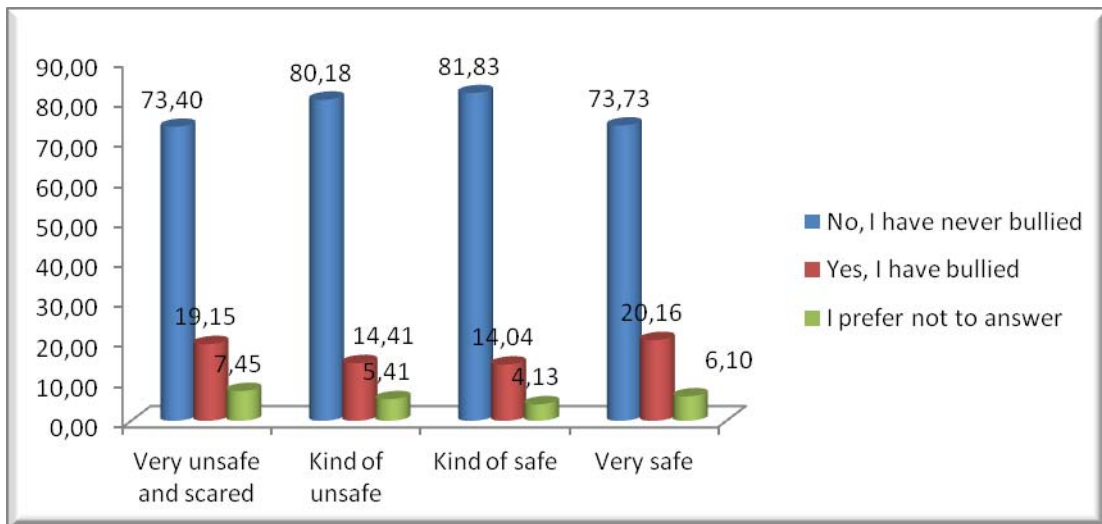


The safety degree that school bullies/students show is of particular interest. Examining all three factors, we note that school bullies have an intense sense of insecurity, regarding the classroom. The opposite occurs outside of the school grounds. This conclusion is statistically confirmed. ( $\chi^2 = 15.356, p < 0.05 / \chi^2 = 39.129, p < 0.05 / \chi^2 = 46.982, p < 0.05$ ).

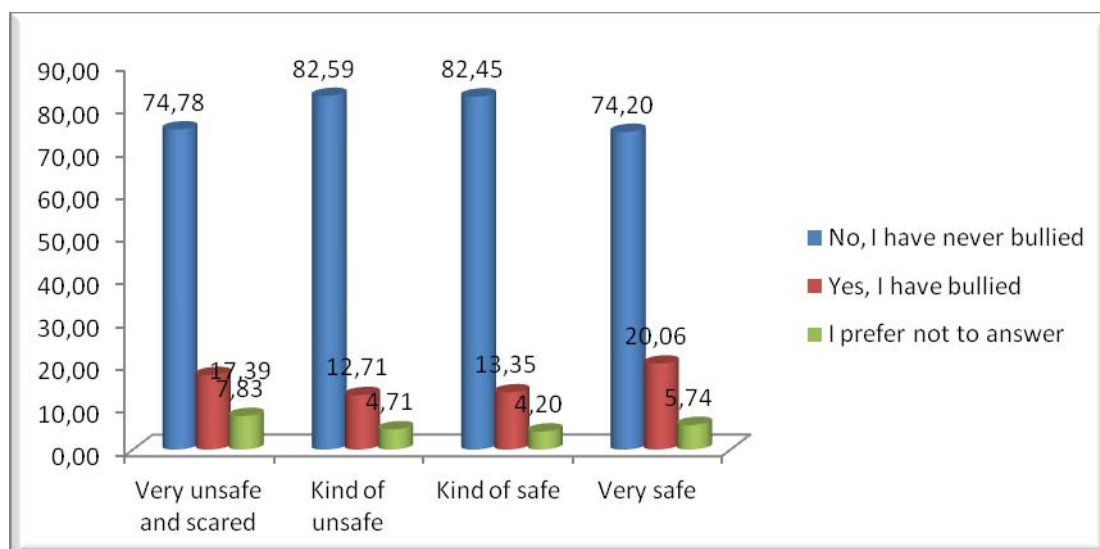
Graphic 81. Bully – feeling safe in the classroom



*Graphic 82. Bully – Feeling safe in the park*



*Graphic 83. Bully – Feeling safe in public transportation means*



The most common form of school bullying is the use of abusive expressions (84.5%). The second most common form is the use of physical violence (52.1%). These are followed by the spreading of rumors and the exclusion from group activities (45.2% and 50.1%, respectively). The use of cell phones and cameras to take humiliating photos – videos also received a high percentage (28.7%).

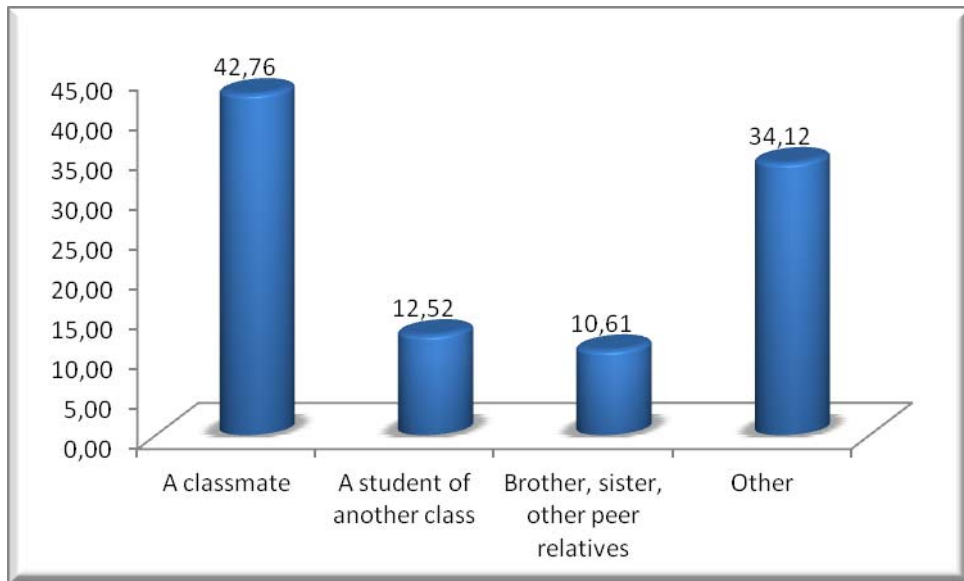
Table 31. Forms of school bullying

	Percentage
Using physical violence on others	52.1%
Saying mean things, teasing or calling names to others	84.5%
Spreading mean rumours about others	45.2%
Exclude other persons from group activities	50.1%
Use of cell phone, video cam or camera to take nasty or humiliating photo or video of others? (or other forms of cyber bullying)	28.7%
I prefer not to say	16.8%
Other	19.9%

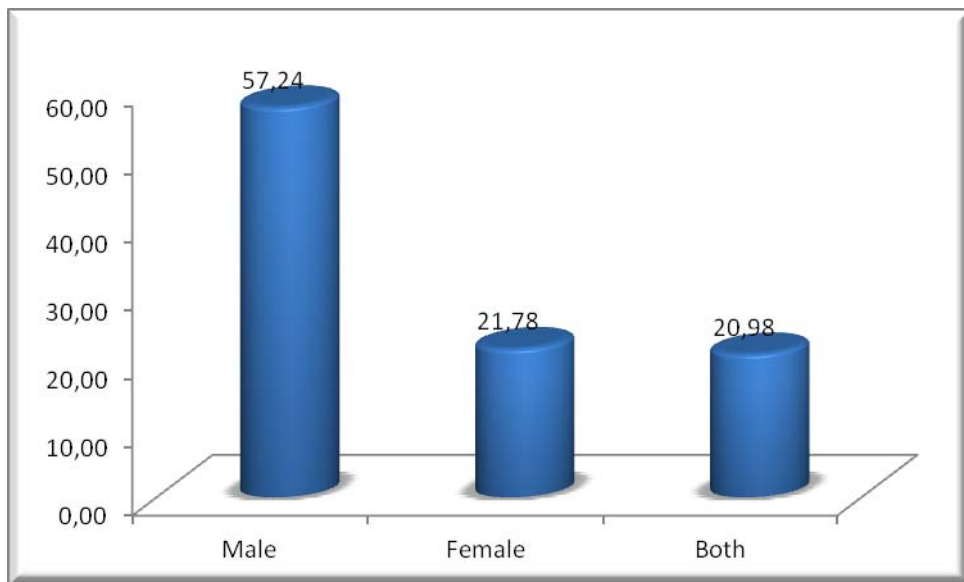


According to the opinion of bullies, the primary school bullies are their classmates (42.76%), with the majority of victims being boys (57.24%).

*Graphic 84. The person you bullied was:*



*Graphic 85. The victim's gender was:*



### 2.4.3.2. Bully and victim

Studying the unified bully/victim chart, we note that 26.7% of the bullies were once school bullying victims themselves. Although this is a significant rate, it is the lowest rate among the countries that participated in the study, a fact that coincides with the low bullying rate in general.

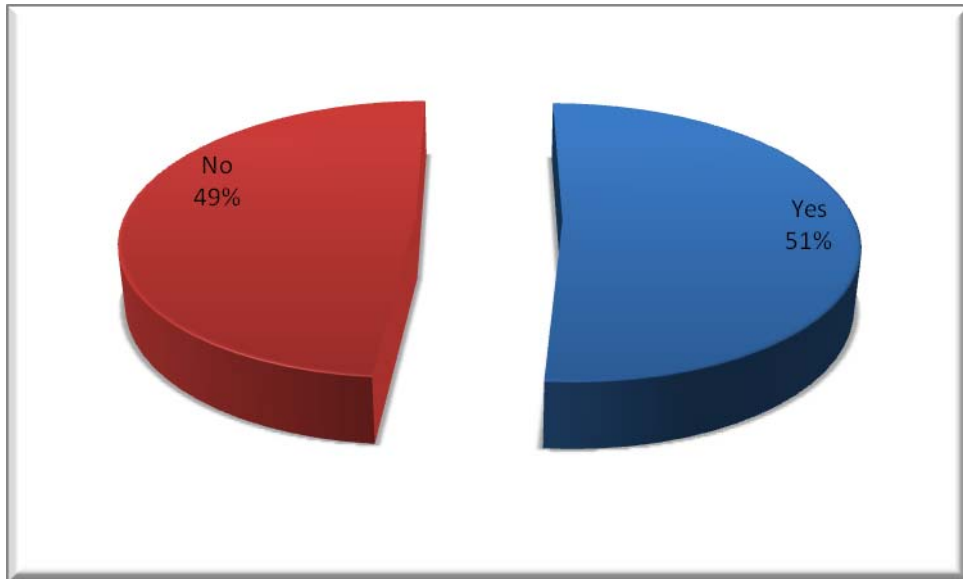
Table 32. Bully and victim

	No, I have not been bullied	Yes, I have been bullied	I prefer not to say	Total
No, I have never been bullied	84.9%	12.7%	2.4%	100.00%
Yes, I have been bullied	68.5%	26.7%	4.9%	100.00%
I prefer not to answer	67.1%	16.9%	16.0%	100.00%

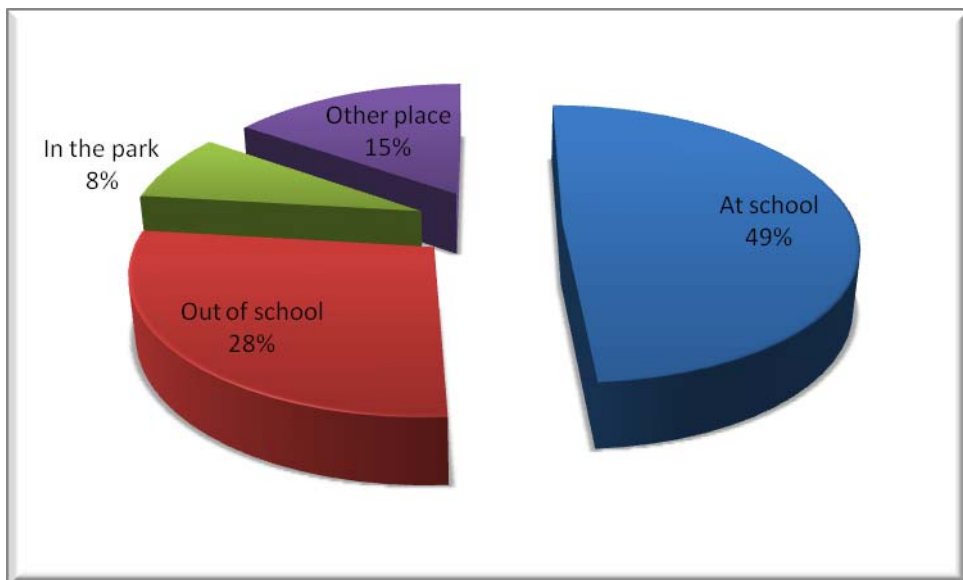
#### 2.4.4 Observer of school bullying

Fifty-one percent (51%) of the respondents were school bullying observers at a certain point in time. The school constitutes the primary place for the incidence at a rate of 48.96%.

*Graphic 86. School bullying observer*

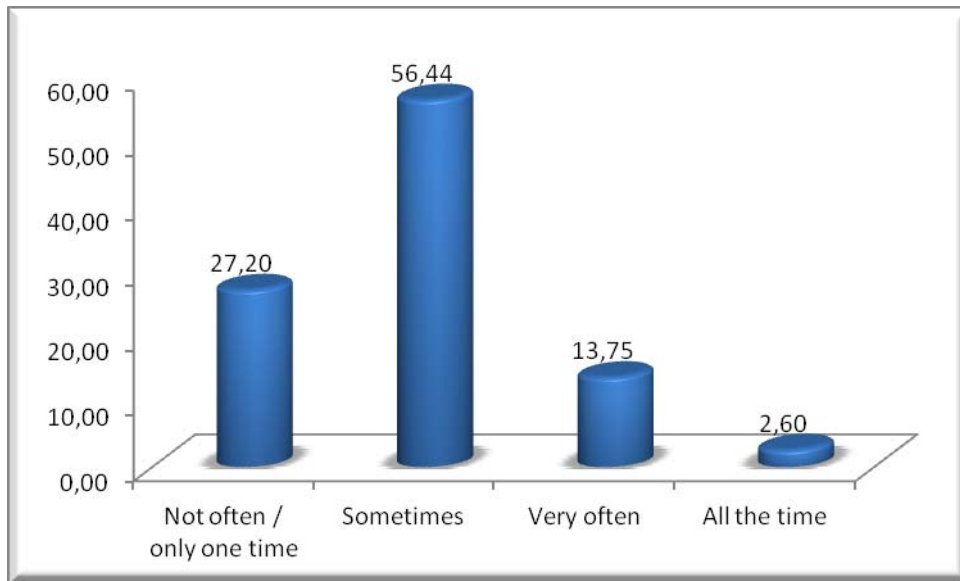


*Graphic 87. Place where it occurred*



According to 56.44% of the respondents, school bullying incidents occur “occasionally”, while 13.75% stated that the incidents occur “very often”. Only 2.6% stated that such incidents are encountered “all the time”.

Graphic 88. Frequency of incidents



In the comparative table 33, we note that the most common form of school bullying that students notice is the use of abusive expressions and teasing with the “pretty often” and “very often” rates reaching 58.3%. Adversely, the physical violence rate reaches 23.6%. One explanation for this significant variation in the school bullying rates is possibly due to the fact that physical violence incidents are less likely to occur in public, particularly at school, where the bully could be punished by the teacher if caught. Rumors and exclusion from collective activities come mid way with a corresponding rate of 52.5%.

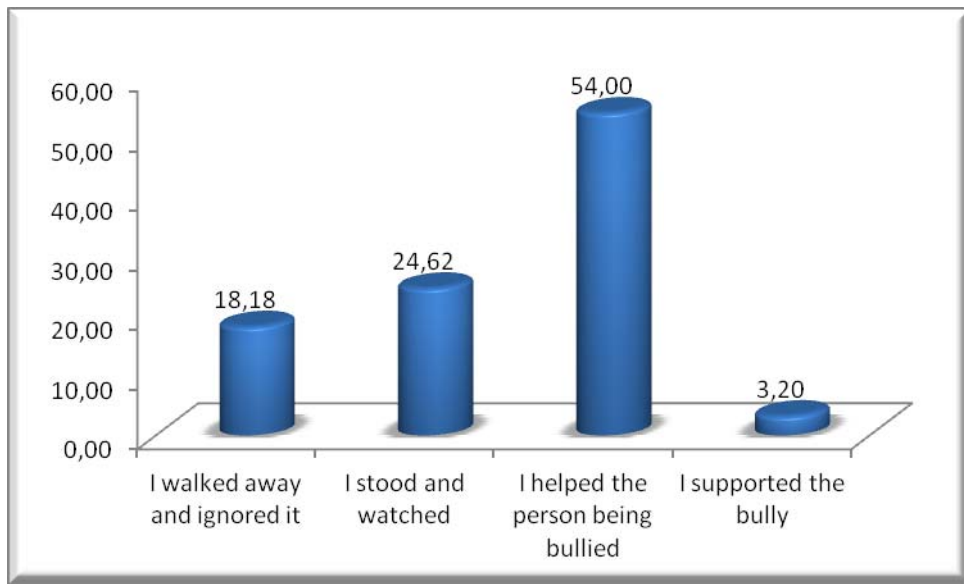
Table 33. Frequency of incidents

HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?		HOW OFTEN DO YOU HEAR ANOTHER PERSON BULLY OTHERS BY SAYING NASTY THINGS, TEASING OR NAME CALLING?		HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD RUMORS OR LEAVE OTHER STUDENTS OUT OF ACTIVITIES?	
Never	9.1%	Never	6.1%	Never	11.3%
Rarely	67.2%	Rarely	35.6%	Rarely	36.2%
Pretty often	19.3%	Pretty often	42.3%	Pretty often	36.1%
Very often	4.3%	Very often	16.0%	Very often	16.4%

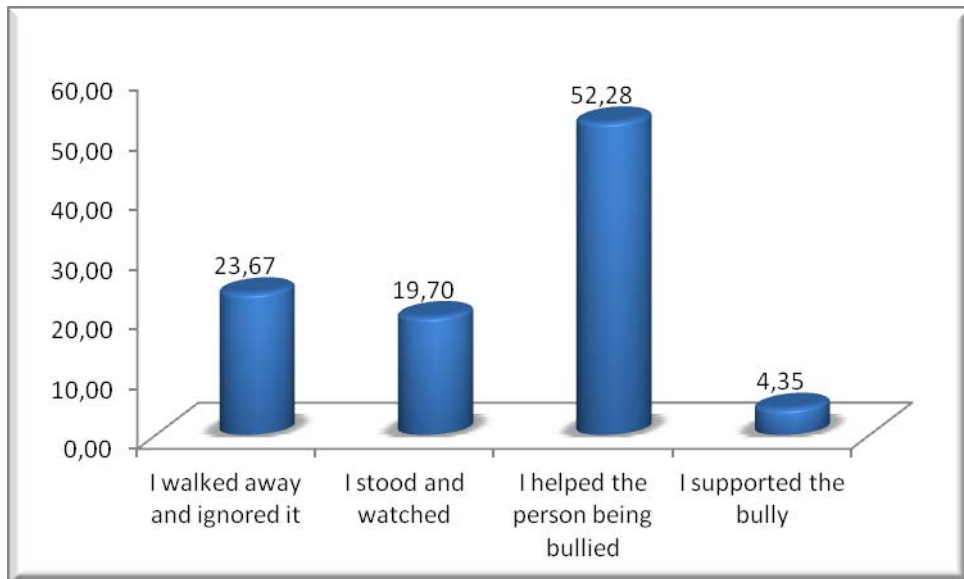
#### 2.4.5 Reaction to a school bullying incident

The greatest degree of assistance towards a victim during physical violence incidents appears with 54.0% of the respondents stating that they helped a victim when they were observers in a respective incident compared to 52.28% of the students that stated helping the victim in a teasing incident. In both incidents, a small percentage stated that they helped the bully (3.2% and 4.35% respectively). A substantial qualitative and quantitative number of students stated that they walked away and ignored the incident, 18.18% in the case of physical violence and 23.67% in the case of verbal abuse.

*Graphic 89. Reaction to a physical violence incident*



*Graphic 90. Reaction to a teasing incident*



According to the responses, the following table aims at describing the emotions of the students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (59.9%) and anger (61.8%). Ou of the total respondents, 38.2% stated that they don't agree with the bully's behaviour. A small percentage finds these incidents entertaining (5.5%) or indifferent (9.1%).

*Table 34. Emotions from the school bullying incident*

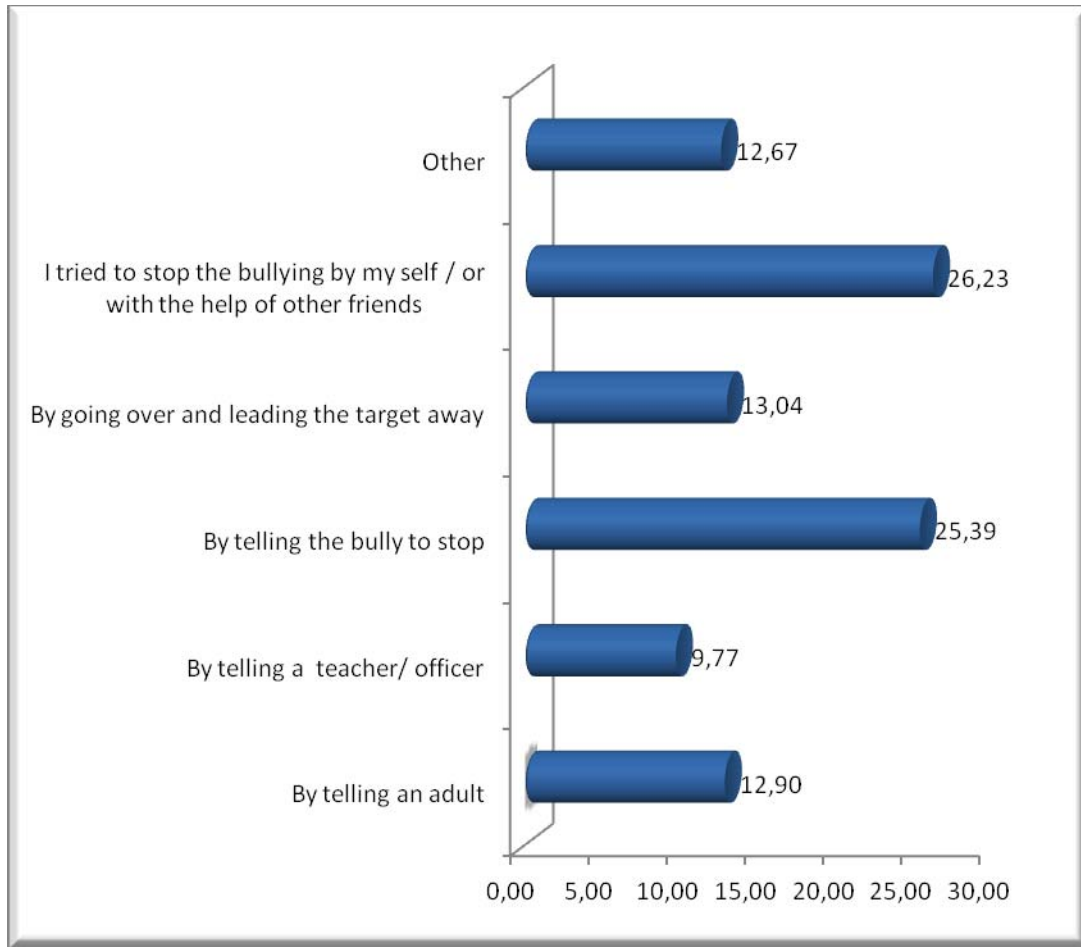
Emotions brought on by school	Percentage
-------------------------------	------------

<b>bullying</b>	
<b>Fear</b>	24.4%
<b>Anger</b>	61.8%
<b>Pity for the victim</b>	59.9%
<b>Lack of concern</b>	9.1%
<b>Disapproval</b>	38.2%
<b>Fun</b>	5.5%
<b>Helplessness</b>	20.6%
<b>Admiration for the bully</b>	2.2%
<b>Envy for the bully</b>	2.9%

Out of the students that intervened in a school bullying incident to assist a victim, 26.23% stated that they attempted to stop the bully on their own or with the help of their friends.

Out of these interviewed students, 25.39% tried to stop the bullying by telling the bully to stop, whereas 13.04% distanced the victim, 12.9% told an adult about the incident and 9.99% reported it to the police.

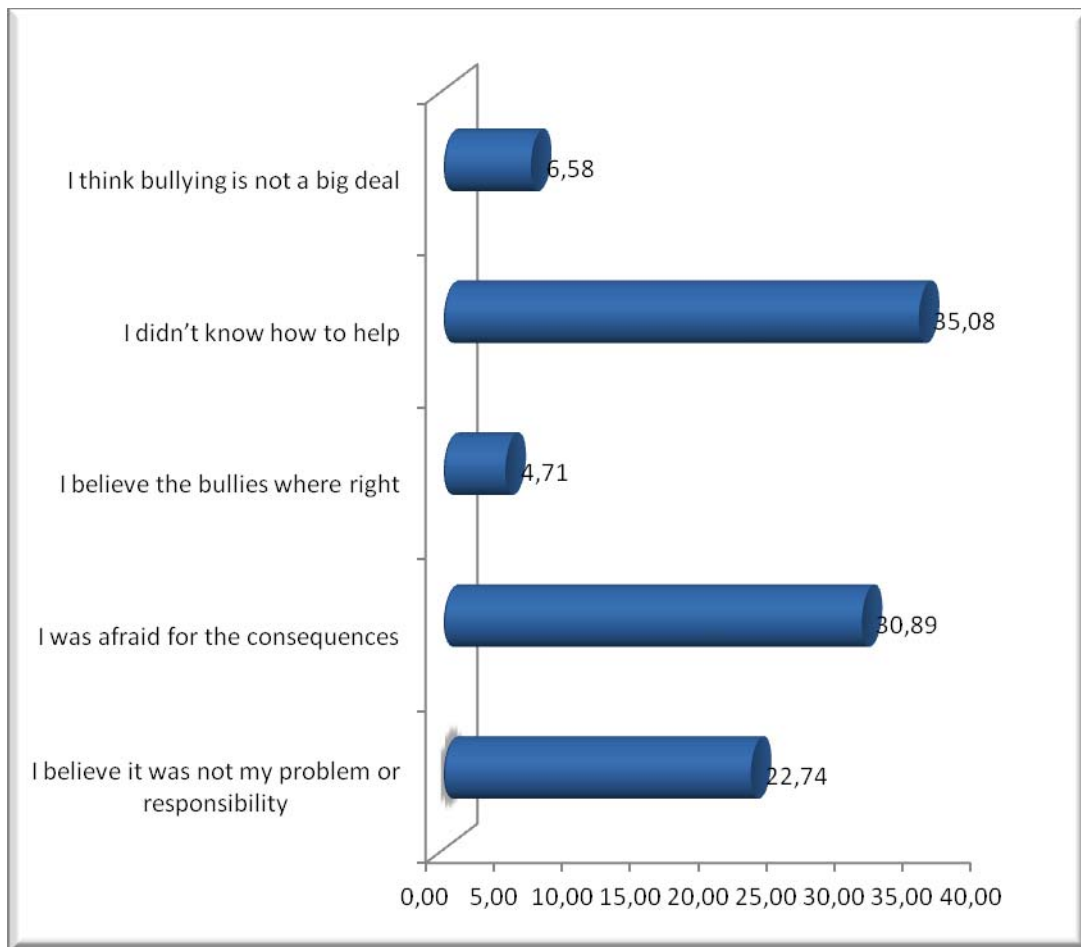
*Graphic 91. If you helped, what did you do?*



On the contrary, in the cases where students did not try to stop the bullying incident or try to help the victim, 30.89% admitted that they feared the consequences, while 22.74% stated that they did not feel that it was their problem.



Graphic 92. If you did not help, why not?

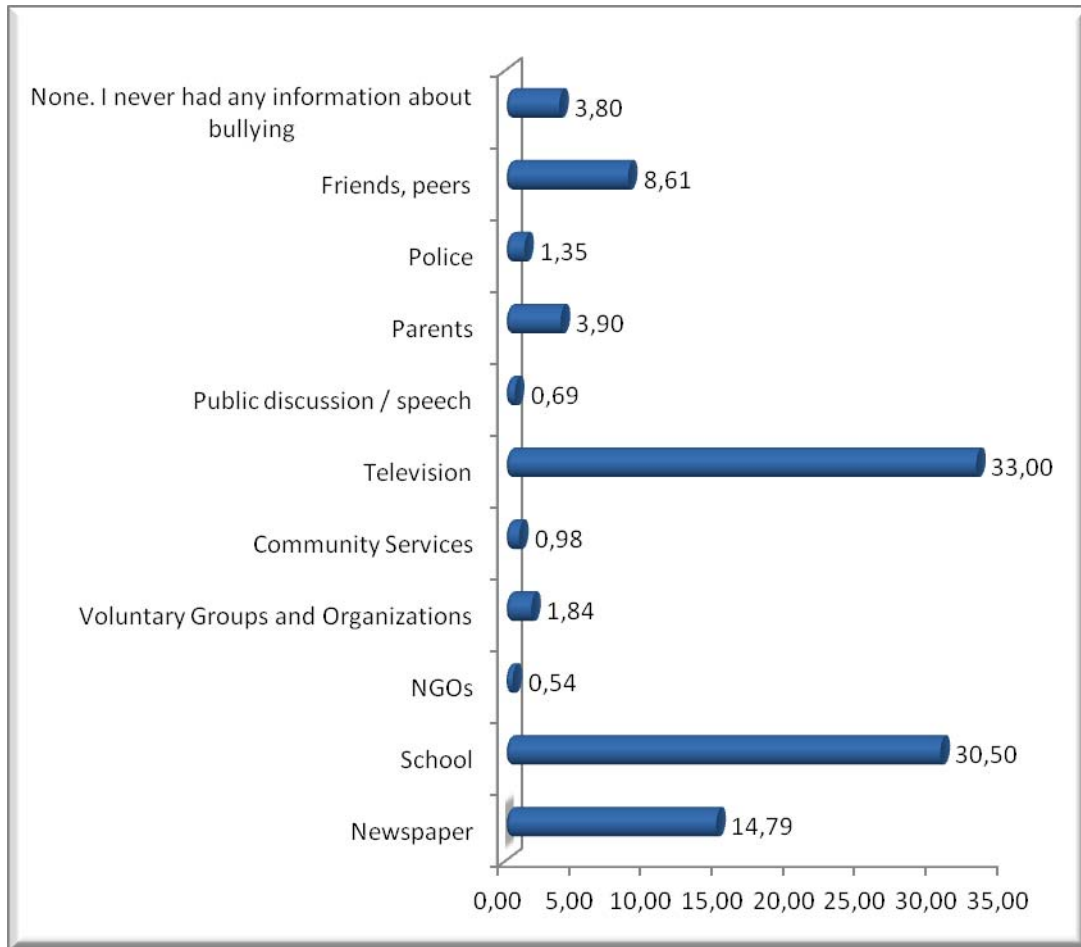


#### 2.4.6 Information about school bullying

The last unit of the questionnaire looks into the quality of information provided to young people about the bullying phenomenon.

According to 33% of the respondents, television is the most important source of information for students. School is the second most important source. The government services, volunteer organizations and NGOs' contribution, as students of all six countries perceive it, are minimal so they received a small percentage of only 3.36% in terms of providing information to students.

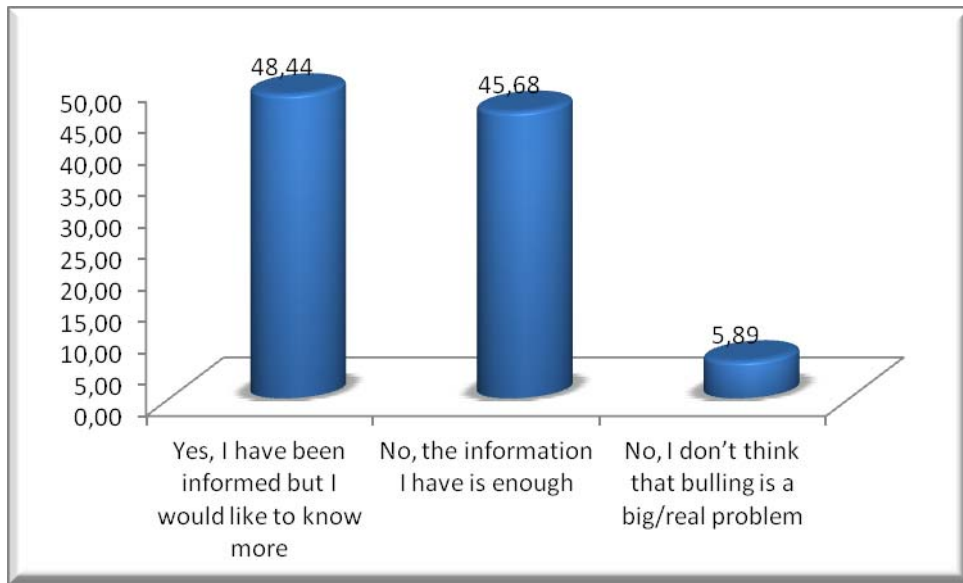
Graphic 93. Source of information about school bullying



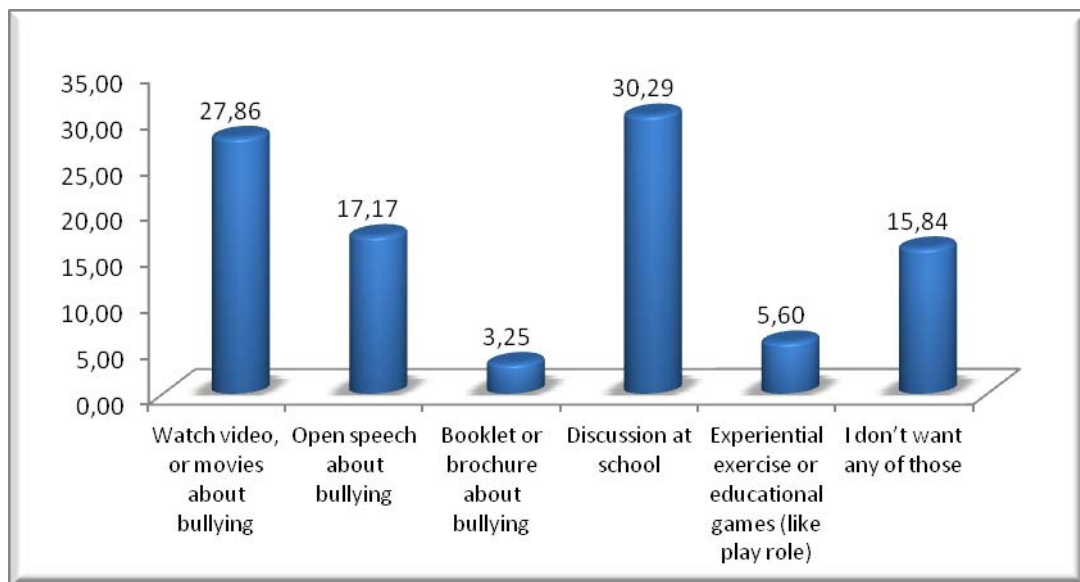
The students' need for more information is obvious since 48.44% of the respondents stated that they desire more information.

The communication channel is a significant factor in every awareness campaign. With respect to the ways they would like to receive the information about bullying, the students prefer school activities (30,29%), watching videos or films about bullying (27.86%) and open discussions on the issue (17.17%). On the contrary, they do not show preference to booklets / brochures (3.25% and 5.60%, respectively).

Graphic 94. Need for further information of school bullying

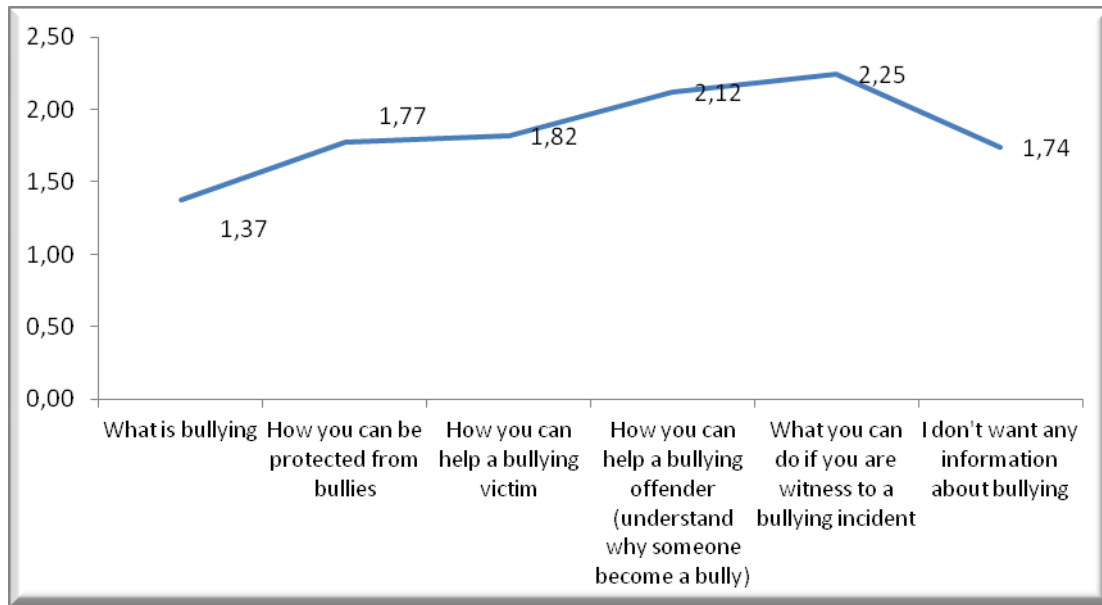


Graphic 95. Form of information



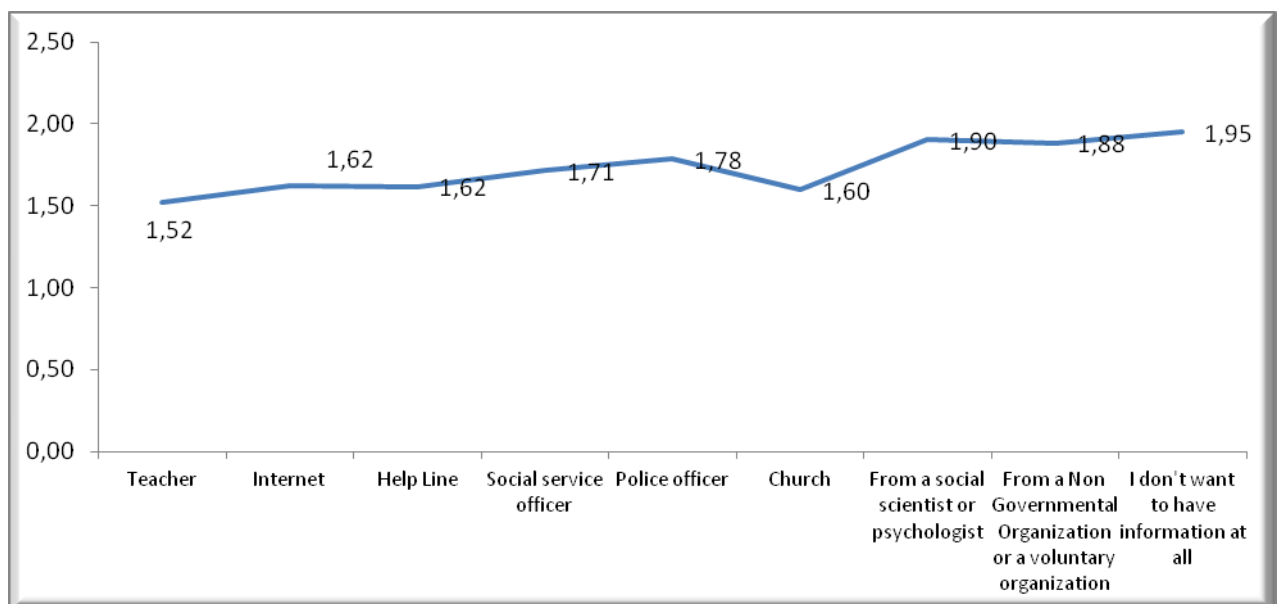
In the following two questions the students were asked to respond by order of preference regarding the type of information they would like and the most suitable source. According to their responses, top preference was given to “what is bullying and which forms are included in the phenomenon” (average 1.37) as well as “how can I be protected from bullies” (average 1.77). These were followed by “how to help a bullying victim” (average 1.82) and interpreting – understanding a bullies motives (average 2.12).

Graphic 96. Type of information



According to the students, the most suitable source of information would need to be the school's teachers (average 1.52). Church came second (average 1.6) followed by the telephone help line (average 1.62) and the internet (average 1.62). Last in order of preference were non-government – volunteer organizations (1.88) and social scientists and psychologists (average 1.9).

Graphic 97. Which do consider to be the most suitable source of information



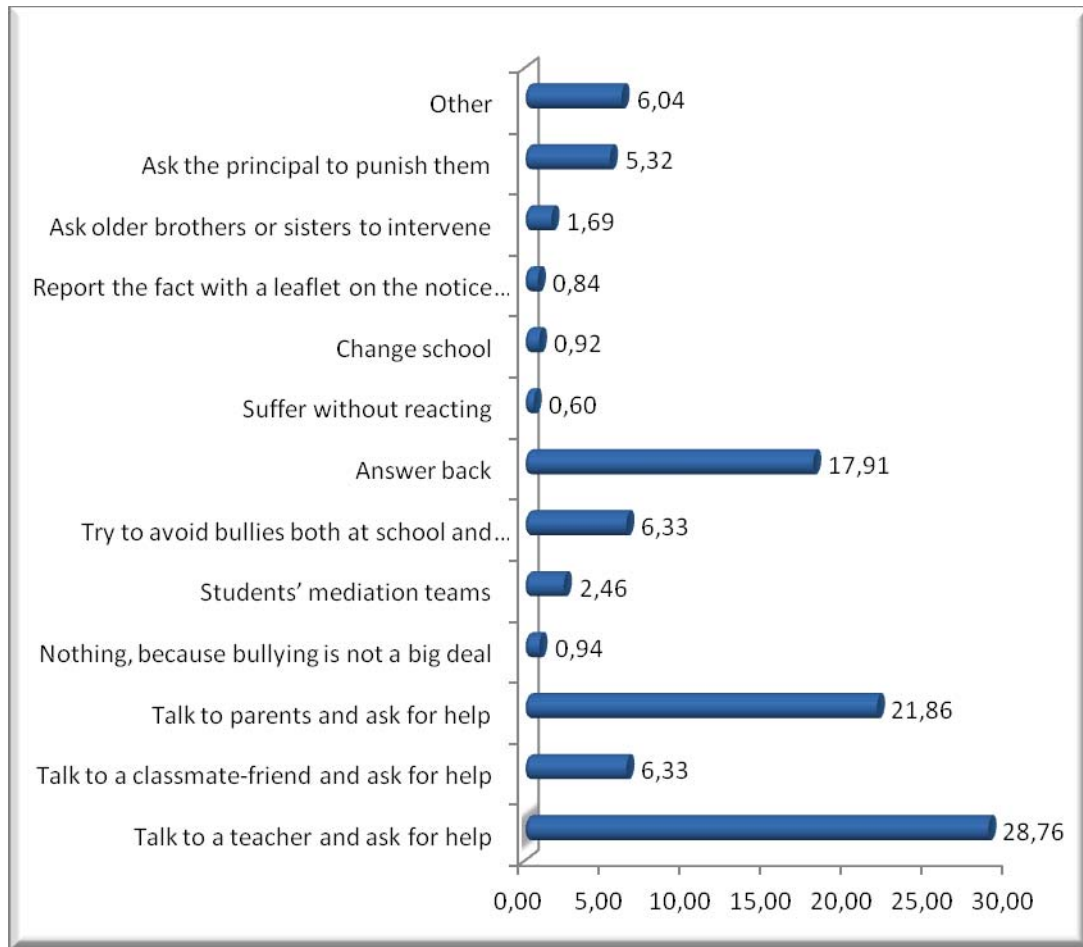
With concerns the stance that teachers against school bullying incidents, 37% of the respondents stated that they were relatively satisfied by the fact that teachers intervene to protect the victim. To a significant degree, the teachers' intervention aims at reconciling the relationship between the bully and the victim (37%). A very small percentage considered the teachers' reaction to the bullying phenomenon to be unsatisfactory.

*Table 35. Teachers' reaction to school bullying*

	<b>Percentage</b>
<b>They pretend that nothing is happening</b>	7.9%
<b>They don't do anything due to inadequate information regarding the bullying phenomenon</b>	4.4%
<b>They don't do anything due to inadequate information regarding the specific bullying incident</b>	5.6%
<b>They intervene to protect the victim</b>	37.0%
<b>They listen to both the victim and the bully and act as a mediator</b>	37.0%
<b>They work with both the victim and the bully's family</b>	29.2%
<b>Their behavior resemble that of that victim</b>	3.0%
<b>Their behavior resemble that of the bully</b>	2.5%

According to students, the most appropriate way to combat this phenomenon is to inform the teachers (28.76%). Informing the parents takes second place with a rate of 21.86%. It is worth underlining that student consider that their teachers have a significant role concerning information and intervention on bullying.

Graphic 98. Most appropriate method to combat bullying



## 2.5 Results for Lithuania

### 2.5.1 Study of the school bullying phenomenon

The students' perception level of the phenomenon is depicted in the following table. When studying the data of this table, we note the perception level about the various forms of school bullying is rather satisfactory.

According to the responses of Lithuanian students, the first kind of school bullying that they identify is making fun about the way one looks like followed by name calling about one's color or ethnicity. Although they appear to identify the main school bullying forms, through their responses it appears that they are not in a position to understand the concept that repetition is a prerequisite for classifying a behavior as bullying, thus their reaction to "be bad with someone else (say nasty things, make fun, verbal or physical violence) only one time received 45.1%.

They also erroneously perceive the "expression of unpleasant thoughts and feelings regarding others" as a form of school bullying (29.6%). Another incorrect, but interesting, perception of school bullying is "to use the phone/email/chat/social networking/SMS to make fun of someone"(59.4%) compared to the correct perception "to use the phone/email/chat/social networking/SMS to threaten or intimidate someone" (48.6%).

*Table 36. Forms of School Bullying*

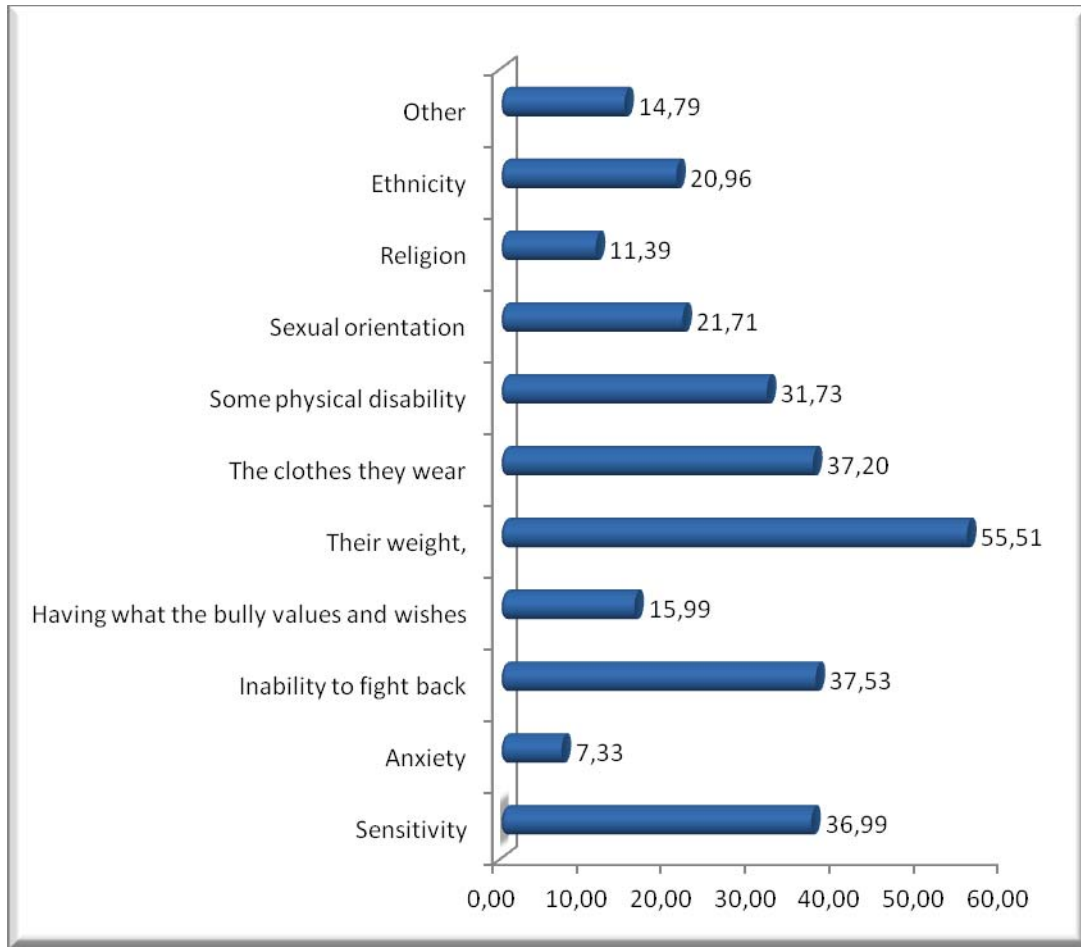
	Percentage
<b>Making fun with a way that somebody looks</b>	83.1%
<b>Accidentally bumping into someone</b>	6.1%
<b>Calling people names or nasty things because of the color of their skin or their ethnicity</b>	71.8%
<b>Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time</b>	45.1%
<b>Being bad with someone else(say nasty things, making fun, verbal or physical violence) more than one time</b>	72.8%
<b>Making the other play or do things you want without use violence</b>	6.5%

<b>Force others do things you want with the use of violence (verbal, physical or psychological)</b>	56.3%
<b>Joking with people by "putting them down".</b>	71.0%
<b>Teasing someone about the clothes he/she wears</b>	56.3%
<b>Expressions of unpleasant thoughts or feelings regarding others</b>	29.6%
<b>Arguments</b>	13.8%
<b>A single act of telling a joke about someone</b>	9.7%
<b>Not liking someone</b>	22.0%
<b>Being excluded</b>	36.1%
<b>Lying about someone (blaming them for a problem)</b>	38.0%
<b>Making a fool of someone by playing a nasty joke</b>	53.2%
<b>Using phone/email/chat/social networking/SMS to make fun of people</b>	59.4%
<b>Using phone/email/chat/social networking/SMS to threaten or intimidated someone</b>	48.6%

Contrary to the results for Greece and Italy, body weight is the leading victimization factor (55.51%). The victim's inability to fight back is the second most significant factor (37.53%), while a large percentage of the respondents believe that the victim's taste for clothes and sensitivity are significant factors (37.2% and 36.99%). Physical inability follows closely (31.73%). Adversely, religion, anxiety or stress are not included as primary victimization factors.

*Graphic 99. Victimization factors*





With respect to the feeling of safety , 39.5% of students feel “very safe” in the classroom, 2.6% feel “very unsafe” and 9.3% of the students questioned feel “kind of unsafe”.

A reduced feeling of safety arises from the analysis of the corresponding question about the neighborhood/park; in this case the “very safe” feeling was reduced to 36.6%.

When asked about the degree of safety on the way to and from school, walking or taking public transportation means, the responses for “very unsafe” and “kind of safe” amounted to 14.26%. On the contrary, 85.74% declared that they felt “very or kind of safe”.

*Table 37. Safety index*

---

HOW SAFE DO YOU FEEL	HOW SAFE DO YOU FEEL	HOW SAFE DO YOU FEEL
----------------------	----------------------	----------------------

---

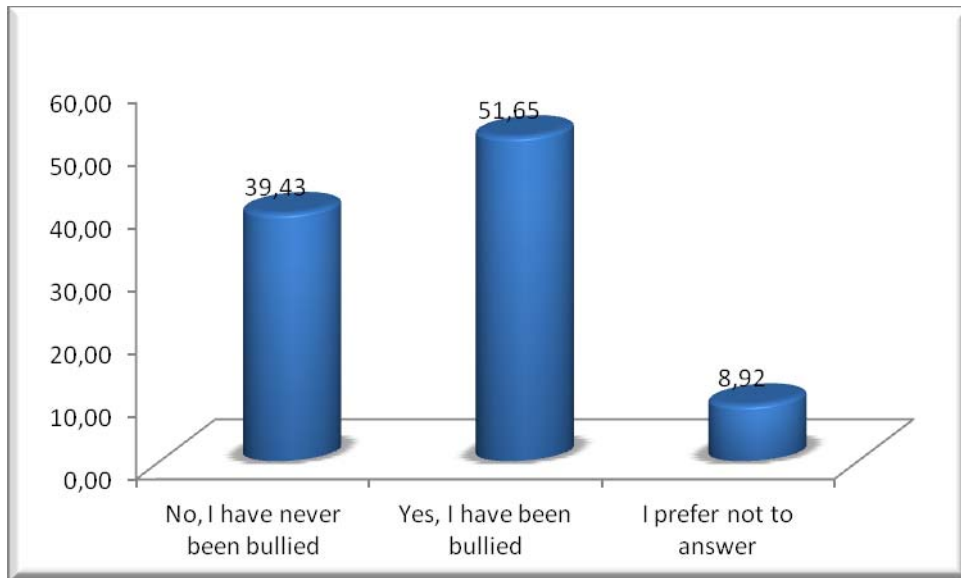
IN YOUR CLASSROOM?		IN YOUR NEIGHBORHOOD / AT THE PARK		GOING TO AND FROM SCHOOL, WALKING OR TAKING PUBLIC TRANSPORTATION MEANS	
--------------------	--	------------------------------------	--	---	--

<b>Very unsafe and scared</b>	2.6%	<b>Very unsafe and scared</b>	2.7%	<b>Very unsafe and scared</b>	3.3%
<b>Kind of unsafe</b>	9.3%	<b>Kind of unsafe</b>	9.5%	<b>Kind of unsafe</b>	10.9%
<b>Kind of safe</b>	48.7%	<b>Kind of safe</b>	51.2%	<b>Kind of safe</b>	42.3%
<b>Very safe</b>	39.5%	<b>Very safe</b>	36.6%	<b>Very safe</b>	43.5%
<b>Total</b>	100.00	<b>Total</b>	100.00	<b>Total</b>	100.00
	%		%		%

### 2.5.2 Have you ever been a school bullying victim?

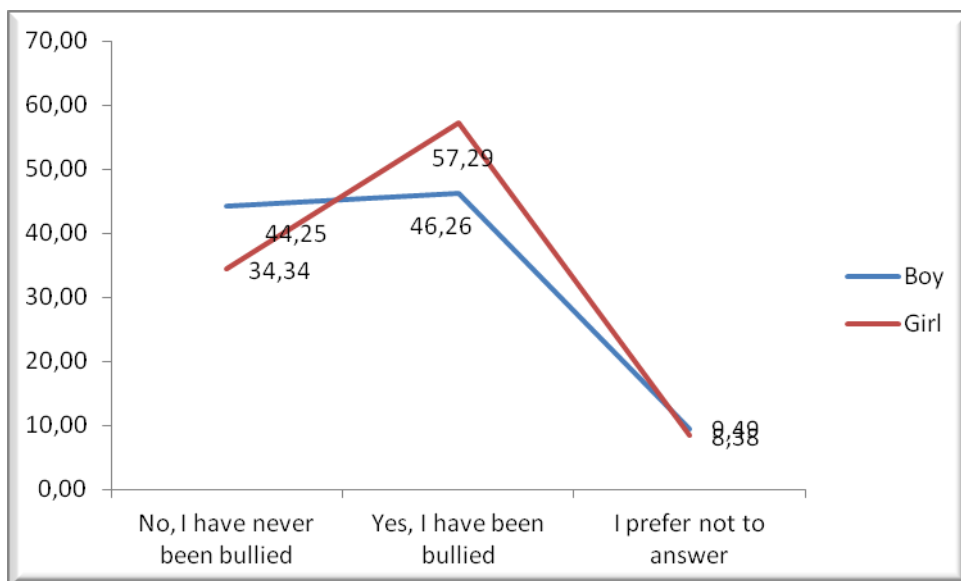
A large percentage of the respondents (51.65%) stated that they had been a school bullying victim. A small percentage (8.92%) did not respond to the specific question.

*Graphic 100. Have you ever been a school bullying victim*



Contrary to other countries that participated in the study, girls presented a higher victimization rate given that 57.29% stated they had been a school bullying victim. The corresponding percentage for boys amounted to 46.26%.

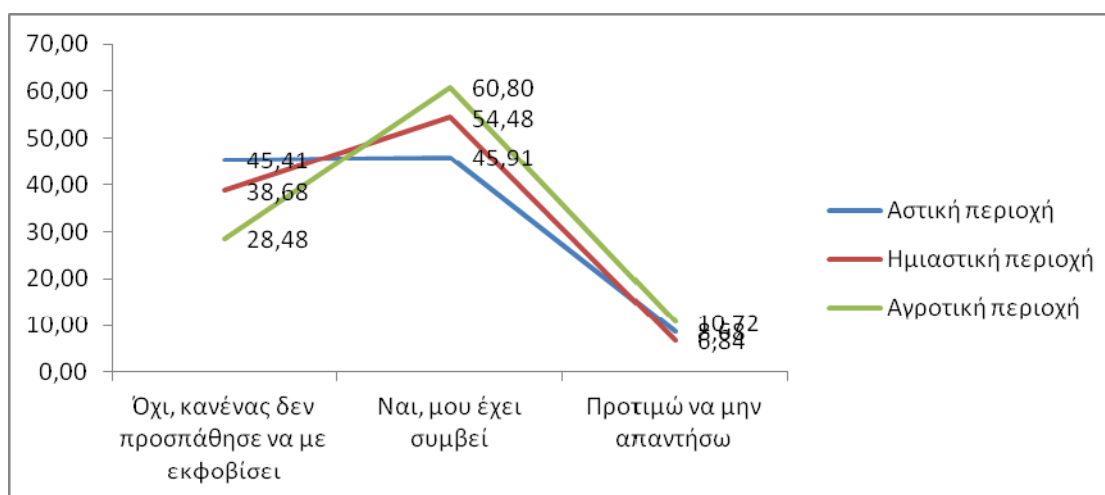
*Graphic 101. Victimization per gender*



After statistically analyzing the data, there was no statistically significant relationship between victimization and ethnicity. The victim rates do not differ in the comparison between Lithuanian and other ethnicities.

On the contrary, there is a statistical dependency between the victimization rate and the place of residence ( $\chi^2 = 54,360$   $p < 0.05$ ). It is evident in graphic 102 that the school bullying rate is higher in rural areas. This result presents particular interest, given that from a bibliographic aspect, school bullying has been reported to be a phenomenon that is associated with large urban centers.

Graphic 102. Victimization rate – Place of residence



Respective results can be ascertained when studying the effects of family problems. In each case, family problems were linked with high victimization rates. The highest rates are observed whenever there are problems with the parents, whereas 67.6% of the students with such experience stated they had been school bullying victims. High statistical dependency is also noted in the case of financial problems.

Table 38. Victimization rate – Family problems

	Problem	
	Yes	No
Financial problems	66.2%	49.2%
Problem with their relationship	61.6%	50.8%
Problem of their relationship with you	67.6%	50.8%
Problems dealing with anger or other behaviour problems	64.4%	51.3%
Problems with the law	64.7%	51.6%
Health problems	65.0%	50.1%
Problems with alcohol and other substances	57.8%	51.5%
Problems at work (e.g. unemployment, irregular payments)	64.7%	50.7%

A statistically significant relationship arises between the victimization rate and the relationship with parents ( $\chi^2 = 38,584, p < 0.05$ ). Given that the victimization rates increase and the relationship with parents appears all the more dysfunctional, linear regression is presented. The highest rate is observed at students that stated that their relationship with their parents was “bad” (70%). Adversely, 46.7% of students that had a “very good” relationship with their parents had been school bullying victims.

Table 39. Victimization rate – relationship with parents

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	44.3%	35.3%	31.3%	15.0%	30.0%
Yes, I have been bullied	46.7%	56.6%	58.8%	70.0%	40.0%
I prefer not to answer	9.0%	8.1%	10.0%	15.0%	30.0%

Similar results are ascertained from studying the effects of the relationship between the parents ( $\chi^2 = 31,447, p < 0.05$ ). The selection “Bad relationship” has the highest victimization rates. Specifically, 58.1% of the children that had reported a “very bad” relationship between parents, had been school bullying victims.

Table 40. Victimization rate – relationship between parents

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	45.4%	34.5%	37.2%	31.6%	32.3%
Yes, I have been bullied	45.6%	56.0%	56.4%	56.1%	58.1%
I prefer not to answer	8.9%	9.5%	6.4%	12.3%	9.7%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner in which families resolve their disputes. As it arises from the table below, the victimization rates are the highest in cases where disputes are resolved in a violent manner. One possible interpretation is the child's low self-esteem and the familiarization with the stronger person's use of violence against the weaker person.

*Table 41. Victimization rate – dispute resolution*

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never been bullied	40.8%	29.8%	37.1%	41.1%	37.7%
Yes, I have been bullied	50.5%	61.9%	53.9%	50.0%	50.0%
I prefer not to answer	8.8%	8.3%	9.0%	8.9%	12.3%

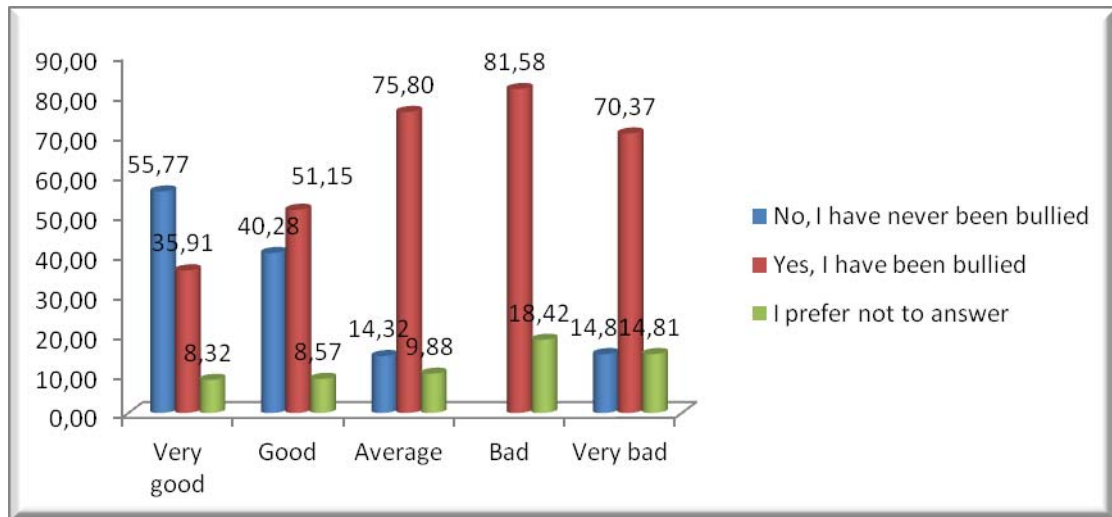
A statistically significant relationship arises when examining the victims' school performances and their relationships with their classmates. It is clear from graphic 103 that students that have a "bad" or "very bad" relationship with their classmates tend to be victimized more ( $\chi^2 = 223.435, p < 0.05$ ).

Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 38.067, p < 0.05$ ). Specifically, 60.32% of students with poor school

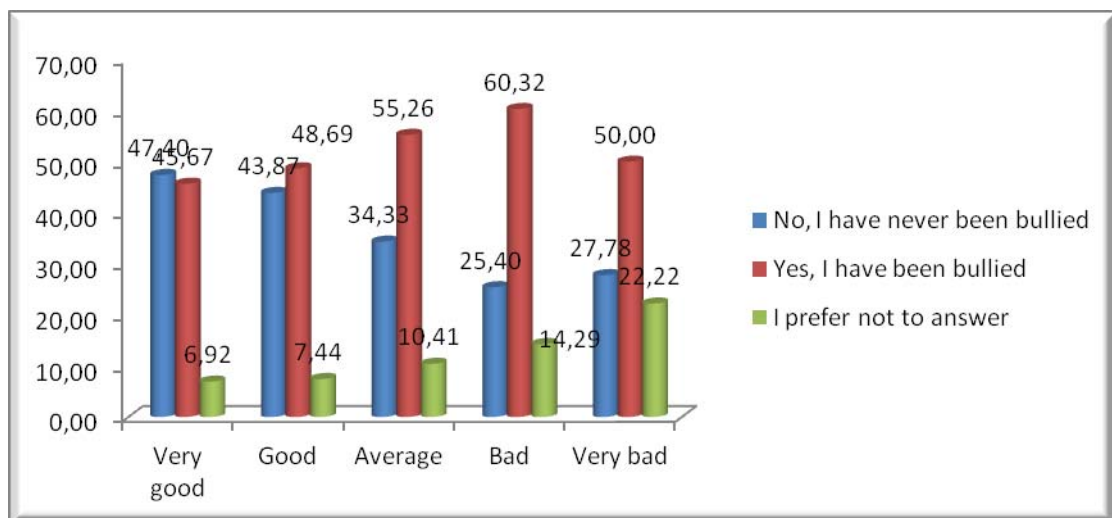
performance have fallen victim to school bullying compared to students with very good performance (45.67%).

These findings correspond to similar findings from other countries participating in the study and are interpreted in a similar manner.

*Graphic 103. Victimization rate - relationship with classmates*



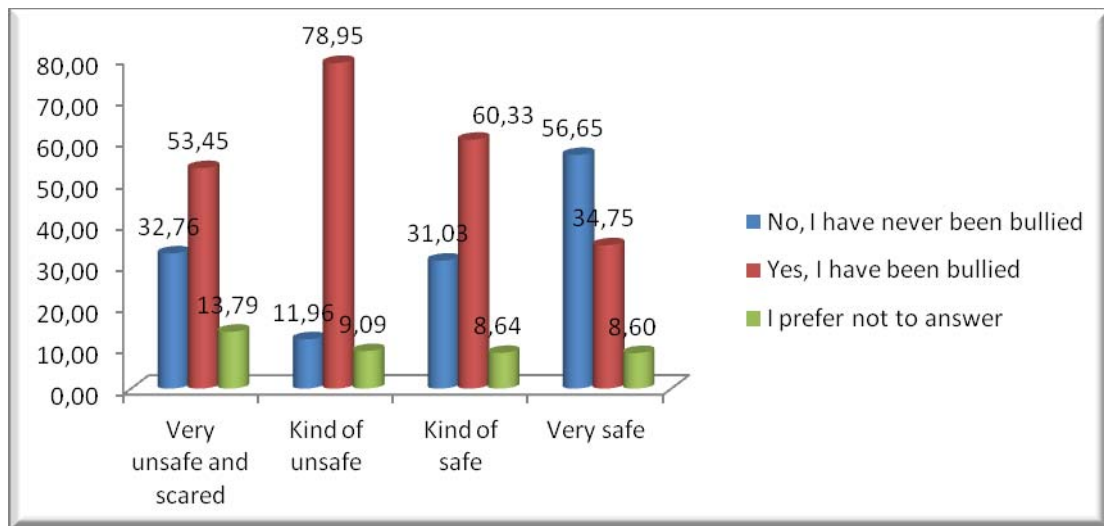
*Graphic 104. Victimization rate - school performance*



As expected, the safety degree among school bullying students/victims is highest both in the classroom as well as outside school grounds.

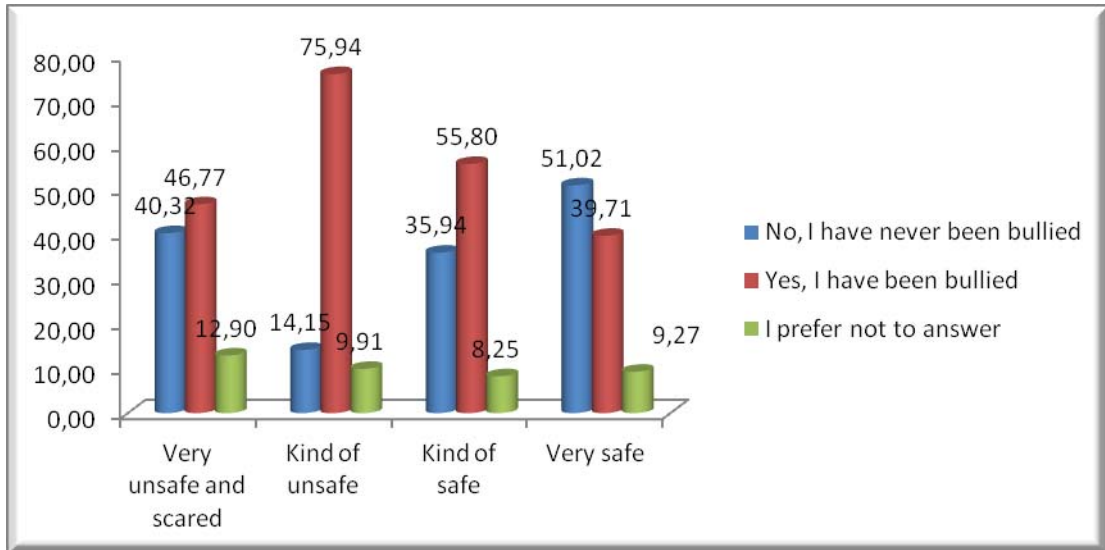
Specifically, with concerns to the safety within the classroom, school bullying students/victims present a higher degree of insecurity. These findings are similar in areas outside the school grounds such as the park, where students/victims present a greater sense of insecurity. Finally, on their way to and from school, we observe similar results with students/victims feeling most unsafe. The statistically significant relationship was ascertained in all three situations ( $\chi^2 = 224,803, p < 0.05 / \chi^2 = 119,528, p < 0.05 / \chi^2 = 80,189, p < 0.05$ ).

Graphic 105. Victimization rate – feeling unsafe in the classroom

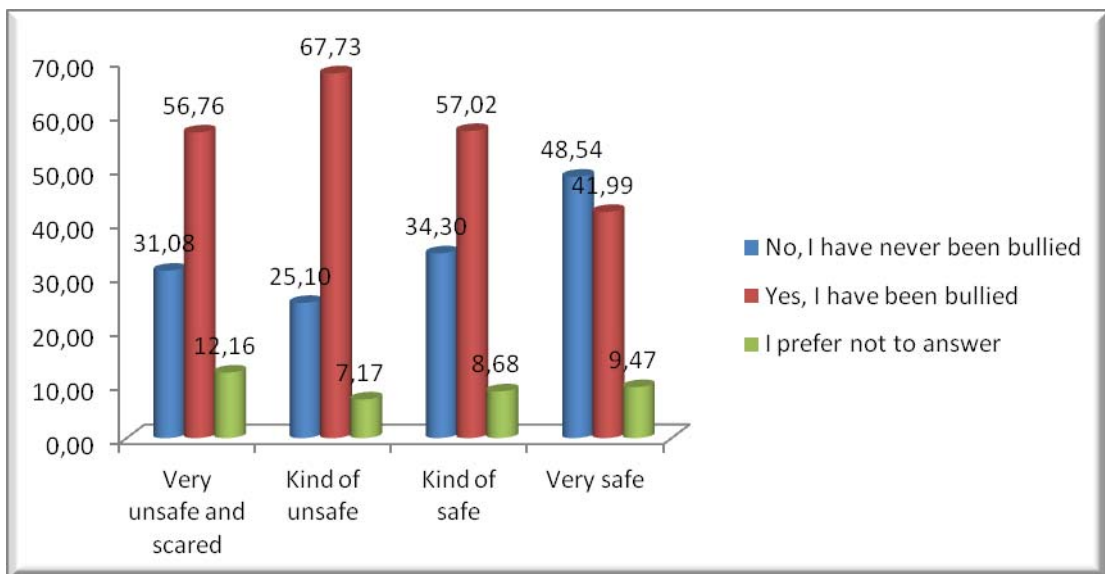


Graphic 106. Victimization rate – feeling unsafe at the park





Graphic 107. Victimization rate – feeling unsafe in public transportation means



The school bullying phenomenon is most seen in the school corridors and in the classroom (51.7% and 45.7%). The areas outside the school followed with a significant difference (25%). The neighborhood/park and the internet received 10.8% and 7.7%, respectively.

*Table 42. Where did the bullying occur?*

	<b>Percentage</b>
<b>At home</b>	3.4%
<b>Outside school</b>	25.0%
<b>On the web</b>	7.7%
<b>In the classroom</b>	45.7%
<b>On the corridors</b>	51.7%
<b>In the dinner hall</b>	9.2%
<b>In the playground/park/ neighborhood</b>	10.8%
<b>On the way to or from school</b>	8.1%
<b>Other</b>	11.8%

The following table comprises the forms of school bullying that students/victims experience. According to 78.3% of the students that admitted to being victims, name calling is the most common form of school bullying. The second most common form is “telling nasty stories” (52.9%), followed by “teasing based on one’s appearance” (40.9%). “The use of cell phones to upload humiliating photos on the internet” received a lower rate of 11%.

*Table 43. Forms of school bullying*

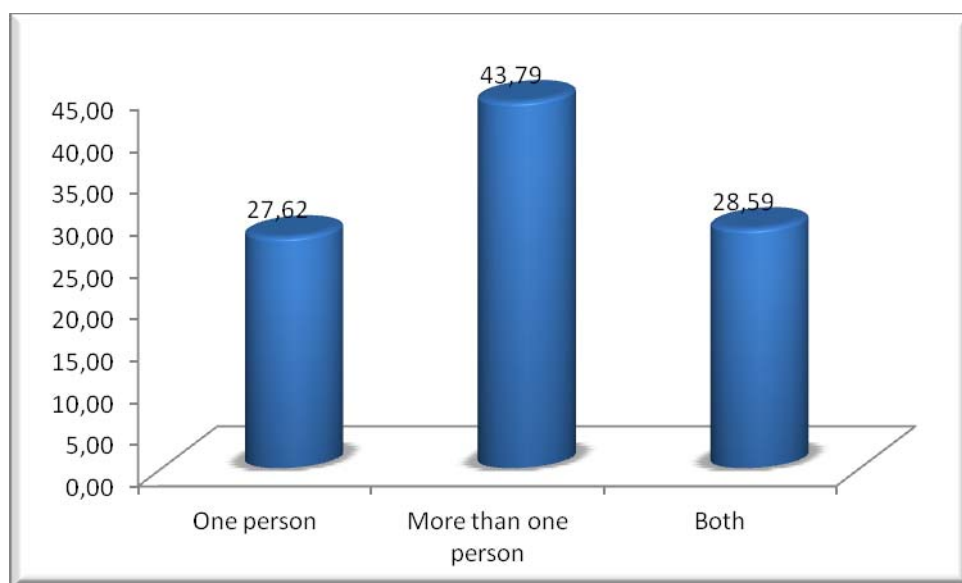
	<b>Percentage</b>
<b>Name calling</b>	<b>78.3%</b>
<b>Left out or excluded by other students</b>	<b>32.4%</b>
<b>Punched or pushed</b>	<b>31.4%</b>

Forced to do something using physical violence	16.1%
Nasty stories told about me	52.1%
Sexual teased, rumors or soft abuse	16.0%
Asked to give up money or belongings	15.7%
Being sent nasty text messages or e-mails	18.5%
Forced to do something I didn't want to	14.8%
Teased about the way I look	40.9%
Upload or threaten to upload humiliating videos or photos of you on the internet	15.2%
Been sent humiliating videos or photos of you by cell phones	11.0%
Other	20.7%

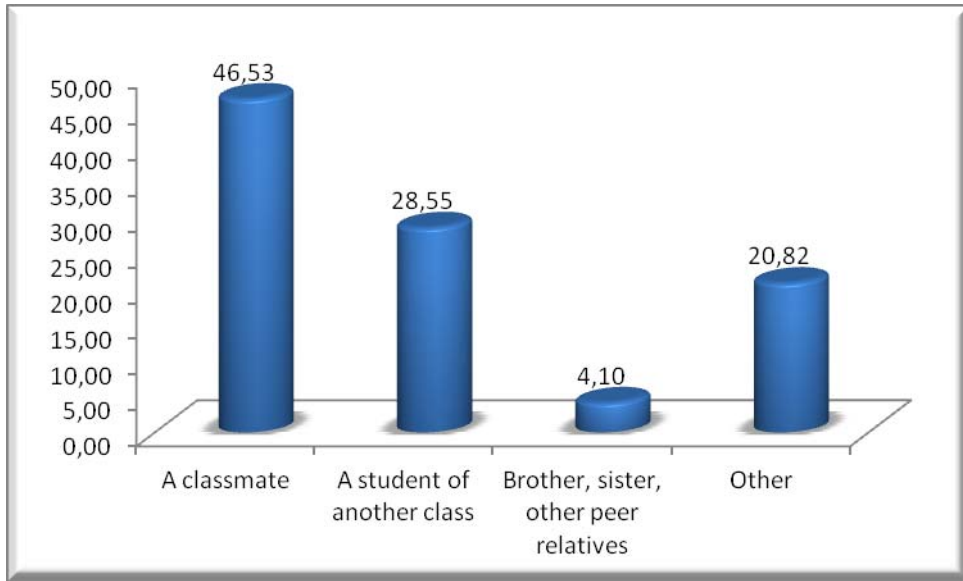
According to the victims, bullies are usually girls in the same class.

By studying the following graphics one can see that the bullying is usually done by more than one person (43.79%), a student in the same class (46.53%). This information confirms the previous finding where the classroom is the most common place for bullying to occur.

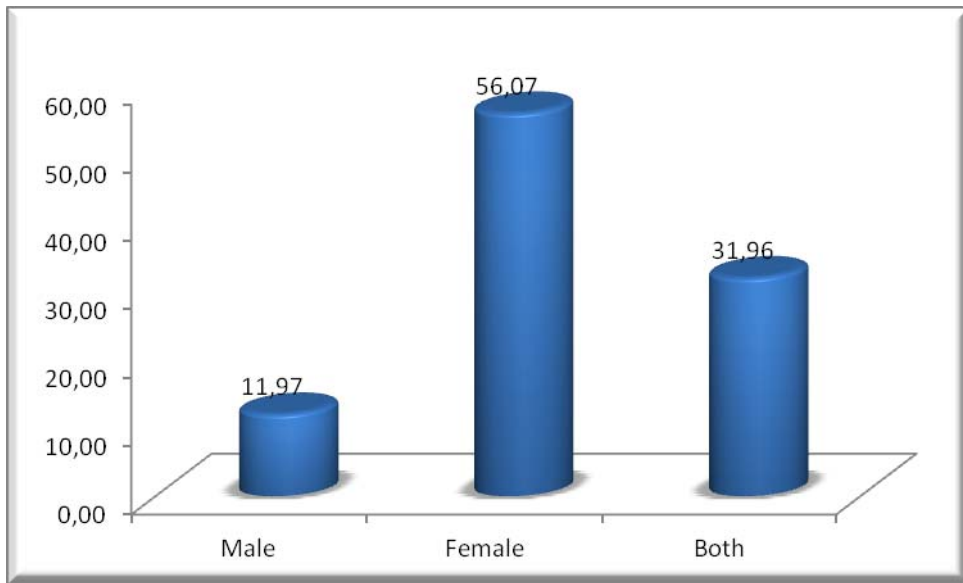
*Graphic 108. How many bullies were there?*



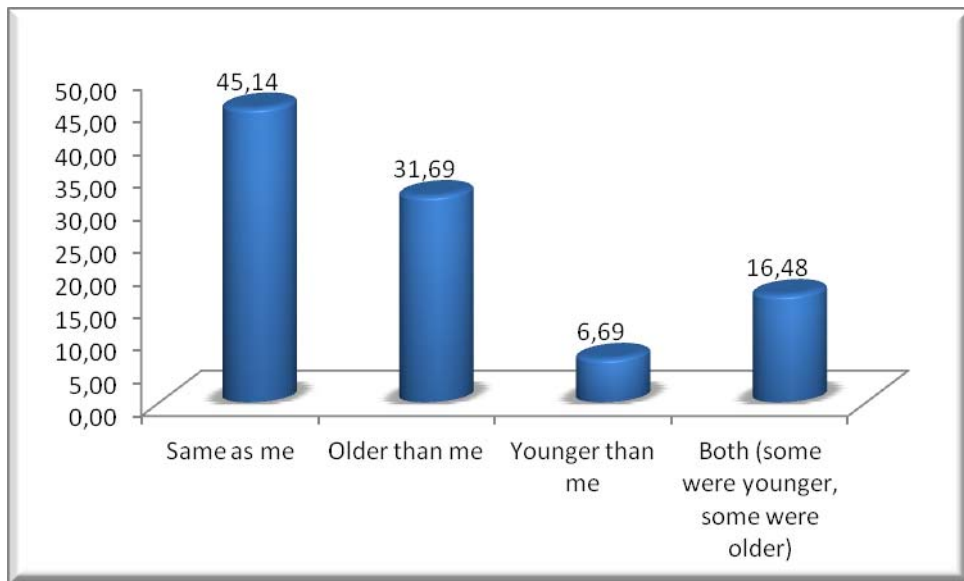
*Graphic 109. Who was the person that bullied you?*



*Graphic 110. What was the gender of your bully?*

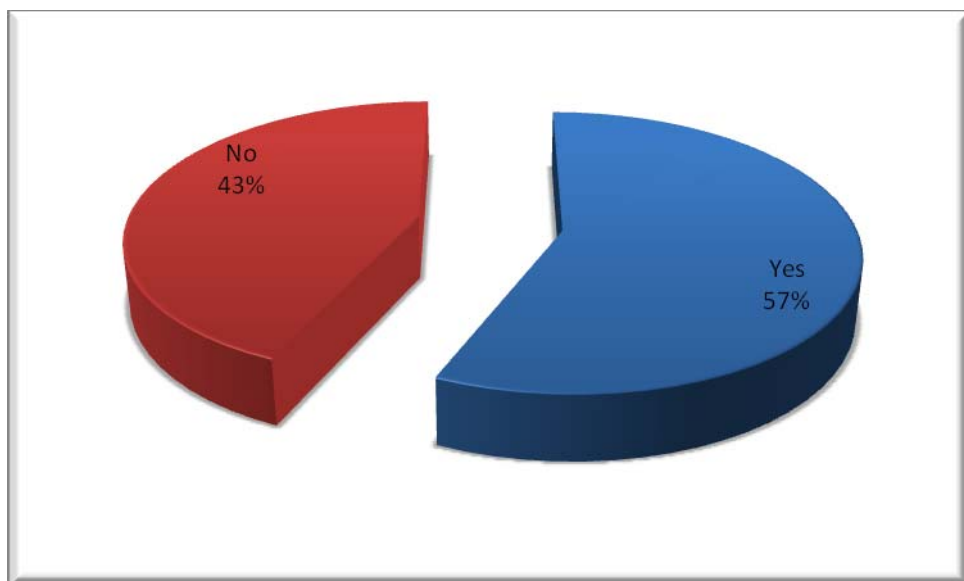


*Graphic 111. The bully's age*

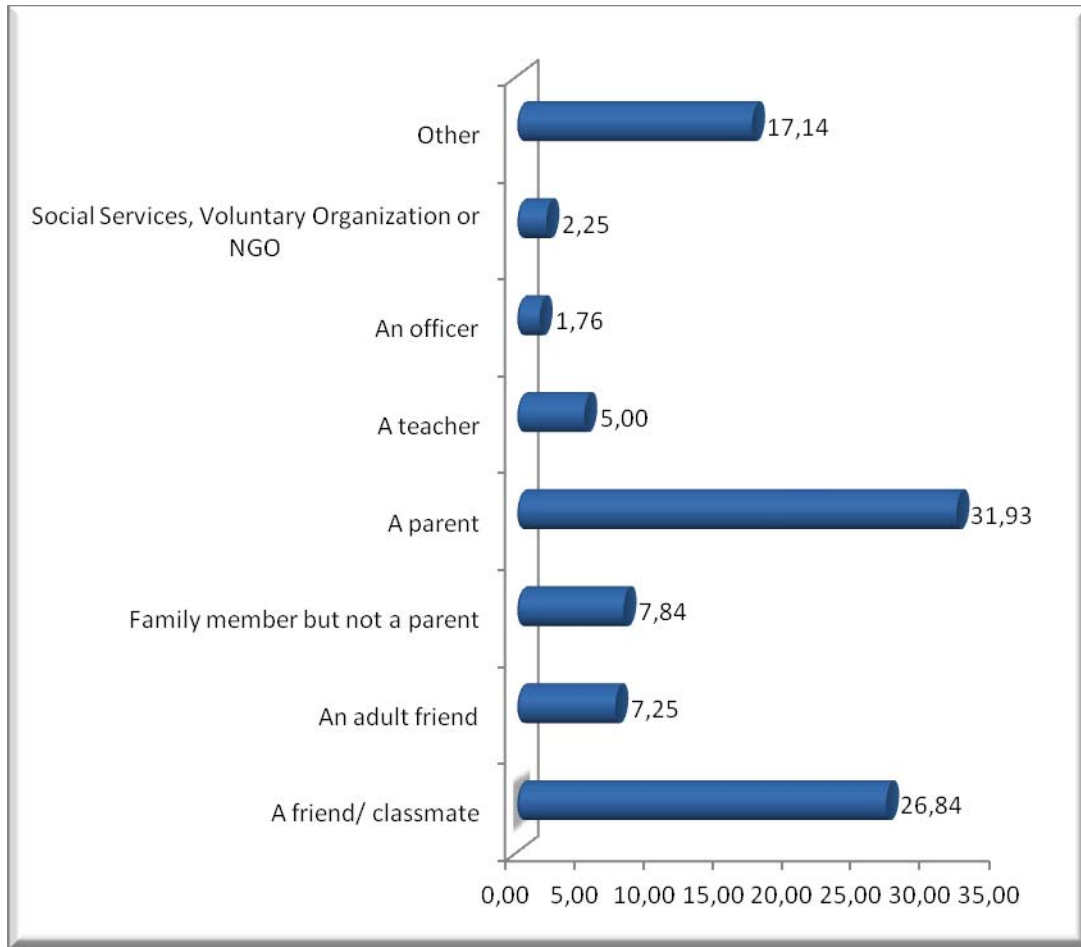


Fifty-seven percent (57%) of the victims spoke about their school bullying experience. The majority prefers to share their experience with their parents (31.93%) or a friend/classmate (26.84%). On the contrary, Social Services, NGOs and Voluntary Organizations do not constitute solutions for school bullying children/victims. Police, teachers, other family members, other than parents, as well as adult friends also accumulated low percentages.

*Graphic 112. Did you talk to anyone about the incident?*

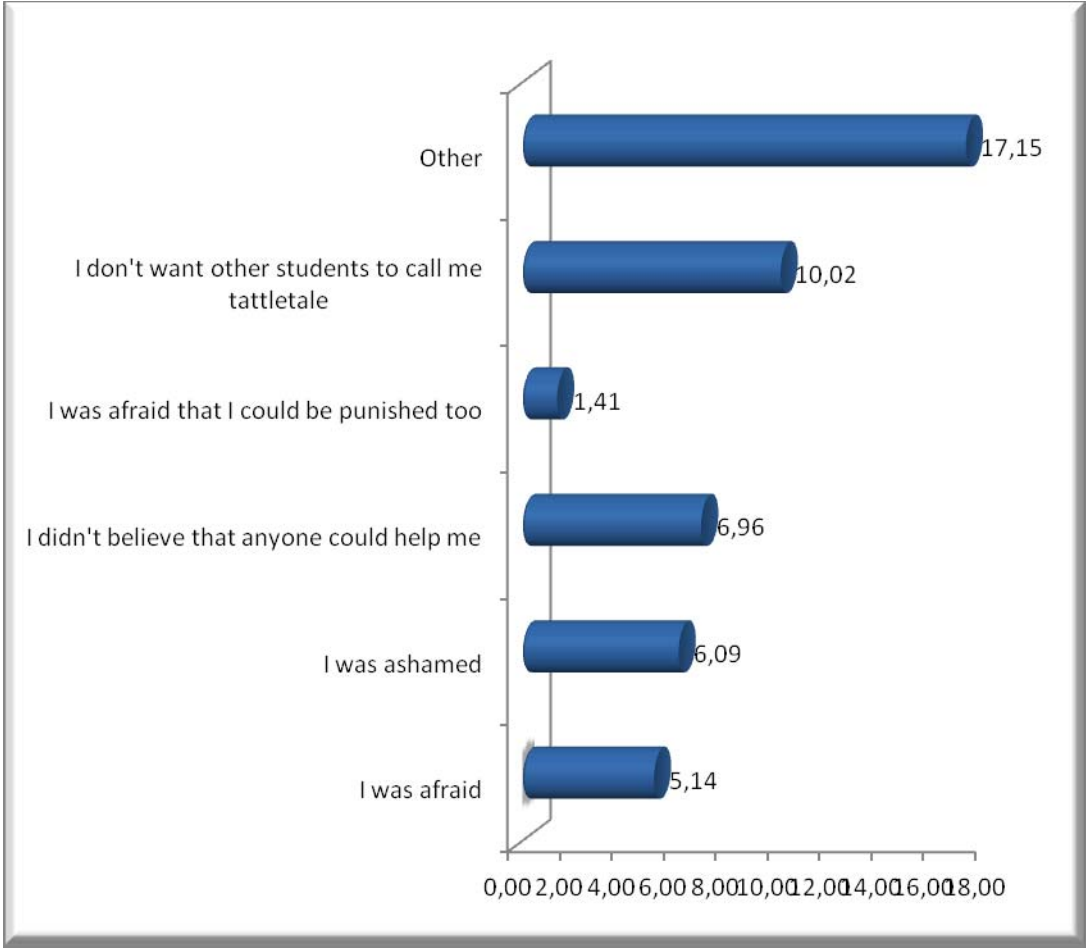


*Graphic 113. If yes, to whom?*



The bullied children-victims that chose not to speak up about their experience preferred to keep quiet so that they are not called “tattletales”, which would be a blow to the already troubled relationship with their classmates.

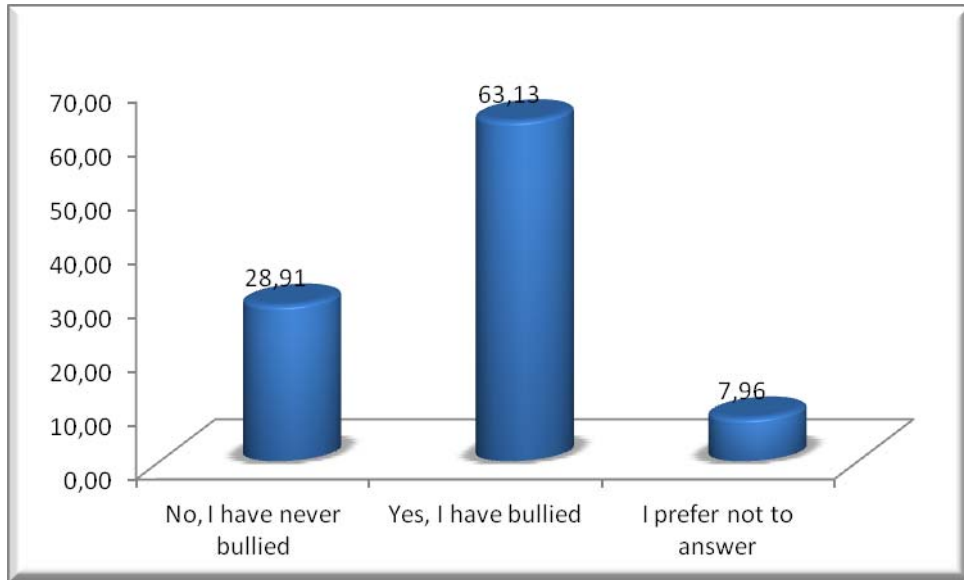
*Graphic 114. If not, why not?*



### 2.5.3 Have you ever been a school bully?

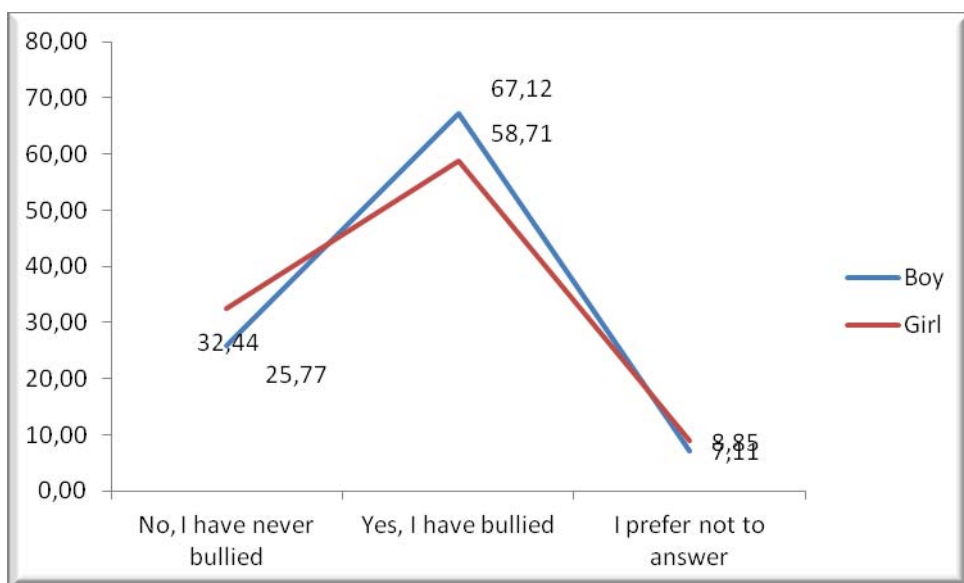
According to students' responses, 63.13% has been a school bully at a certain point in time, either occasionally or repetitively.

Graphic 115. Have you ever bullied someone else?



There is significant deviation between the two genders. In comparison, more boys (67.12%) than girls (58.71%) admitted to being bullies at a certain point in time.

Graphic 116. School bullying and gender





After statistically analyzing the data, there was no statistically significant relationship between the school bully, the area of residence and ethnicity. The rates of the bully samples do not differ when comparing urban, suburban and rural areas as well as Lithuanian and foreign students.

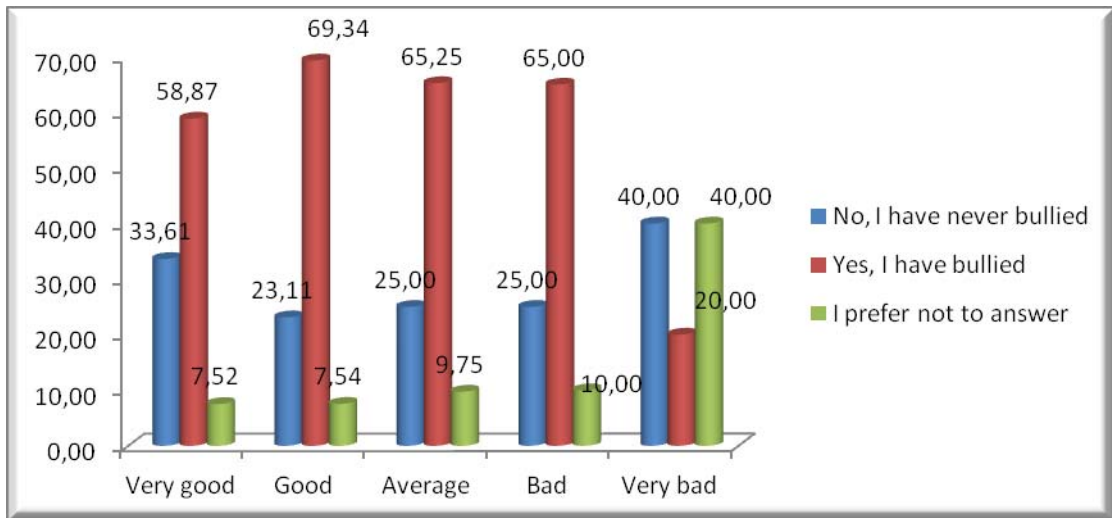
When studying the effects of family problems, the dependency was not confirmed. In any case, family problems do not appear to be linked with the high school bullying rates.

*Table 44. Bully – family problems*

	<b>Ναι</b>	<b>Όχι</b>
<b>Financial problems</b>	66.1	62.6
<b>Problem with their relationship</b>	62.1	63.2
<b>Problem of their relationship with you</b>	63.0	63.1
<b>Problems dealing with anger or other behaviour problems</b>	55.4	63.3
<b>Problems with the law</b>	47.1	63.3
<b>Health problems</b>	66.5	62.7
<b>Problems with alcohol and other substances</b>	57.8	63.2
<b>Problems at work (e.g. unemployment, irregular payments)</b>	68.5	62.8

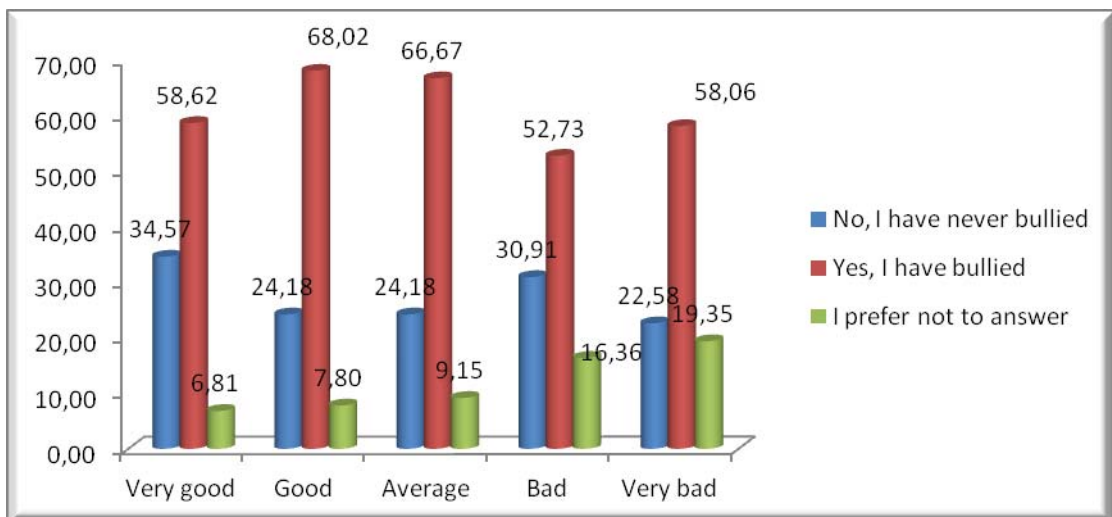
A statistically significant relationship did not arise between the relationship with parents and school bullying. As obvious in the following graphic, high rates of school bully appear when there is a good relationship with parents, a fact that contradicts the usual bully profile.

Graphic 117. Bully – relationship with parents



Similar results are confirmed when studying the effects of the relationship between the parents. As in the previous case, a bad relationship between parents does not indicate greater school bully rates.

Graphic 118. Bully – relationship between parents



The manner in which families resolve their differences affects greatly the school bully rates. Specifically, 72.9% of students whose families resolved disputes with strong or violent arguments admitted that they were school bullies ( $\chi^2 = 26,143, p < 0,05$ ).

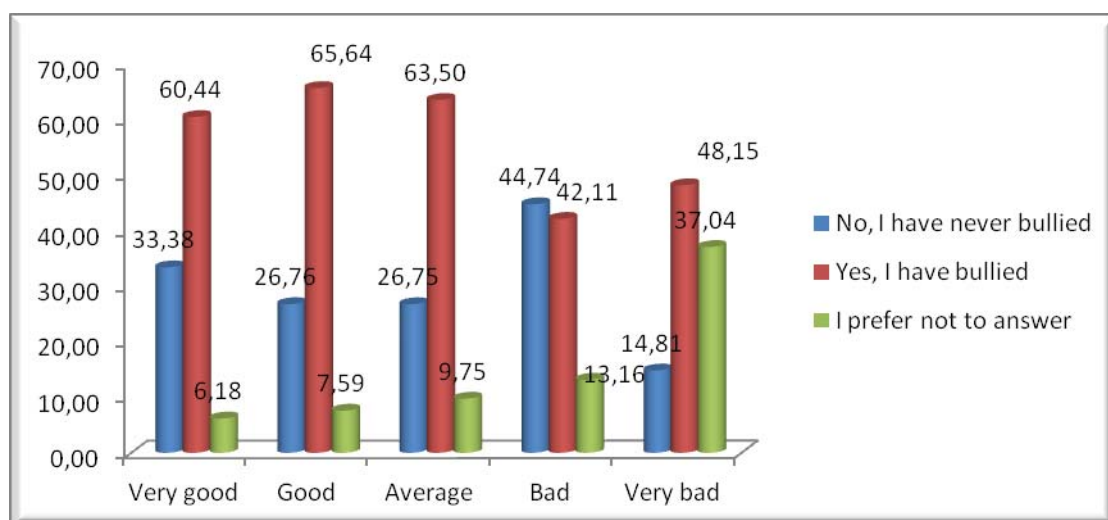
This leads us to the not-so-new conclusion that children who are taught within the family environment to use violence in order to resolve conflicts and to impose their strength as means of vindication and satisfaction, transfer this behavior to their relationships with their peers.

*Table 45. Bully – dispute resolution*

	Discussion	Strong or violent arguments (fight each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never bullied	30.6%	19.4%	30.1%	32.1%	18.3%
Yes, I have bullied	61.6%	72.9%	65.9%	55.4%	68.3%
I prefer not to answer	7.8%	7.7%	4.0%	12.5%	13.5%

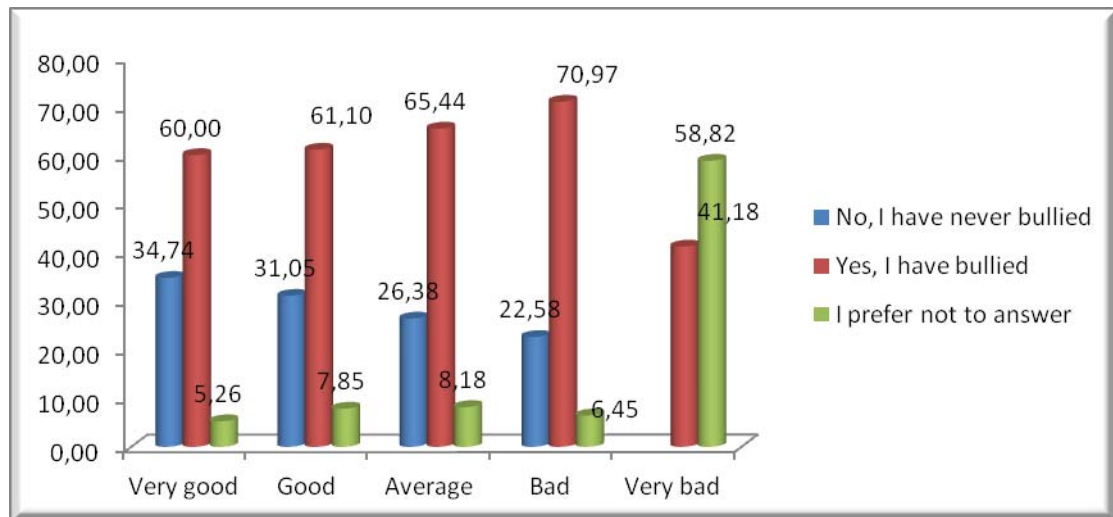
From the analysis of the data, a statistically significant relationship arose between the bullying phenomenon, the relationship with teachers and their school performance. Adversely, no respective correlation arises from the relationship with their classmates.

*Graphic 119. Bully - Relationship with classmates*



Out of the total number of students that described their performance as bad, 70.97% had been a school bully at one time. Adversely, for students with very good performance the respective rate stands at 60% ( $\chi^2 = 74,155, p < 0,05$ ).

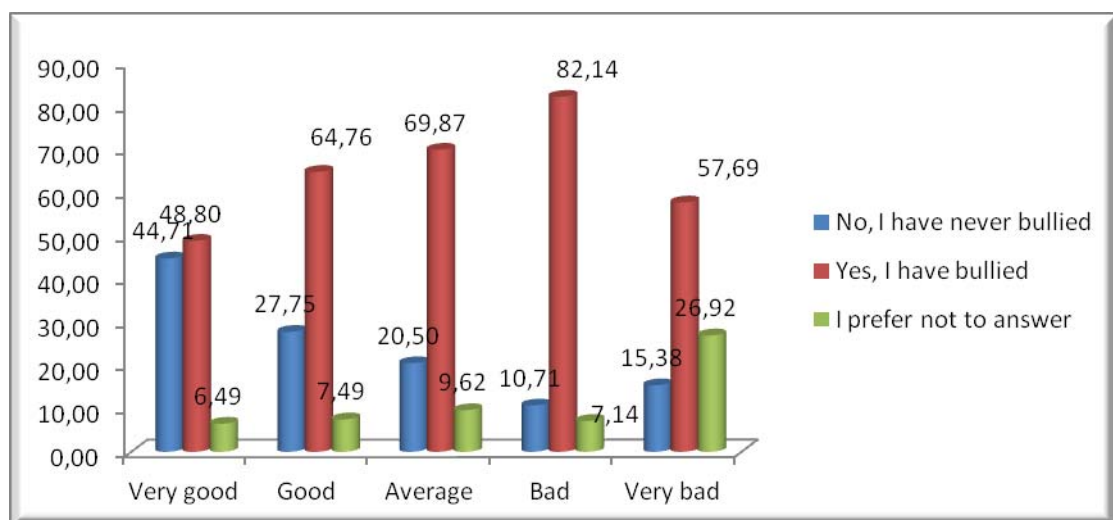
Graphic 120. Bully – School performance



Finally, with respect to their relationship with the teachers, the students that had described their relationship as “:bad” presented higher rates ( $\chi^2 = 87,067, p < 0,05$ ).

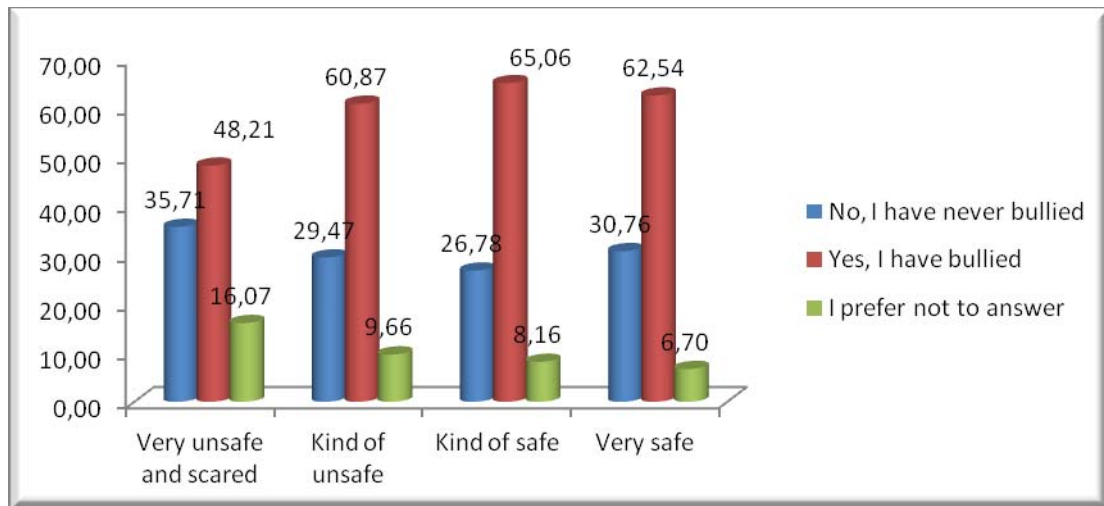
With respect to the student profile, the above findings describe a student that has troubled relationships with teachers and poor school performances, but relatively high prestige and acceptance in relation with his classmates.

Graphic 121. Bully – Relationship with teachers

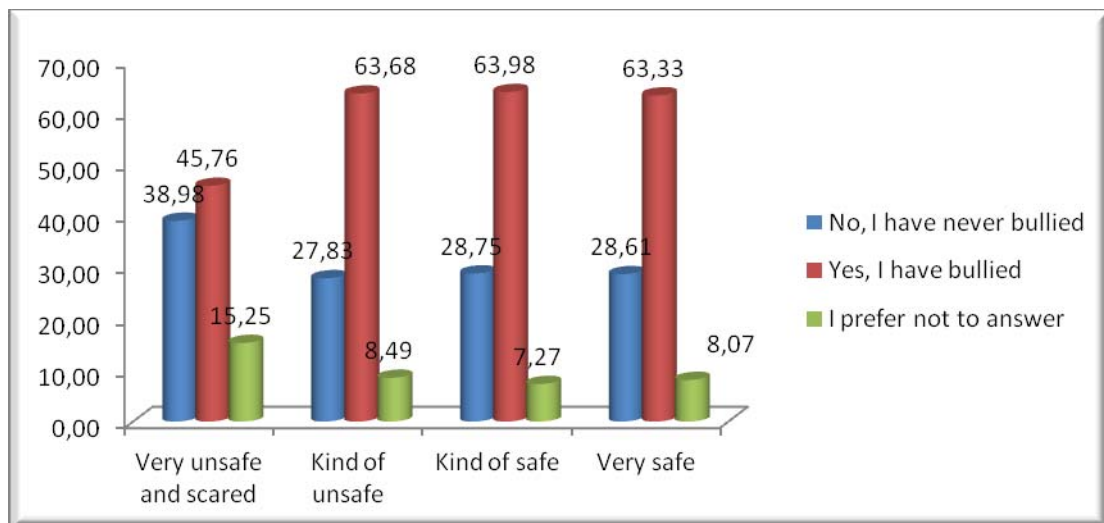


The safety degree that school bullies/students show is of particular interest. Examining all three factors, we note that school bullies feel an intense feeling of safety, which is contrary to the findings of the other countries participating in the study.

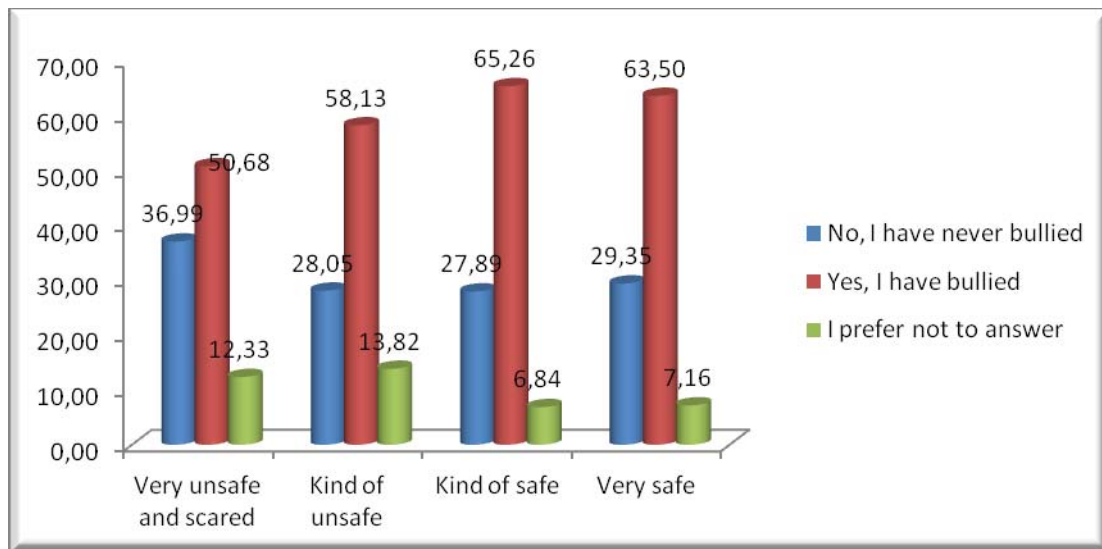
*Graphic 122. Bully – feeling unsafe in the classroom*



*Graphic 123. Bully – feeling unsafe at the park*



Graphic 124. Bully – feeling unsafe in public transportation means



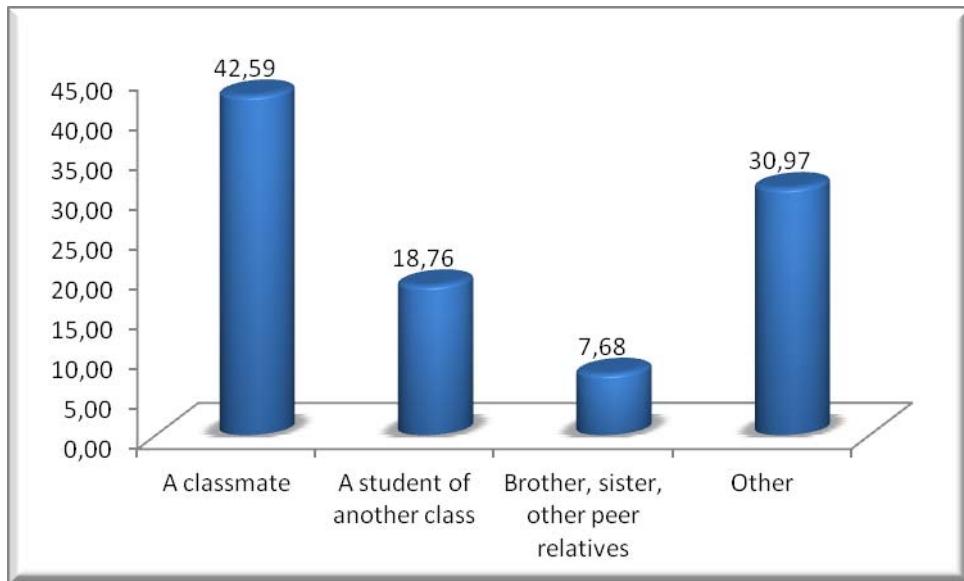
The most common form of school bullying is the use of abusive expressions (67.8%). The second most common form is the exclusion from group activities (44.8%). These are followed by the spreading of rumors and physical violence (34.5% and 31.5%, respectively). The use of a cell phone and camera to take humiliating photos-videos was also significant (34.8%).

Table 46. Forms of school bullying

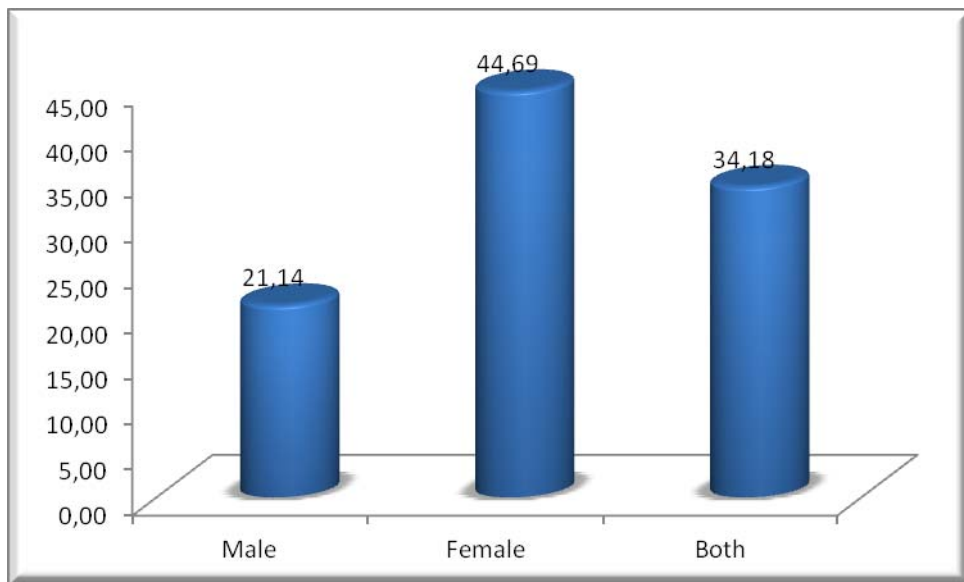
Forms of school bullying	Percentage
Using physical violence on others	31.5%
Saying mean things, teasing or calling others names	67.8%
Spread mean rumors about others	34.5%
Leave other persons out of your activities	44.8%
Use your cell phone, video cam or camera to take nasty or humiliating photos or video of others? (or other forms of cyberbullying)	22.3%
I prefer not to say	21.9%
Other	29.2%

According to the bullies, the primary school bullying recipients are their classmates (42.59%), with the majority of victims being girls (44.69%).

*Graphic 125. The person that bullied you was:*



*Graphic 126. The victim's gender was:*



### 2.5.3.2. Bully and victim

Studying the unified bully/victim chart, we note that at a rate of 59.2% bullies were once school bullying victims themselves. This percentage is rather high and confirms the researchers' opinions on the phenomenon that the roles between bully and victim regularly alternate, with the victims taking over the role of the bully either when they feel that they are powerful enough or as a reaction to their victimization.

Table 47. Bully and victim

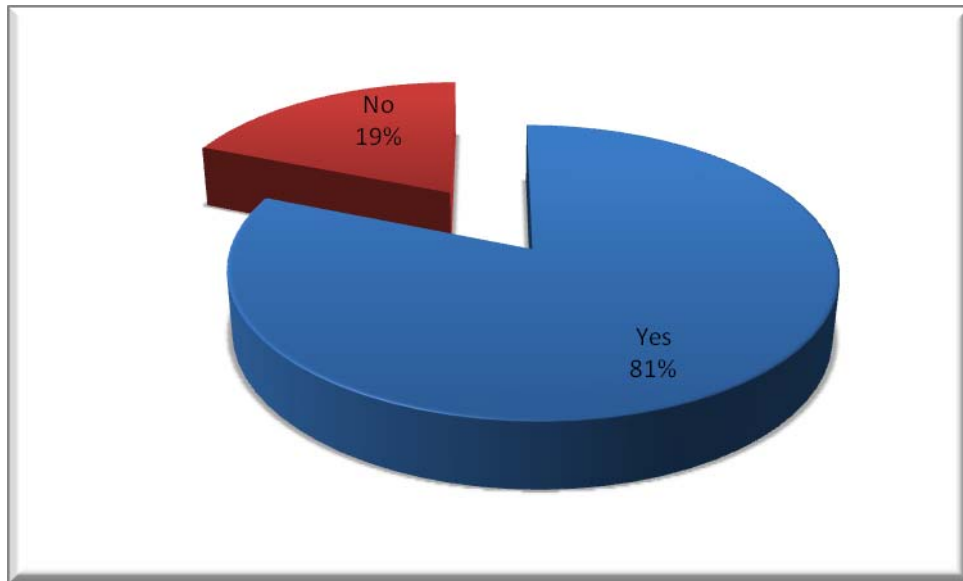
	No, I have never been bullied	Yes, I have been bullied	I prefer not to answer	Total
No, I have never bullied	55.7%	36.2%	8.0%	100.00
Yes, I have bullied	32.7%	59.2%	8.1%	100.00
I prefer not to answer	29.8%	52.8%	17.4%	100.00



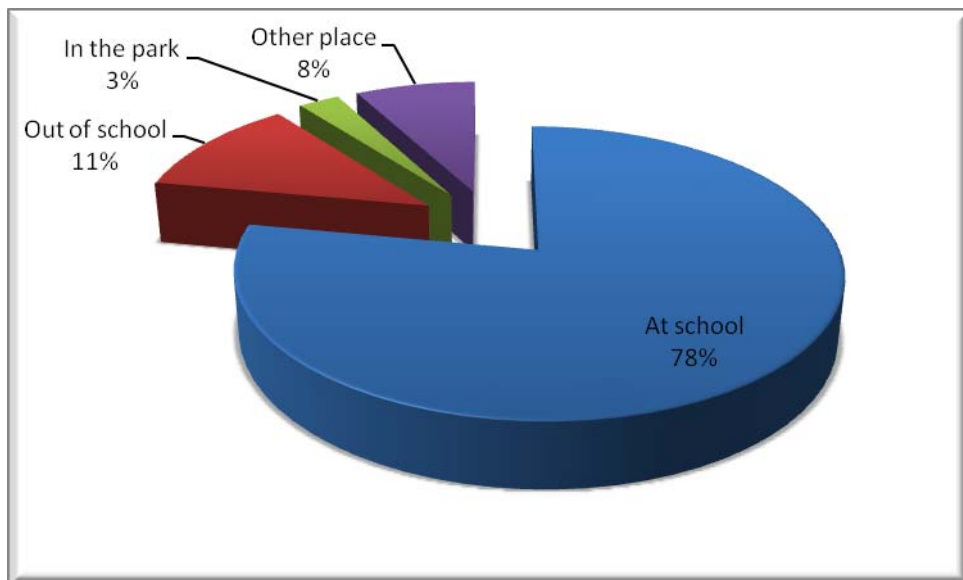
### 2.5.4 Observer of school bullying

Eighty-one percent (81%) of the respondents were school bullying observers at least once. At a rate of 78%, the school constitutes the primary place for the bullying to occur.

*Graphic 127. School bullying observer*

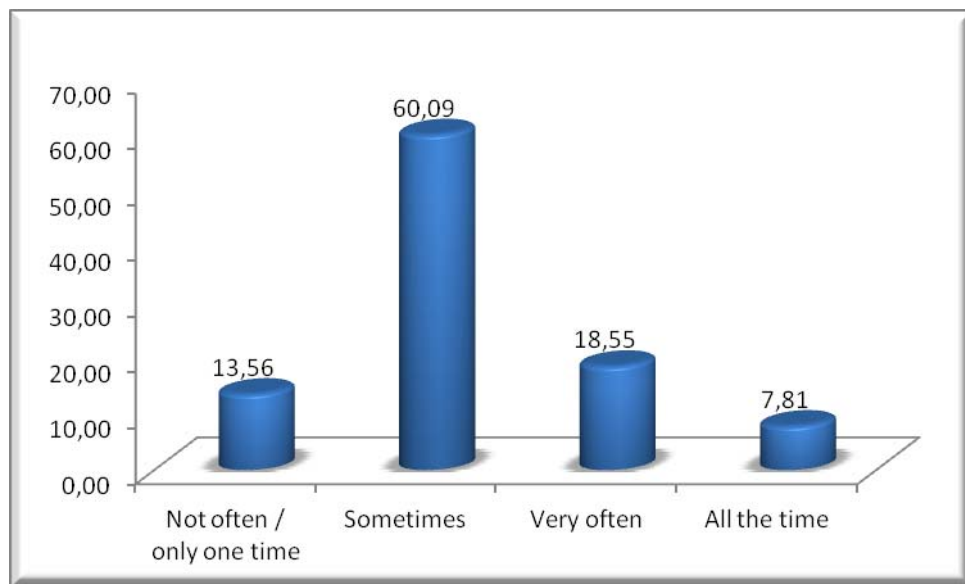


*Graphic 128. The place where the bullying occurred*



According to 60.09% of the respondents, school bullying incidents occur "occasionally", while 18.55% stated that they occur "very often". Only 7.81% stated that such incidents are encountered all the time.

Graphic 129. Frequency of incidents



In the comparative table 48, we note that the most common form of school bullying noticed by students is the use of abusive expressions and teasing with the “pretty often” and “very often” rates reaching 41.3%. Adversely, the physical violence rate reaches 13.3%. Rumors and exclusion from group activities come mid way with a corresponding rate of 28.3%.

Table 48. Frequency of incidents

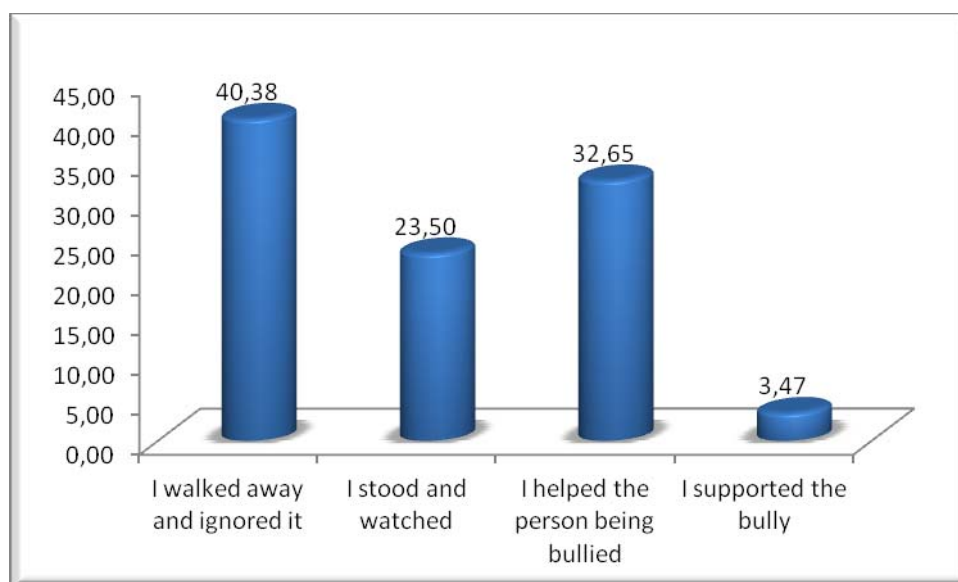
HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?		HOW OFTEN DO YOU HEAR ANOTHER PERSON BULLY OTHERS BY SAYING NASTY THINGS, TEASING OR CALLING?		HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD RUMORS OR LEAVE OTHER STUDENTS OUT OF ACTIVITIES?	
Never	21.8	Never	4.3	Never	10.0
Rarely	64.9	Rarely	54.4	Rarely	61.7
Pretty often	10.2	Pretty often	31.0	Pretty often	20.5
Very often	3.1	Very often	10.3	Very often	7.8

### 2.5.5 Reaction to a school bullying incident

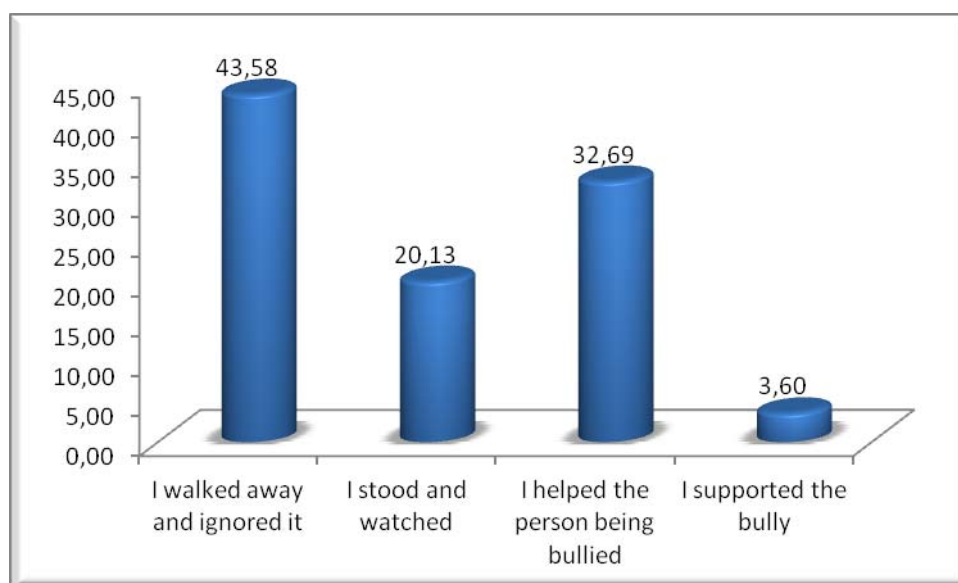
The majority of the respondents that were observers in a school bullying incident admitted that they walked away and ignored the incident, 40.38% in the case of physical violence and 43.58% in the case of verbal abuse.

The highest degree of assistance towards a victim appears in teasing incidents, with 32.69% of the respondents stating that they helped a victim when they were observers in a respective incident compared to 32.65% of students that stated helping a victim in a physical violence incident. In both cases, a small percentage stated that they helped the bully (3.47% and 3.6%, respectively).

*Graphic 130. Reaction to physical violence incident*



*Graphic 131. Reaction to a teasing or name calling incident*



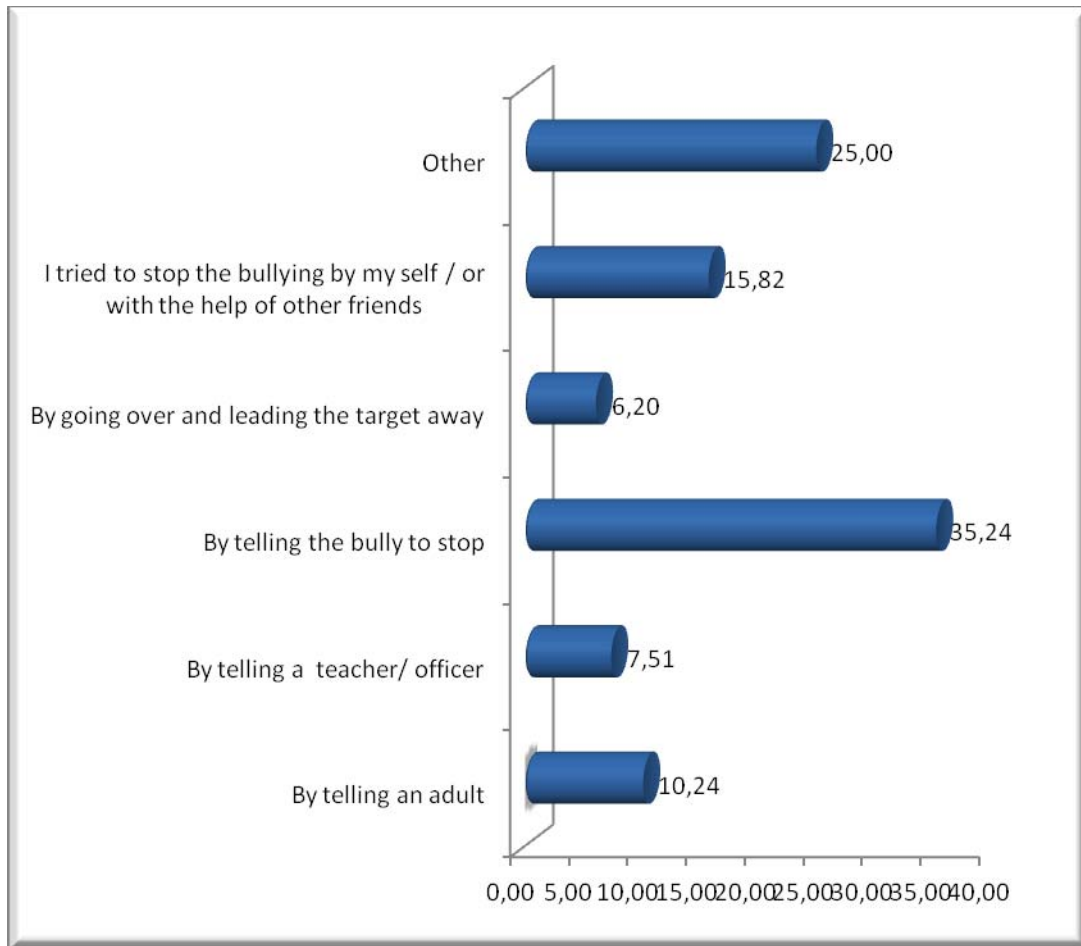
The following question in the questionnaire is aimed at describing the emotions of the students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (62.3%) and disapproval (48%), while 46.6% stated that they feel anger. A small percentage finds these incidents entertaining (5%) or indifferent (10.8%).

*Table 49. Emotions from a school bullying incident*

<b>Emotions brought on by a school bullying incident</b>	<b>Percentage</b>
Fear	12.5%
Anger	46.6%
Pity for the victim	62.3%
Unconcern	10.8%
Disapproval	48.0%
Fun	5.0%
Helplessness	16.8%
Admiration for the bully	1.3%
Envy for the bully	2.4%

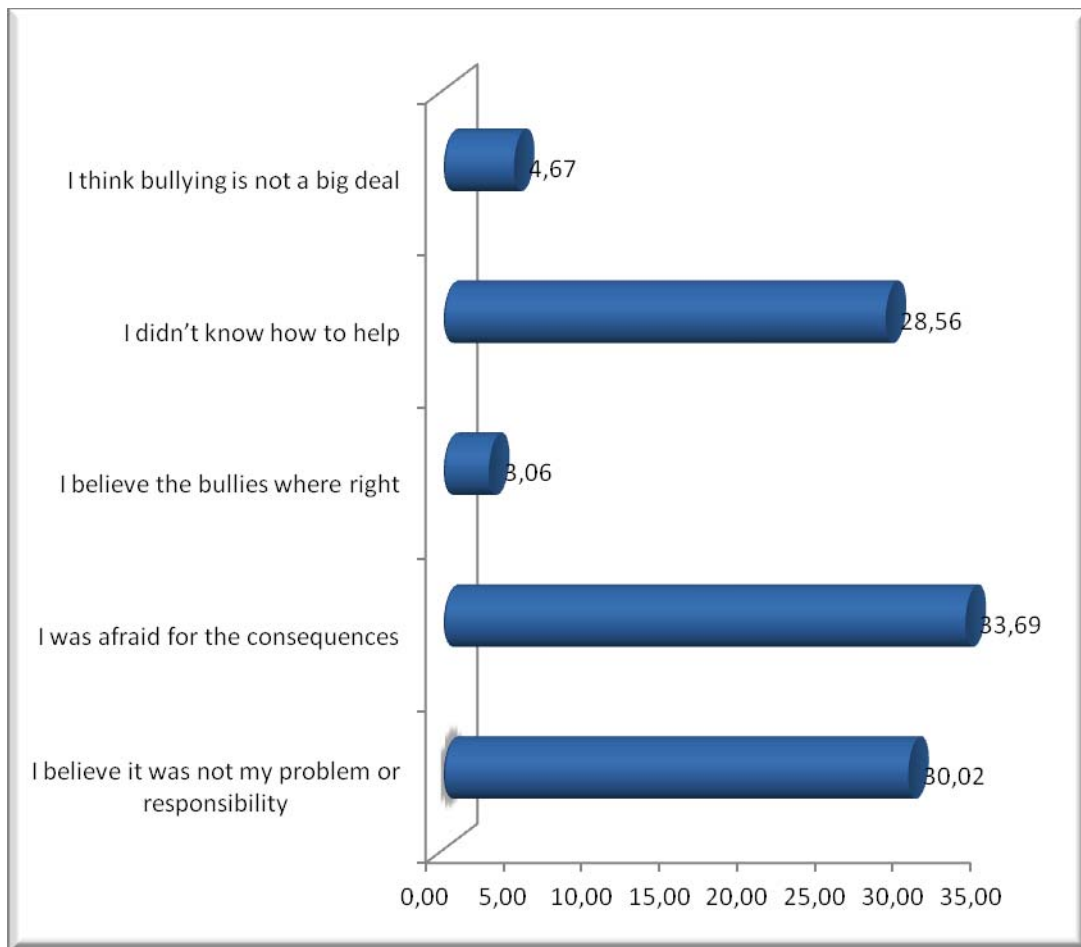
Out of the students that intervened in a school bullying incident to assist a victim, 35.24% stated that they asked the bully to stop, 15.82% tried to stop the bully with the help of friends and 10.24% reported the incident to an adult.

*Graphic 132. If you helped, what did you do?*



On the contrary, in the case where students did not try to stop the bullying incident, 33.69% claimed that they feared the consequences, 30% stated that they did not believe it was their responsibility, while 28.56% did not know how to help.

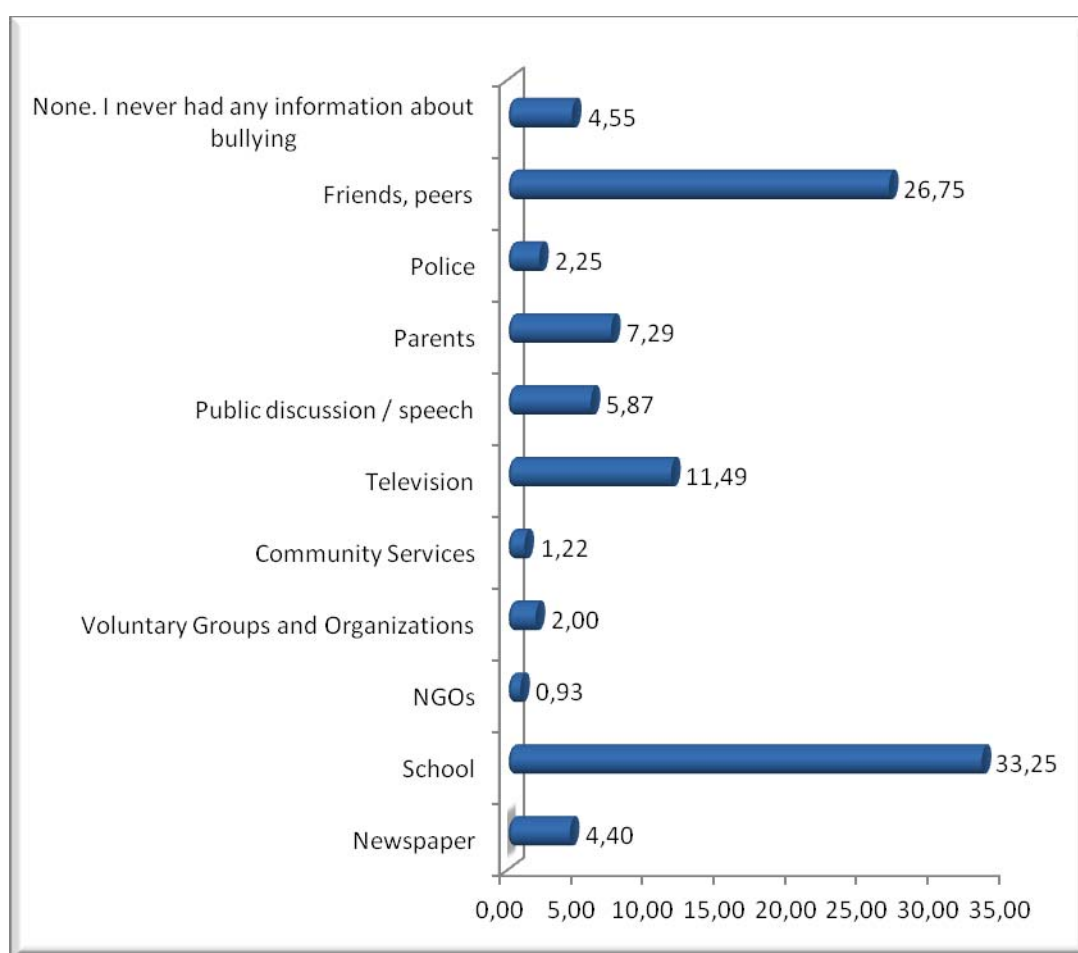
Graphic 133. If you did not help, why not?



### 2.5.6 Information about school bullying

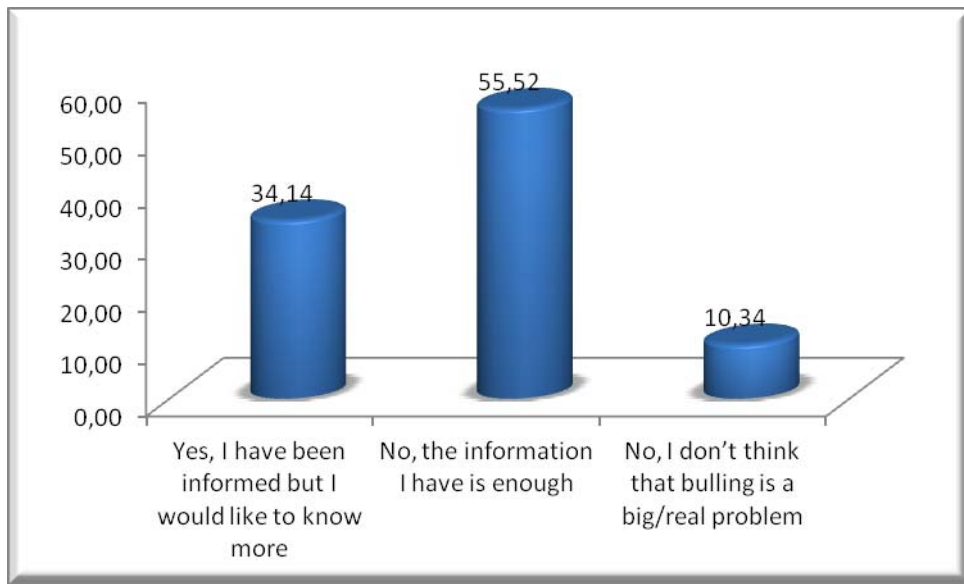
According to 33.25% of the respondents, the most important source of information for students is the school. The second most important source are their friends regardless of the consequences in terms of the quality of information that they would receive. Government services, volunteer groups and NGOs also received a small percentage (a total of 4.15%) since they offer minimal information to students on the issue.

*Graphic 134. Source of information about the school bullying phenomenon*



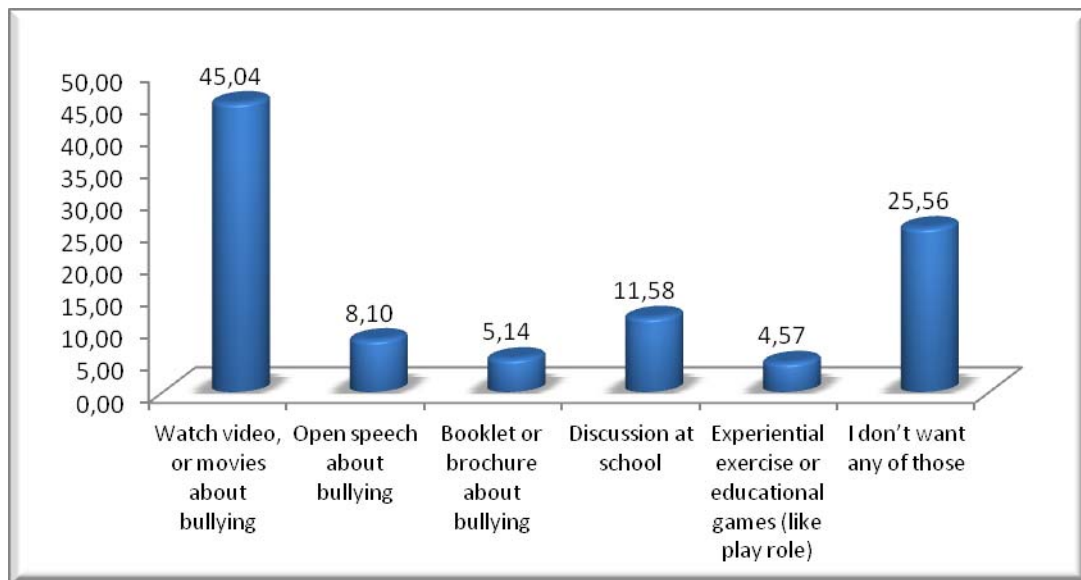
Only 34.14% of the students would like more information, 55.52% considers that there is sufficient information, while 10.34% does not desire further information as it does not consider school bullying to be a significant issue.

*Graphic 135. Need for further information about school bullying*



With respect to the ways they would like to receive the information about bullying, the students prefer videos or films about bullying (45.04%) and school discussion with a significant difference of 11,58%.

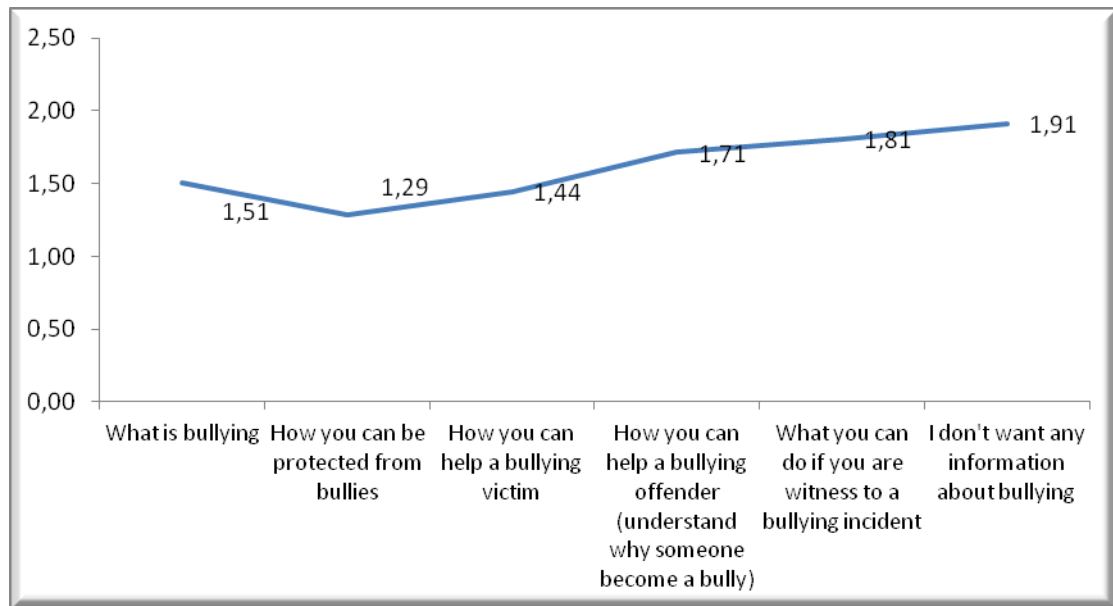
*Graphic 136. Form of information*



In the following two questions the students were asked to respond by order of preference on the type of information they would like and the most suitable source. According to their responses, top preference was given to “how can I be protected from bullies” (average 1.29) and “how to help a bullying victim” (average 1.44).

*Graphic 137. Type of information*

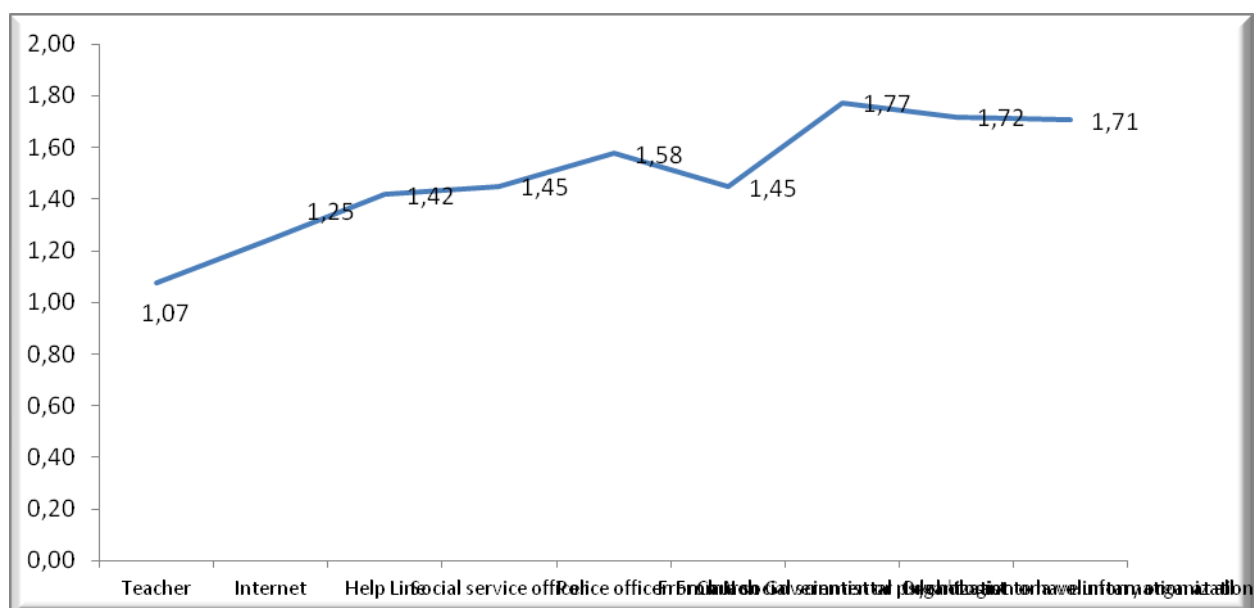




According to the students, the most suitable source of information would need to be the school's teachers (average 1.07). The internet came second (average 1.25) followed by the telephone help line (average 1.42) and church (average 1.45). Last in the order of preferences were the government – volunteer organizations (1.72) as well as social scientists and psychologists (average 1.45) .

Naturally, they are not yet in a position to know that the assistance via the telephone help line and a large part of the scientifically documented information on the internet is mainly provided by NGOs, volunteer organizations and the scientific contribution of psychologists and social scientists.

Graphic 138. Which do you consider to be the best source of information



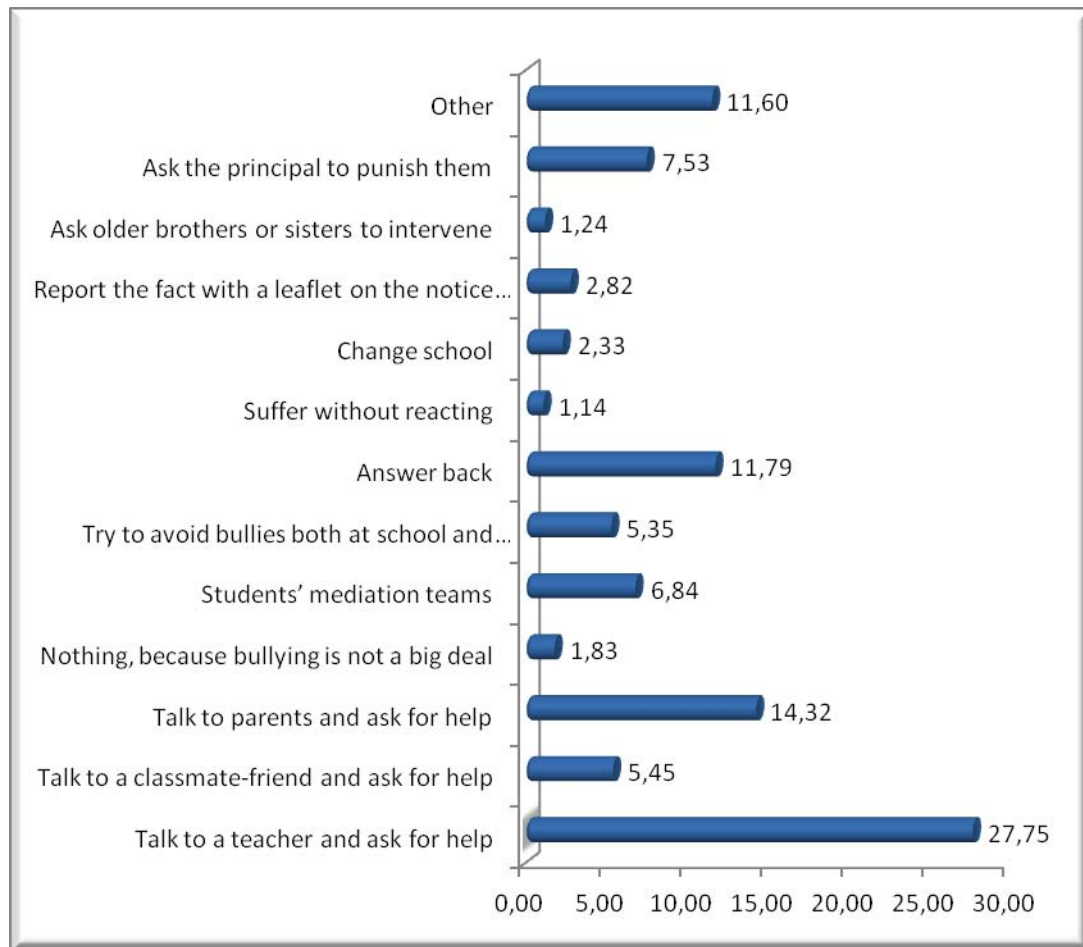
The position adopted by the teachers is considered to be satisfactory since 44.2% of the respondents stated that teachers intervene to protect the victim. To a significant degree, the teachers' intervention aims at reconciling the relationship between the bully and the victim (28.6%).

Table 50. Teachers' reaction to school bullying

They pretend that nothing is happening	14.5%
They don't do anything due to inadequate information regarding the bullying phenomenon	5.9%
They don't do anything due to inadequate information regarding the specific bullying incident	6.0%
They intervene to protect the victim	44.2%
They listen to both the victim and the bully and act as a mediator	28.6%
They work with both the victim and the bully's family	20.5%
Their behavior resemble that of that victim	2.8%
Their behavior resemble that of the bully	4.6%

In the case of Lithuania too, the most appropriate way to combat this phenomenon is to inform the teachers (27.75%). Informing the parents takes second place with a rate of 14.32%. It is worth underlining that students consider that their teachers should have a significant role concerning information and intervention about the phenomenon.

*Graphic 139. The best method of combating the phenomenon*



## 2.6 Results for Estonia

### 2.6.1 Study of school bullying phenomenon

The students' perception level of the phenomenon is depicted in the following table. When studying the data of this table, we note that the majority of participating students are able to perceive both the content and the various forms of school bullying. The majority of Estonian students (70%) understand school bullying to be "being nasty to someone by teasing them, making fun, exercising physical or verbal violence only one time" followed by "making fun of someone about the way they look" (67.2%).

According to the responses of Estonian students, we note that a significant number does not fully perceive the prerequisite of repetition and over time for an act to be described as bullying. According to the responses given to the last two questions concerning bullying that occurs via technological means of communication (internet, cell phones, telephones, etc), there is some confusion (although smaller compared to other countries) between annoying behaviors among classmates and threatening behaviors included in the definition of school bullying.

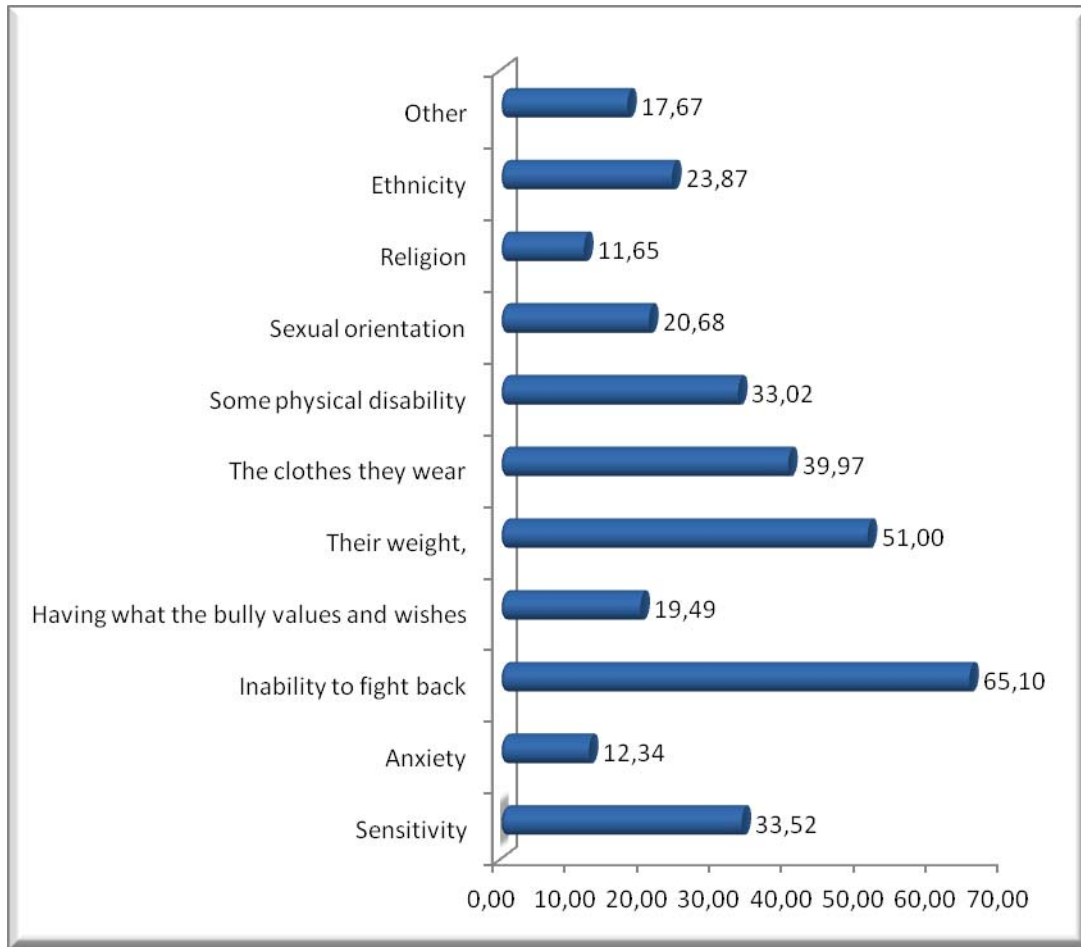
*Table 51. Forms of school bullying*

	Percentage
Making fun with a way that somebody looks	67.2%
Accidentally bumping into someone	5.1%
Calling people names or nasty things because of the color of their skin or their ethnicity	69.5%
Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time	34.5%
Being bad with someone else (say nasty things, making fun, verbal or physical violence) more than one time	70.0%
Making the other play or do things you want without use violence	29.4%
Force others do things you want with the use of violence (verbal, physical or psychological)	68.4%
Joking with people by "putting them down".	42.7%

Teasing someone about the clothes he/she wears	59.1%
Expressions of unpleasant thoughts or feelings regarding others	33.0%
Arguments	8.5%
A single act of telling a joke about someone	9.5%
Not liking someone	14.7%
Being excluded	23.6%
Lying about someone (blaming them for a problem)	53.4%
Making a fool of someone by playing a nasty joke	52.9%
Using phone/email/chat/social networking/SMS to make fun of people	45.5%
Using phone/email/chat/social networking/SMS to threaten or intimidated someone	65.1%

According to the opinion of Estonian students (65.1%), the victim's inability to fight back is the most significant victimization factor. The second most significant factor is body weight (51.0%). The taste in clothes is third in line according to 39.7% of the respondents. A significant number considers the victim's physical weakness and sensitivity to be victimization factors (33.02% and 33.52%).

Graphic 140. Victimization factors



With respect to the feeling of safety, 40.6% of students feel “very safe” in the classroom, 2.8% feel “very unsafe” and 11.8% of the students questioned feel “kind of unsafe”.

Slightly higher insecurity arose in the question concerning safety in the neighborhood/park, with the Very Safe reaction being reduced to 38.0%.

However, the shift in the index appeared in the “Kind of safe” value given that the “very unsafe” and “Kind of unsafe” choices did not increase significantly.

Finally, when asked about the safety degree on the way to and from school, walking or taking public transport, the responses for “very unsafe” and “kind of safe” amounted to 13%, whereas 42.2% responded to “Very unsafe” and 44.8% to “Kind of safe”.

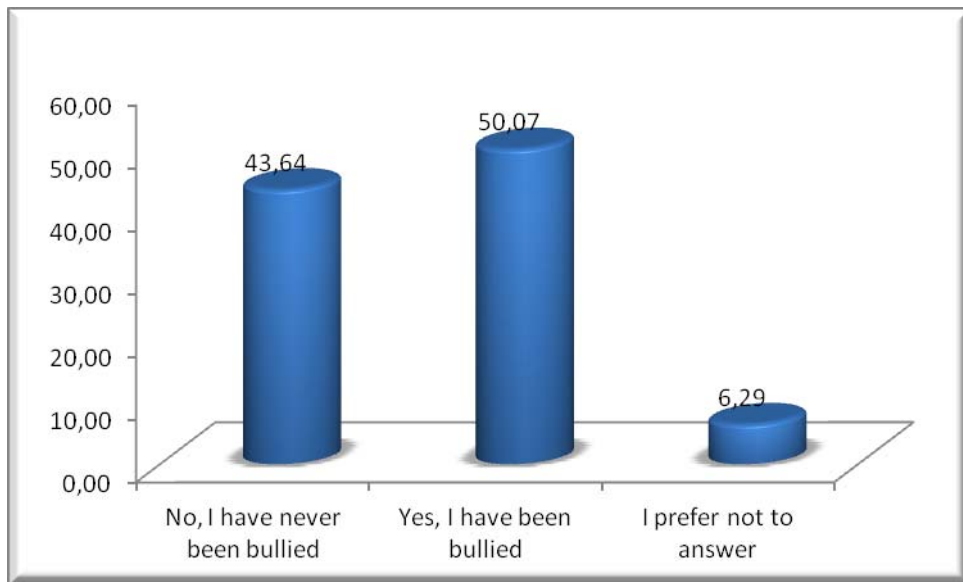
Table 52. Safety index

HOW SAFE DO YOU FEEL IN YOUR CLASSROOM?			HOW SAFE DO YOU FEEL IN YOUR NEIGHBORHOOD / AT THE PARK			HOW SAFE DO YOU FEEL GOING TO AND FROM SCHOOL, WALKING OR TAKING PUBLIC TRANSPORT		
<b>Very unsafe and scared</b>	2.8%		<b>Very unsafe and scared</b>	2.1%		<b>Very unsafe and scared</b>	2.2%	
<b>Kind of unsafe</b>	11.8%		<b>Kind of unsafe</b>	10.5%		<b>Kind of unsafe</b>	10.8%	
<b>Kind of safe</b>	44.7%		<b>Kind of safe</b>	49.4%		<b>Kind of safe</b>	44.8%	
<b>Very safe</b>	40.6%		<b>Very safe</b>	38.0%		<b>Very safe</b>	42.2%	
<b>Total</b>	100.00%		<b>Total</b>	100.00%		<b>Total</b>	100.00%	

### 2.6.2 Have you ever been a school bullying victim?

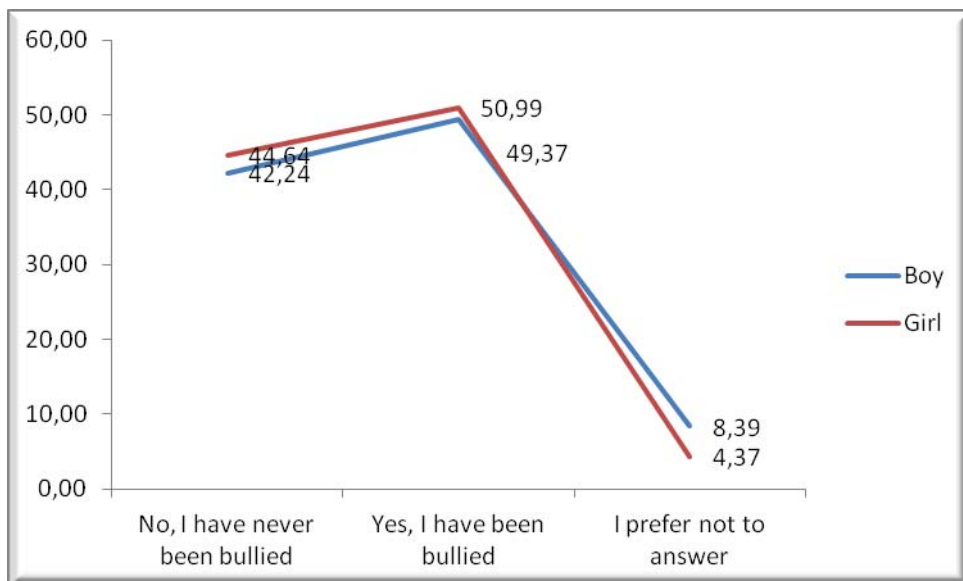
A large number of the respondents (50.07%) stated that they had been a school bully at one point in time. A small number (6.29%) did not respond to the specific question.

Graphic 141. Have you ever been a school bullying victim



Girls presented a higher victimization rate given that 50.99% stated that they had been a school bullying victim. The corresponding percentage for boys amounts to 49.37%.

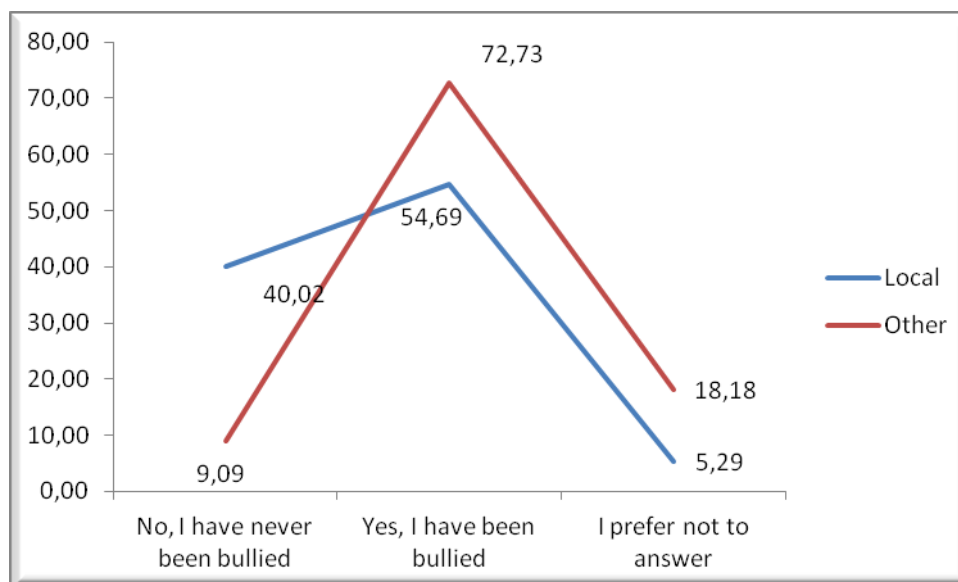
Graphic 142. Victimization per gender





After statistically analyzing the data, there was a statistically significant relationship between victimization and Ethnicity ( $\chi^2=27,223$ ,  $p<0.05$ ). Students of other ethnicities tend to be victimized to a greater degree.

Graphic 143. Victimization rate – Ethnicity



The following table comprises the victim rates in correlation with the individual family problems. Statistical dependency arose in most cases with the exception of the problems with parents, the law and at work. In all other cases the problem is linked to high rates of victimization.

Table 53. Victimization rate – family problems

	Problem	
	Yes	No
<b>Financial problems</b>	56.2%	46.9%
<b>Problem with their relationship</b>	63.2%	47.7%
<b>Problem of their relationship with you</b>	52.1%	49.8%
<b>Problems dealing with anger or other behaviour problems</b>	61.3%	49.1%
<b>Problems with the law</b>	47.4%	50.1%
<b>Health problems</b>	59.4%	48.2%
<b>Problems with alcohol and other substances</b>	60.9%	49.2%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	54.8%	49.5%

A statistically significant relationship arises between the victimization rate and the relationship with parents ( $\chi^2 = 43.503, p < 0.05$ ). Given that the victimization rates are increased and the relationship with parents appears all the more dysfunctional, linear regression is presented. The highest rate is observed at students that stated that their relationship with their parents was “very bad” (66.7%). Correspondingly, 43.2% stated that they had a “very good” relationship with their parents.

*Table 54. Victimization rate – relationship with parents*

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	51.6%	42.1%	33.9%	32.6%	
Yes, I have been bullied	43.2%	51.1%	59.9%	58.1%	66.7%
I prefer not to answer	5.2%	6.8%	6.2%	9.3%	33.3%

Similar results are ascertained from studying the effects of the relationship between parents ( $\chi^2 = 27.872, p < 0.05$ ). The selection “Bad relationship” has the highest victimization rates. Specifically, 62.4% of the children that had reported a “very bad” relationship between parents, had fallen victims to school bullying. These findings are associated with the insecurity that the students experience. The bullies interpret this as weakness, which favors victimization.

*Table 55. Victimization rate – relationship between parents*

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	52.0%	43.8%	36.9%	30.7%	33.3%
Yes, I have been bullied	42.2%	49.8%	56.4%	62.4%	58.3%
I prefer not to answer	5.8%	6.4%	6.7%	6.9%	8.3%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner in which families resolve their disputes.

As it arises from the table below, the victimization rates are the highest in cases where disputes were resolved in a violent manner. This fact is also statistically

confirmed ( $\chi^2 = 22,56, p < 0.05$ ) and is interpreted as the most powerful child imposing his/her desires on the weaker child with the use of violence, thus influencing the manner in which he/she perceives imposing his/her authority on the victim.

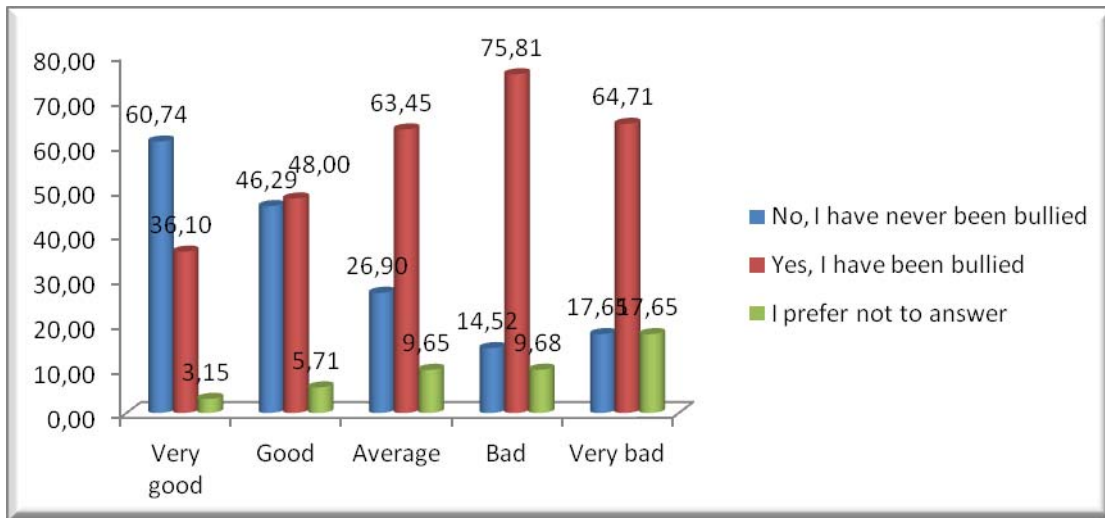
Table 56. Victimization rate - dispute resolution

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never been bullied	46.5%	23.8%	38.2%	44.0%	35.5%
Yes, I have been bullied	47.1%	69.0%	58.2%	56.0%	55.4%
I prefer not to answer	6.4%	7.1%	3.5%		9.1%

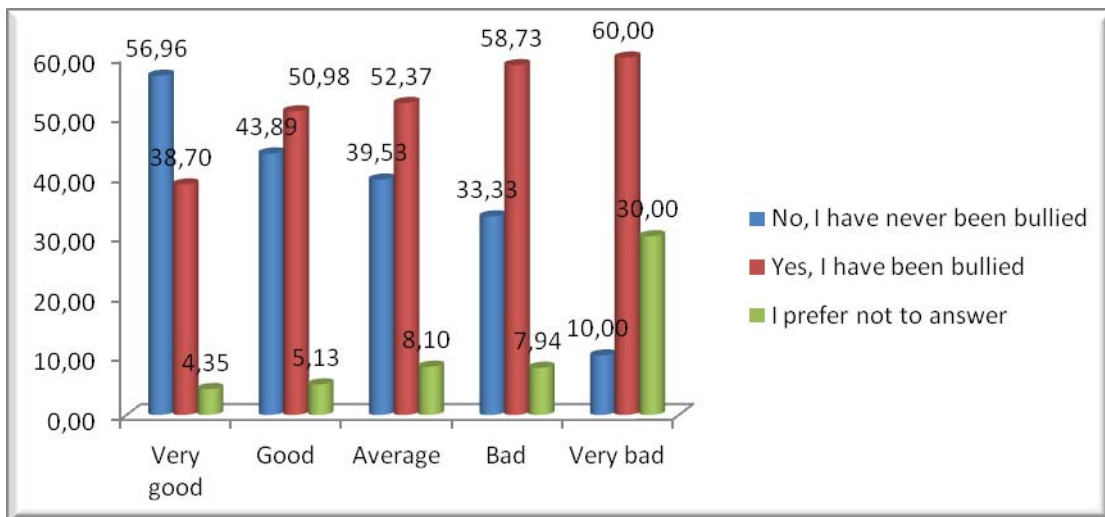
A statistically significant relationship arises when examining the victims' school performance and the relationship with their classmates. It is clear from graphic 143 that students with a bad or very bad relationships with their classmates tend to be victimized more ( $\chi^2 = 113,096, p < 0.05$ ).

Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 37,734, p < 0.05$ ). Specifically, 60% of students with "very bad school performance" have fallen victim to school bullying compared to students with "very good performance" (38.7%).

Graphic 144. Victimization rate - relationship with classmates



Graphic 145. Victimization rate - school performance

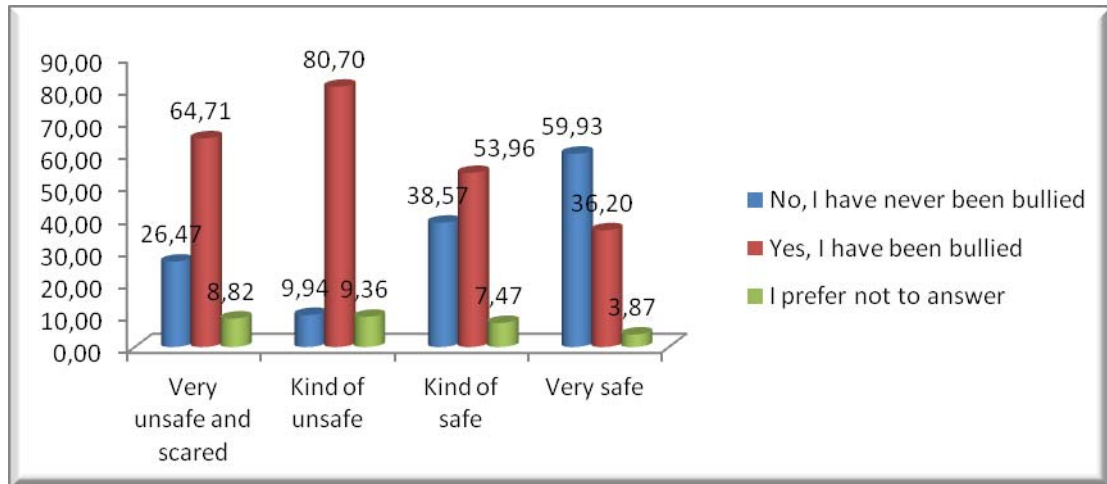


As expected, the safety degree among school bullying students/victims is highest both in the classroom as well as outside school grounds.

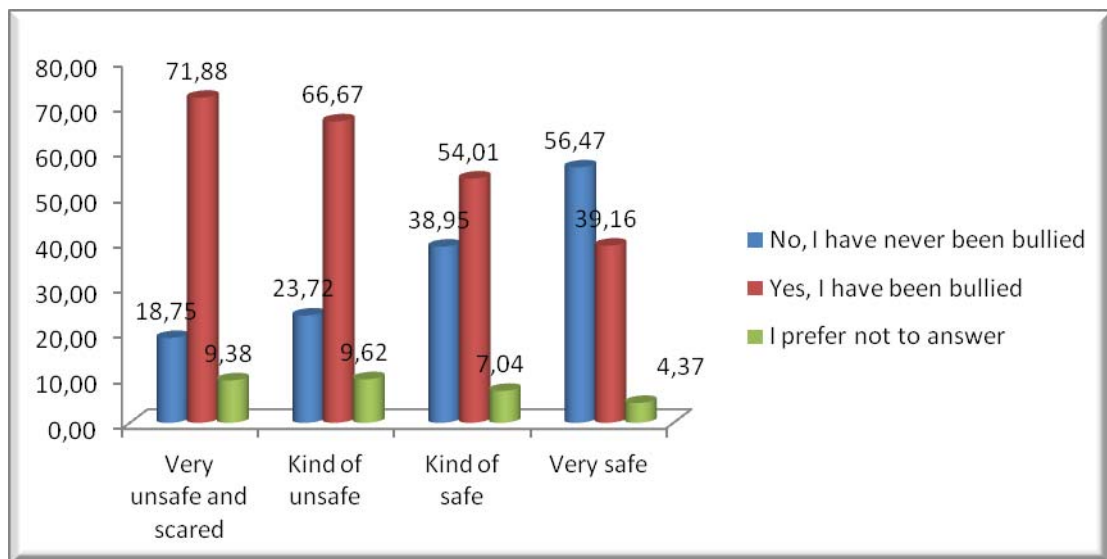
Specifically, with concerns to the feeling of safety in the classroom, school bullying students/victims present a higher degree of insecurity. These findings are similar in areas outside the school grounds such as the park; it is here that students/victims feel “most unsafe”. Finally, on their way to and from school, we observe similar results with students/victims feeling “most unsafe”. The statistically significant

relationships was ascertained in all three situations ( $\chi^2 = 155,003, p < 0.05 / \chi^2 = 77,085, p < 0.05 / \chi^2 = 53,373, p < 0.05$ ).

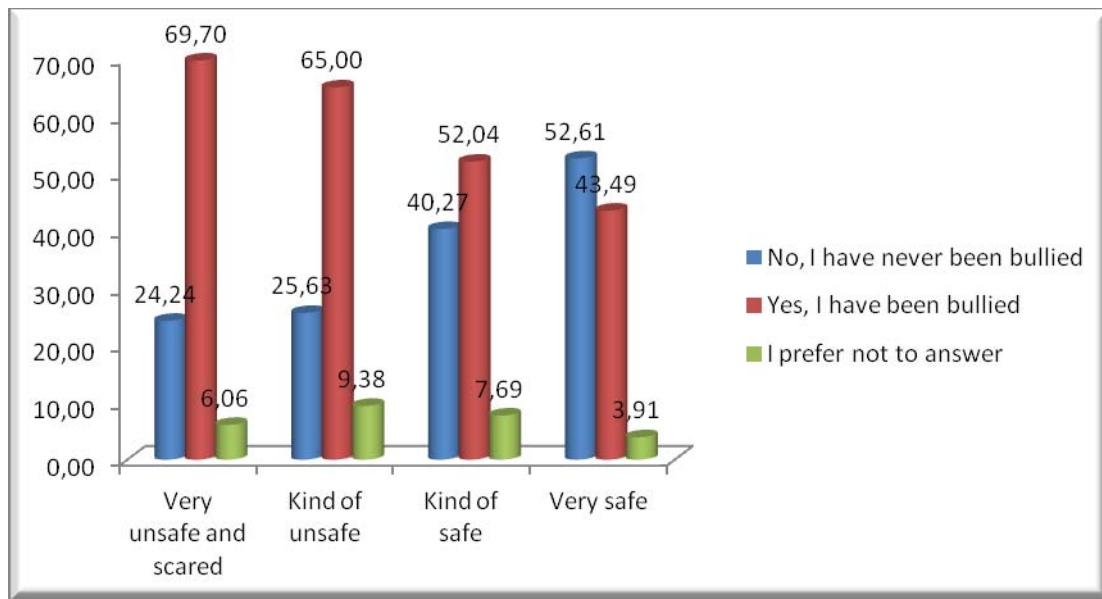
Graphic 146. Victimization rate – feeling unsafe in the classroom



Graphic 147. Victimization rate – feeling unsafe at the park



Graphic 148. Victimization rate – feeling unsafe in public transportation means



The school bullying phenomenon is mostly seen in the school environment, either in the classroom (59.9%) or on the corridors (46.5%). Marking a distinct difference, these are followed by the areas outside school (31.8%) and their way to and from school (19.5%) and the internet (16.1%).

Table 57. Where did the bullying occur?

	Percentage
<b>At home</b>	8.8%
<b>Outside school</b>	31.8%
<b>On the web</b>	16.1%
<b>In the classroom</b>	59.9%
<b>On the corridors</b>	46.5%
<b>In the dinner hall</b>	15.3%
<b>In the playground/park/ neighborhood</b>	15.7%
<b>On the way to or from school</b>	19.5%
<b>Other</b>	13.6%

The next table includes the forms of bullying that students/victims have experienced. According to 68.9% of students that had admitted to being victims, name calling is the most common form of school bullying. The second most common form is teasing

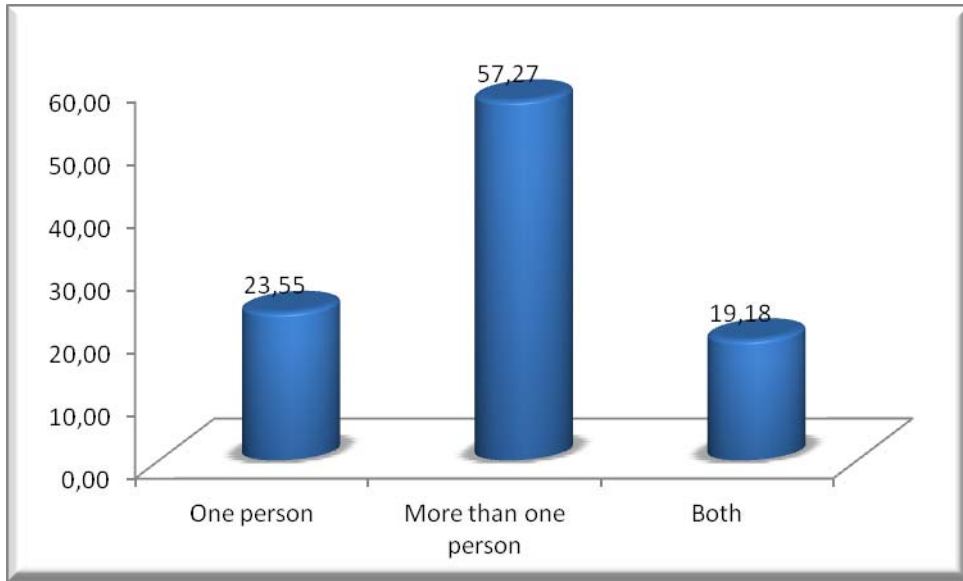
due to appearance (47.3%) followed by exclusion from group activities (44.9%). The use of cell phones and the internet to upload humiliating photos had a lower rate of 10.9% and 16.9%, respectively.

*Table 58. Forms of school bullying*

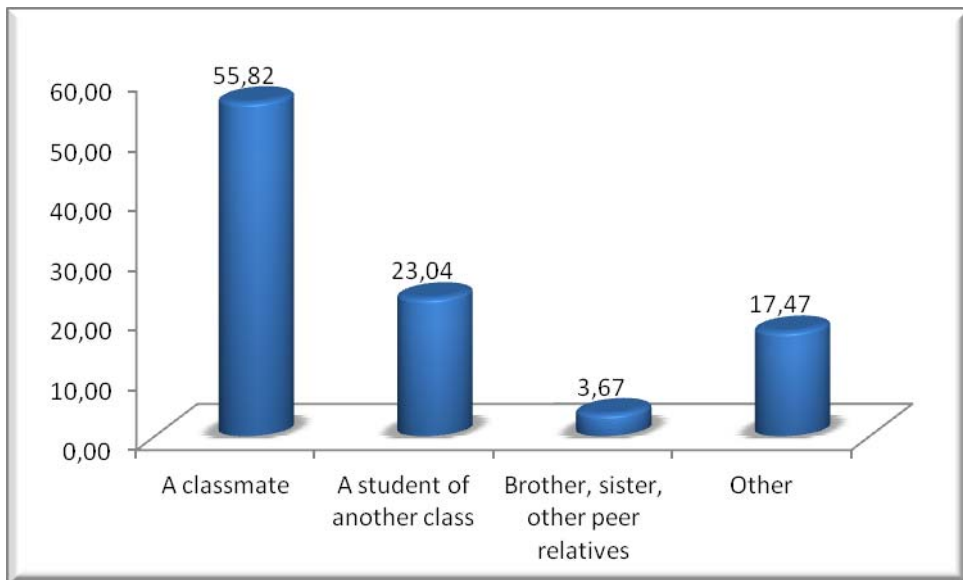
	Percentage
<b>Name calling</b>	<b>68.9%</b>
<b>Left out or excluded by other students</b>	<b>44.9%</b>
<b>Punched or pushed</b>	<b>38.2%</b>
<b>Forced to do something using physical violence</b>	<b>25.0%</b>
<b>Nasty stories told about me</b>	<b>36.6%</b>
<b>Sexual teased, rumors or soft abuse</b>	<b>25.4%</b>
<b>Asked to give up money or belongings</b>	<b>17.3%</b>
<b>Being sent nasty text messages or e-mails</b>	<b>22.3%</b>
<b>Forced to do something I didn't want to</b>	<b>25.7%</b>
<b>Teased about the way I look</b>	<b>47.3%</b>
<b>Upload or threaten to upload humiliating videos or photos of you on the internet</b>	<b>16.9%</b>
<b>Been sent humiliating videos or photos of you by cell phones</b>	<b>10.9%</b>
<b>Other</b>	<b>26.4%</b>

According to the victims, bullies are usually boys. By studying the following graphics one can see that the bullying is usually done by one person (52.27%), a student in the same class (55.81%). These findings confirm previous findings that the classroom is the most common place for school bullying to occur.

*Graphic 149. How many bullies were there?*

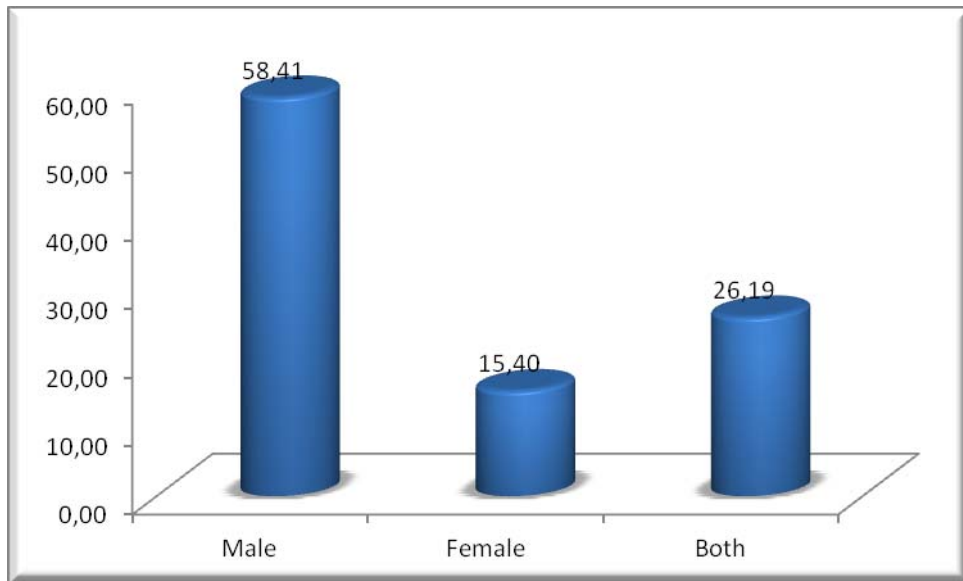


*Graphic 150. Who was the person that bullied you?*

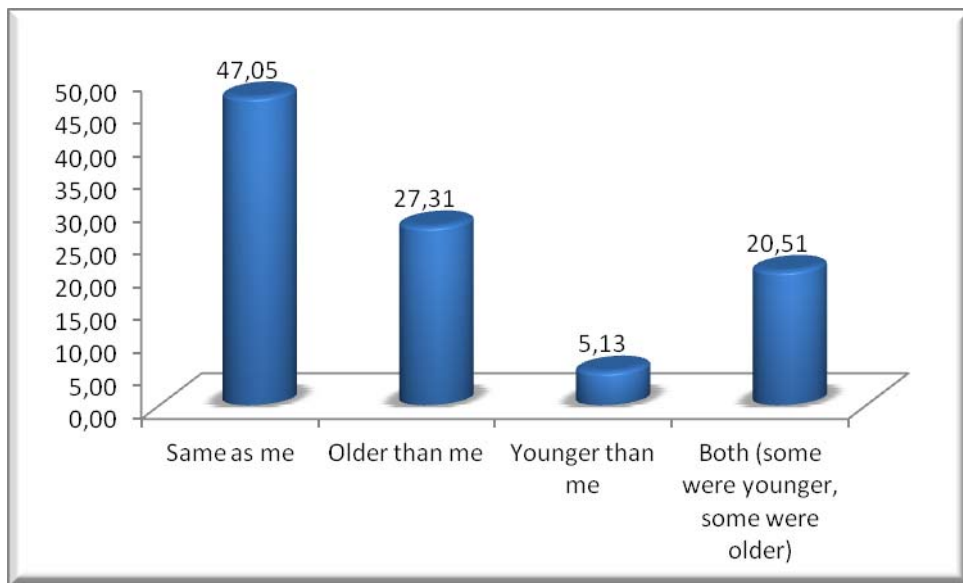




Graphic 151. What was the gender of your bully?



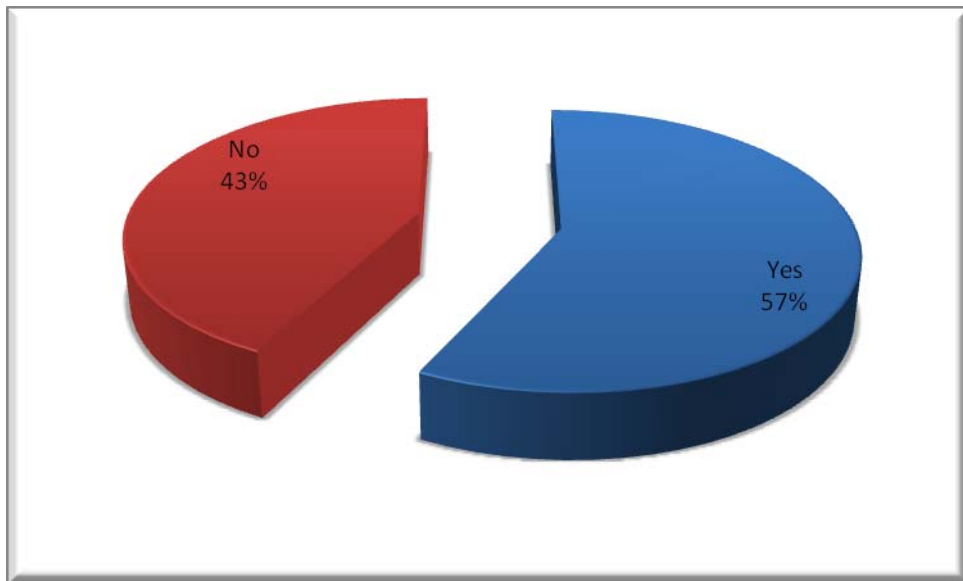
Graphic 152. The bully's age



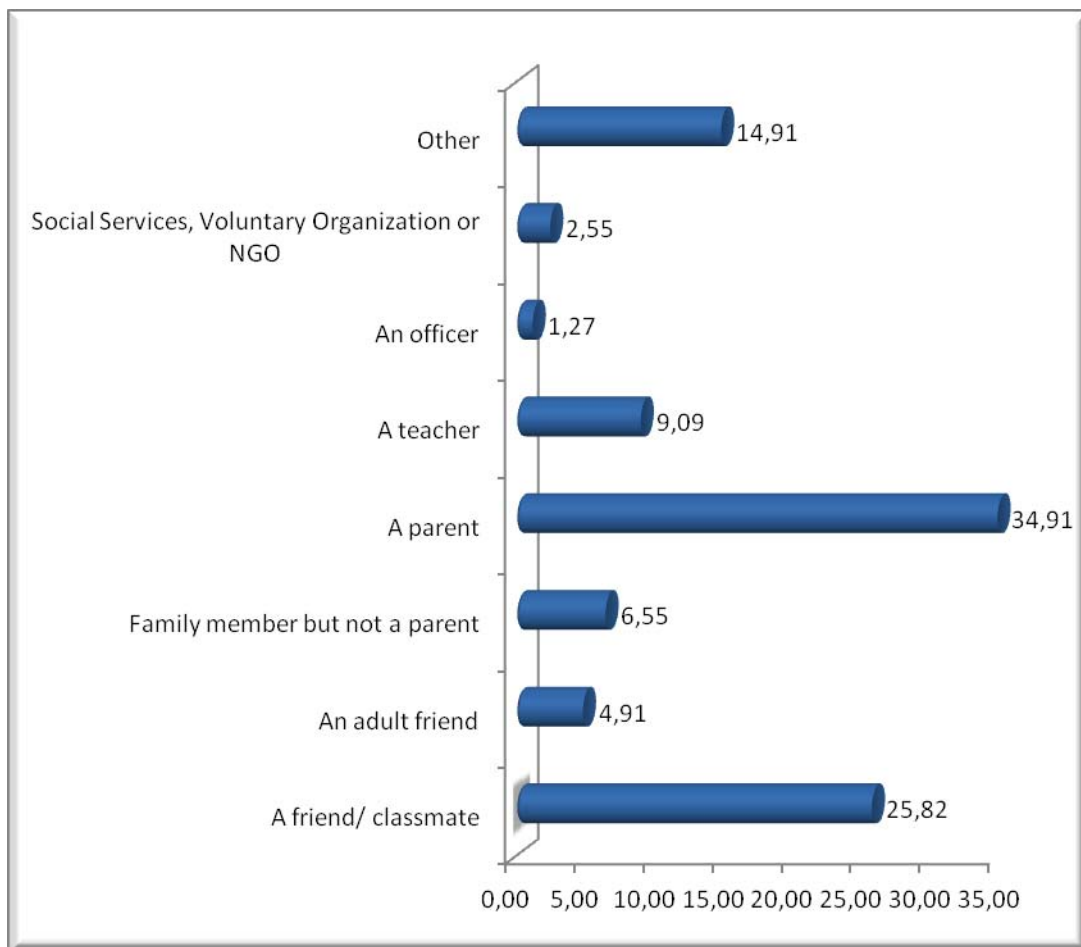
Fifty-seven percent (57%) of the victims spoke about their school bullying experience to a third party. The majority prefers to share their experience with their parents (34.91%), or with a friend/classmate (25.82%). In the first circumstance (speaking to the parents), it is interesting that the child seeks protection from the family, given the reaction to a previous question about problems in the family. On the contrary, Social Services, Non-Government Organizations (NGOs) and Voluntary Organizations

do not constitute solutions for school bullying children/victims. Police, teachers, other family members, as well as adult friends also accumulated low percentages.

*Graphic 153. Did you talk to anyone about the incident?*

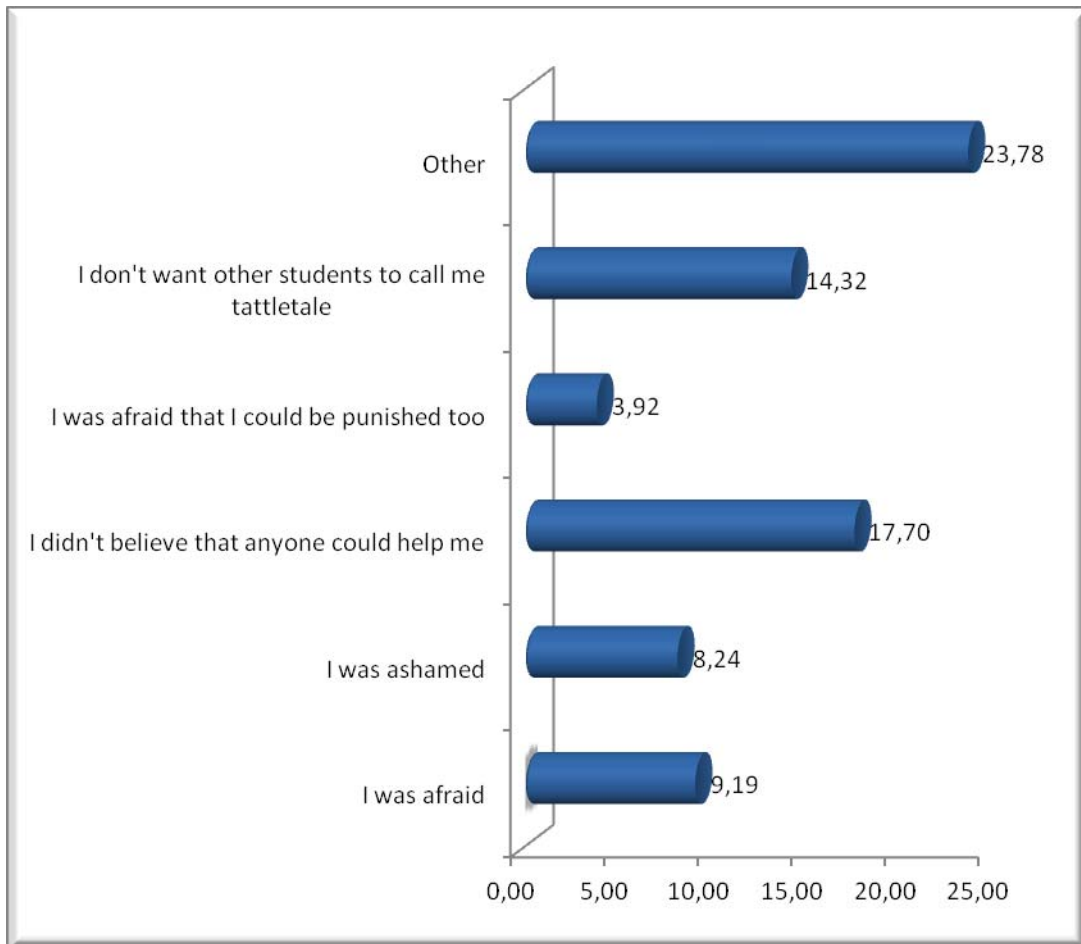


*Graphic 154. If yes, to whom?*



The bullied children/victims that chose not to speak up about their experience preferred not to do so because they believed that no one can help them(17.7%). They second significant reason is to avoid being called a “tattletale”, which would create more problems with classmates.

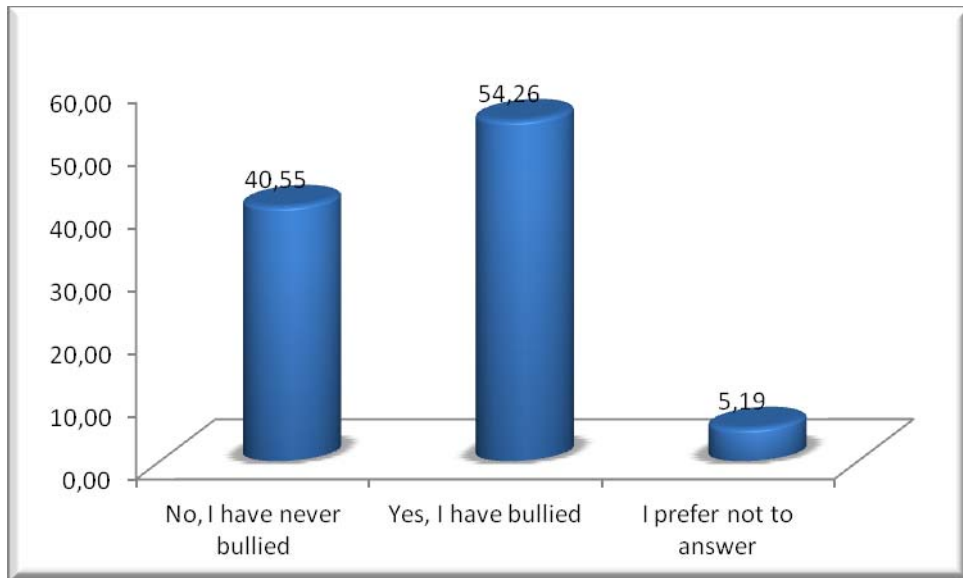
Graphic 155. If not, why not?



### 2.6.3 Have you ever been a school bully?

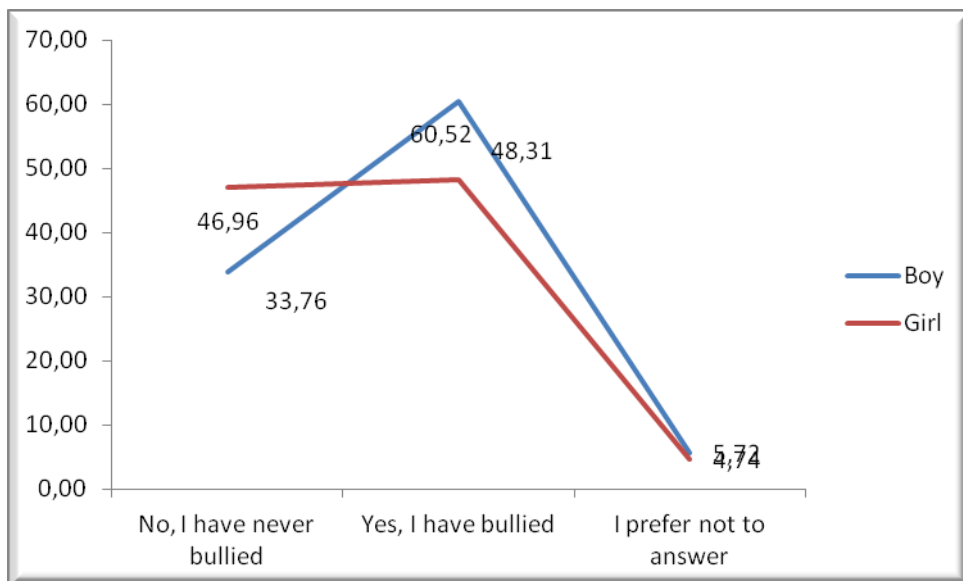
According to students' responses, 54,26% has been a school bully either occasionally or repetitively.

Graphic 156. Have you ever bullied someone else?



There is an intense deviation between the two genders. In comparison, more boys (60,52%) than girls (48,31%) have admitted to being school bullies at one point in time.

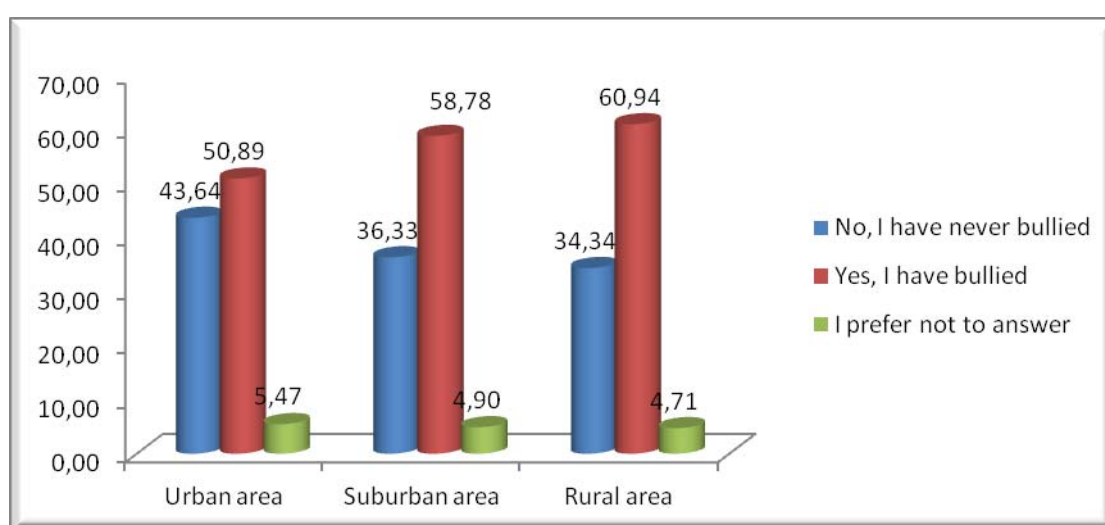
Graphic 157. School bullying and gender



After statistically analyzing the data, there was no statistically significant relationship between the school bullying and ethnicity.

The rates of the bully samples do not differ when comparing Estonian and foreign students. On the contrary, the rural areas marked high rates. Estonia is the third country, together with Lithuania and Bulgaria that diminishes the stereotypical belief that school bullying is linked to large urban areas.

*Graphic 158. Bully – Area of residence*



When analyzing the effects of family problems with respect to bullying, a statistically significant relationship arose only with concerns to problems with parents and problems with the law. There was no statistically significant relationship with any other problem.

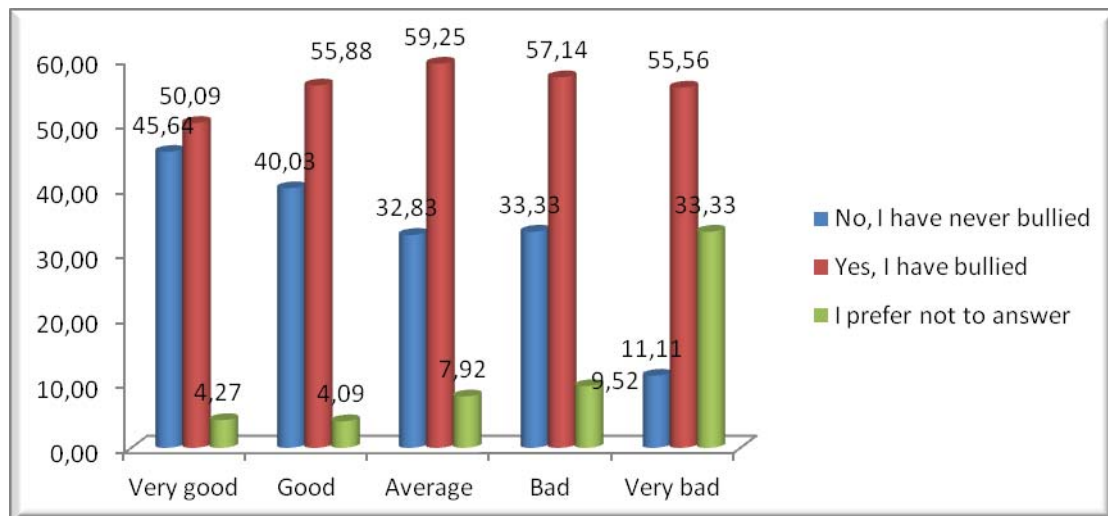
*Table 59. Bully – family problems*

	Yes	No
<b>Financial problems</b>	54.1%	54.4%
<b>Problem with their relationship</b>	58.6%	53.5%
<b>Problem of their relationship with you</b>	60.2%	53.5%
<b>Problems dealing with anger or other behaviour problems</b>	61.2%	53.6%
<b>Problems with the law</b>	68.4%	54.1%
<b>Health problems</b>	56.1%	53.9%

<b>Problems with alcohol and other substances</b>	59.8%	53.8%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	55.2%	54.1%

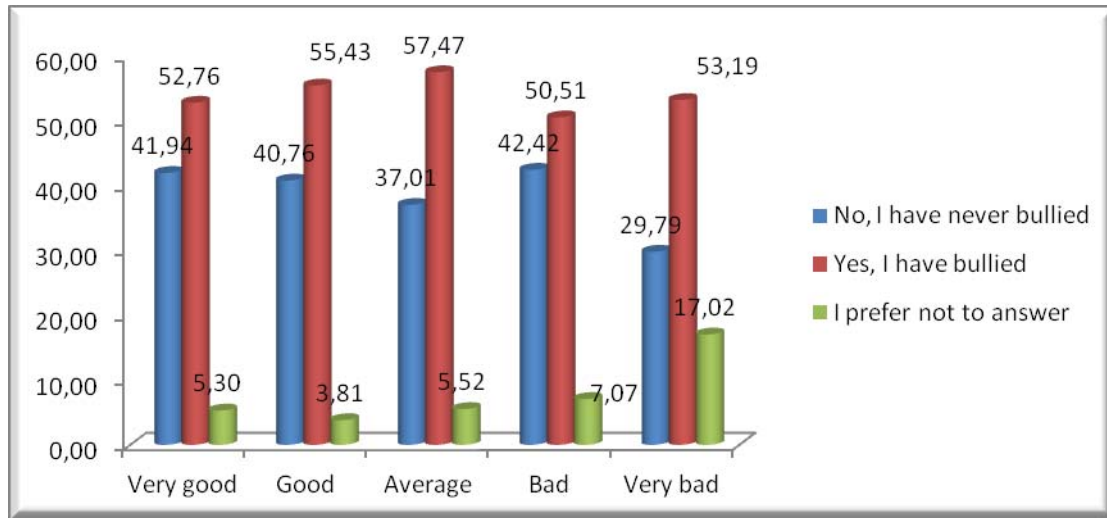
The relationship with parents does not seem to directly affect school bully rates. Contrary to the findings of other countries, the bad relationship with parents does not indicate higher bullying rates.

*Graphic 159. Bully – relationship with parents*



Similar results are ascertained when studying the relationship between parents. A bad relationship between parents does not indicate higher bullying rates.

Graphic 160. Bully – relationship between parents



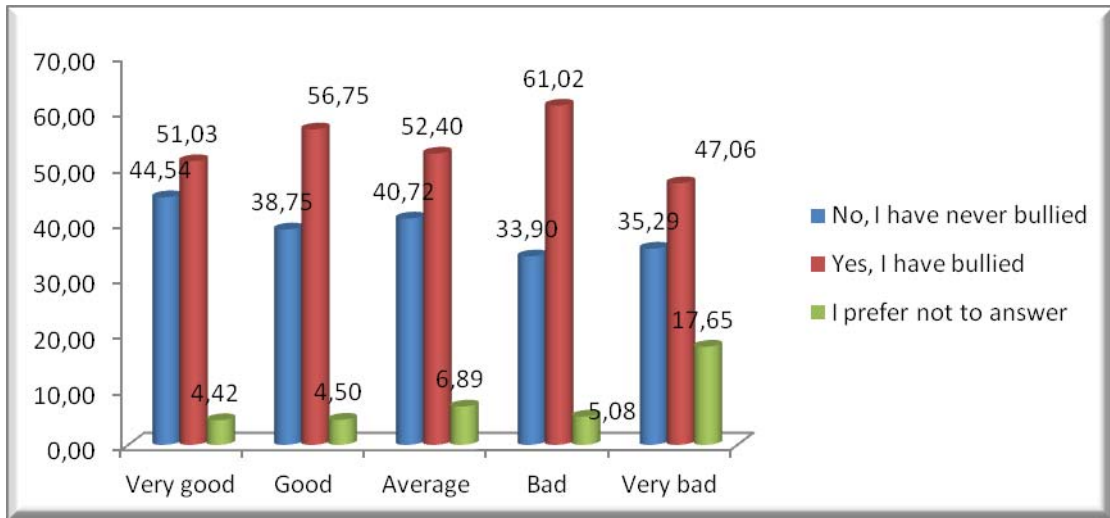
The manner in which families resolve their differences greatly affects the school bully rates. Specifically, 65.1% of students whose families resolve disputes with violence admitted that they were school bullies.

Table 60. Bully – dispute resolution

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
<b>No, I have never bullied</b>	42.2%	23.3%	39.5%	40.0%	32.8%
<b>Yes, I have bullied</b>	52.9%	65.1%	55.7%	60.0%	61.3%
<b>I prefer not to answer</b>	4.9%	11.6%	4.8%		5.9%

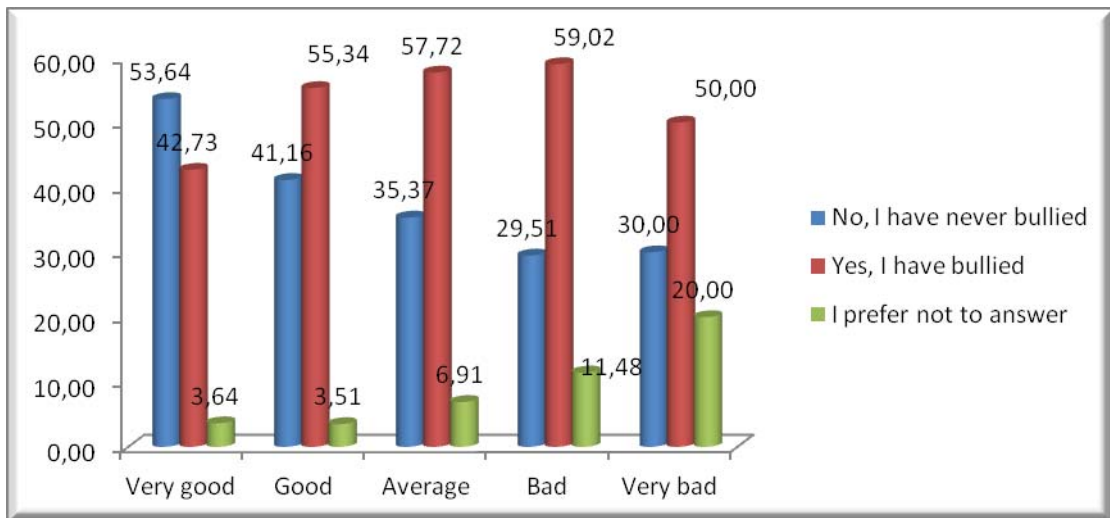
From the analysis of the data, there was no statistically significant relationship between bullying, the relationship with classmates, the teachers and their school performance.

*Graphic 161. Bully - Relationship with classmates*



Similar results are presented in the case of school performance. While the highest bully rates correspond to bad school performance, it is not possible to clearly record the relationship between school performance and bullying.

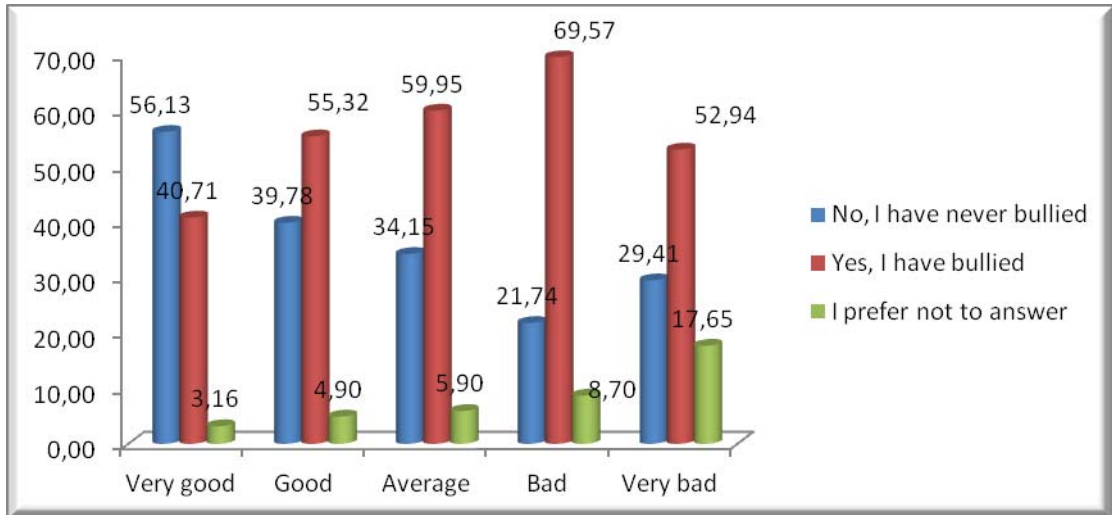
*Graphic 162. Bully – School performance*



Similar results are presented with respect to their relationship with teachers. While the highest bully rates correspond to bad relationship with teachers, it is not possible to clearly record the relationship with teachers and bullying.

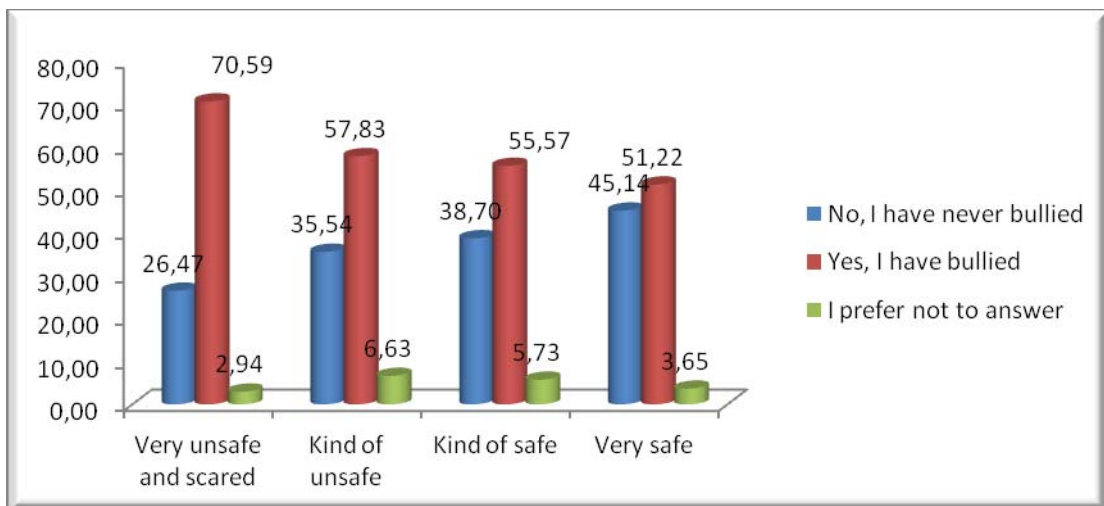
*Graphic 163. Bully – Relationship with teachers*



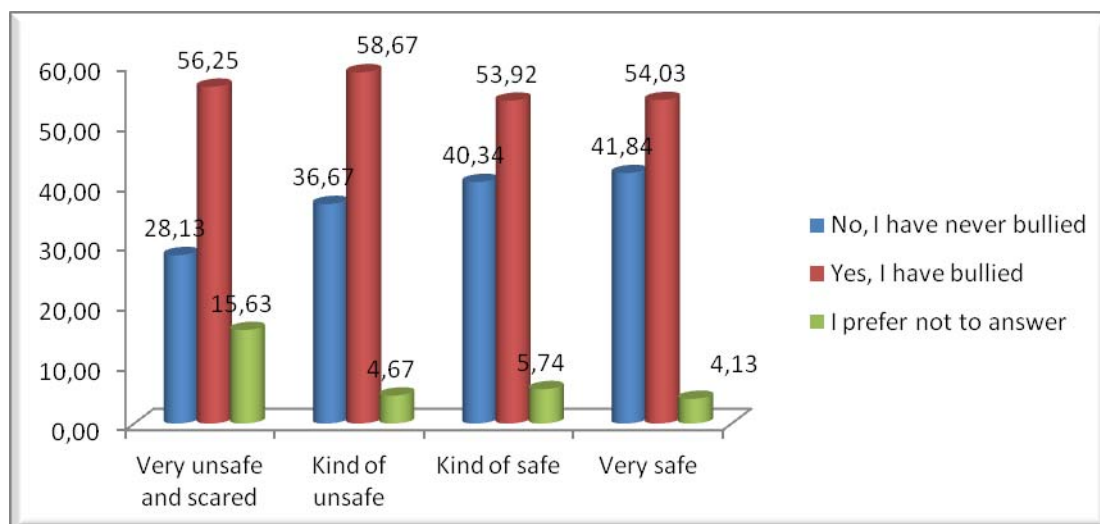


Finally, when examining all three safety indexes, the bully' insecurity in the classroom was significantly higher ( $\chi^2 = 13,447, p < 0.05$ ).

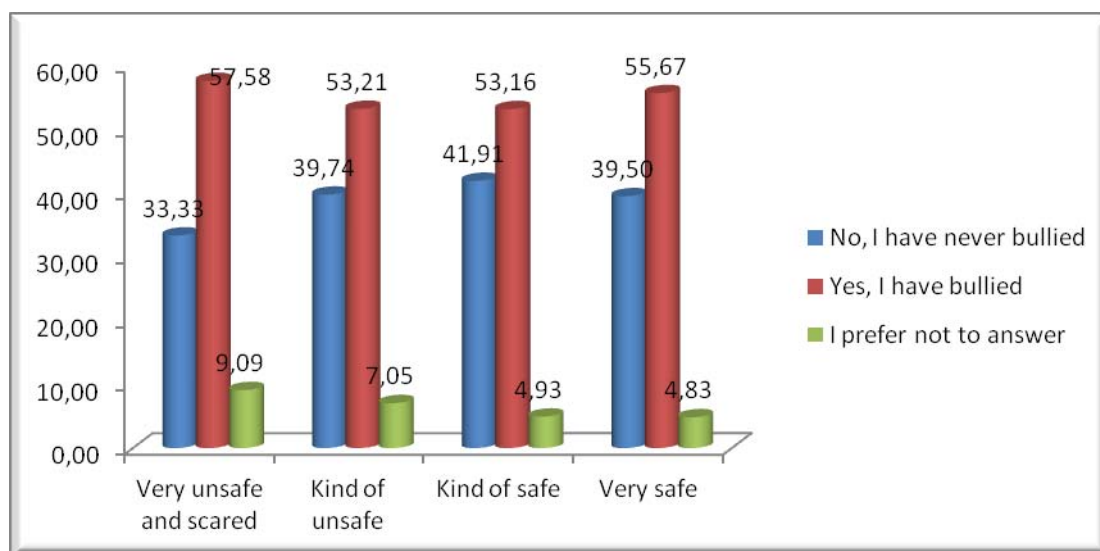
Graphic 164. Bully – feeling unsafe in the classroom



Graphic 165. Bully – feeling unsafe at the park



Graphic 166. Bully – feeling unsafe in public transport



The most common form of school bullying is the use of abusive expressions (77.4%). The second most common is exclusion from activities 50.4%.

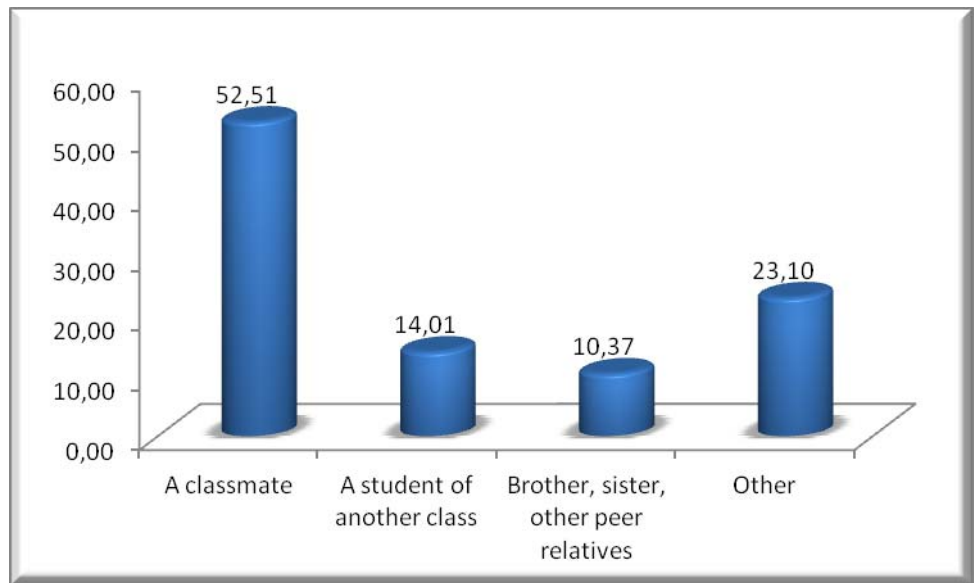
Table 61. Forms of school bullying

Forms of school bullying	Percentage
Using physical violence on others	37.1%
Saying mean things, teasing or calling names to others	77.4%
Spread mean rumours about others	34.7%
Leave other persons out of group activities	50.4%
Use your cell phone, video cam or camera to take nasty or humiliating photo or video of others? (or other forms of cyber	22.7%

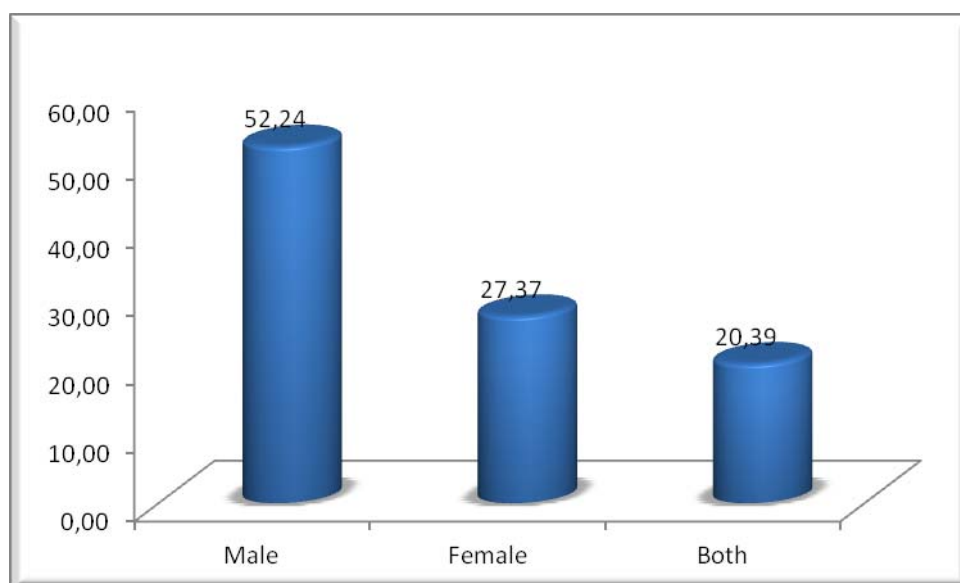
bullying	
I prefer not to say	21.3%
Other	28.7%

According to the opinion of bullies, the primary school bullying victims are their classmates (52.51%), with the majority of the victims being boys (52.24%).

*Graphic 167. The person that bullied you was:*



Graphic 168. Gender of the victim



### 2.6.3.2 Bully and victim

Studying the unified bully/victim chart we note that 59.2% of the bullies were once school bullying victims themselves; this is a rather high rate indicating the alternating bully/victim roles in school bullying incidents.

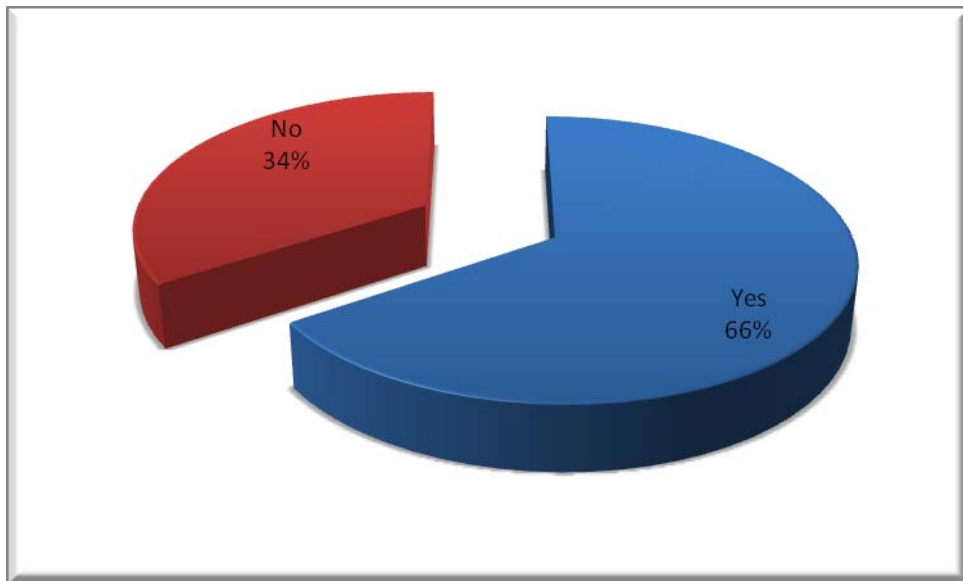
Table 62. Bully and victim

	No, I have never been bullied	Yes, I have been bullied	I prefer not to answer	Total
No, I have never bullied	56.6%	38.3%	5.1%	100.00%
Yes, I have bullied	35.5%	59.2%	5.3%	100.00%
I prefer not to answer	22.7%	53.3%	24.0%	100.00%

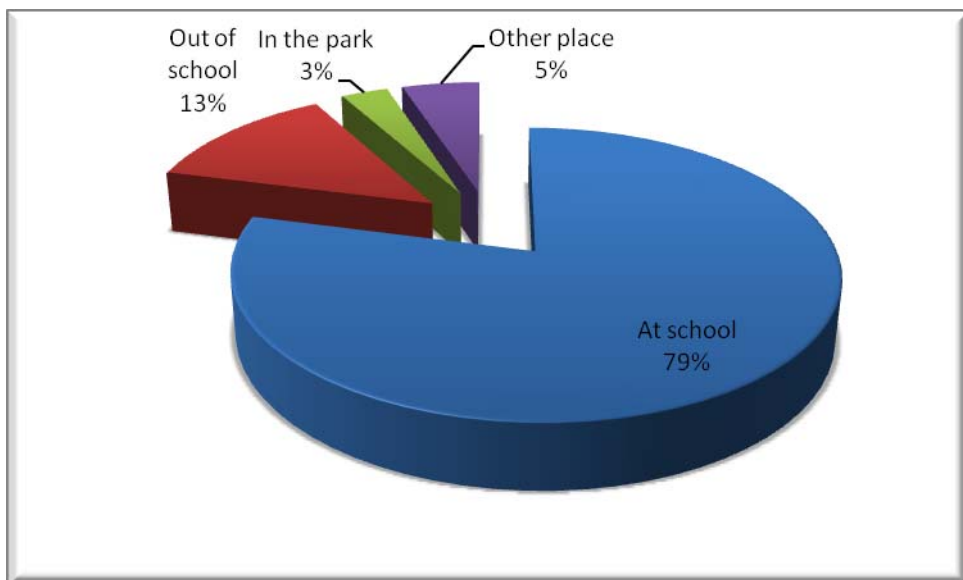
### 2.6.4 Observer of school bullying

Sixty-six percent (66%) of the respondents were school bullying observers at one point in time. The school constitutes the primary place for the incident at a rate of 79%.

Graphic 169. School bullying observer

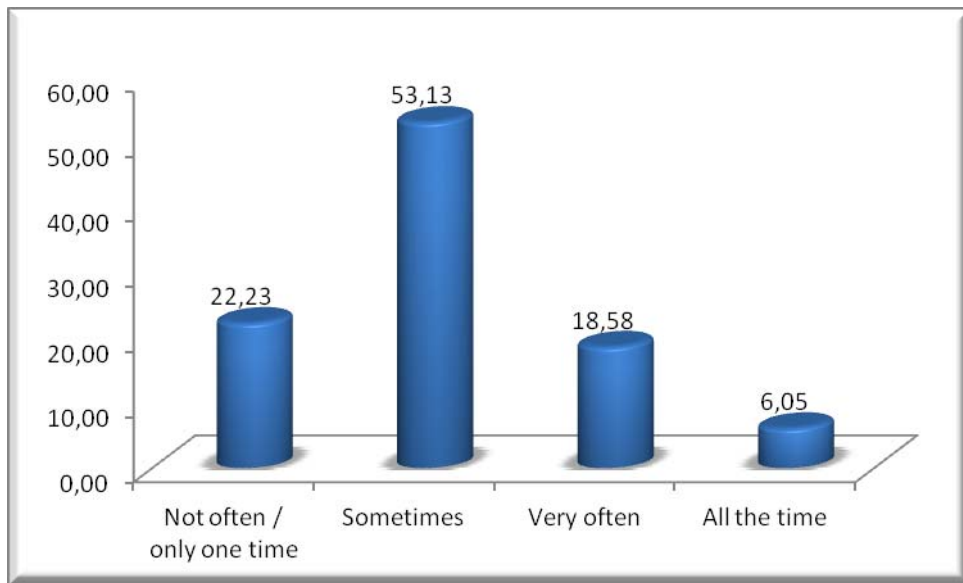


Graphic 170. Place where the bullying occurred



According to 53.13% of the respondents, school bullying incidents occur “occasionally”, while 18.58% stated that they occur “very often”. Only 6.05% stated that such incidents are encountered all the time.

Graphic 171. Frequency of incidents



In table 63, we note that the most common form of school bullying that students notice is the use of abusive expressions and teasing with the “pretty often” and “very often” rates reaching 65.5%. Adversely, the physical violence rate reaches 22.9%. Rumors and exclusion from collective activities come mid way with a corresponding rate of 49.9%.

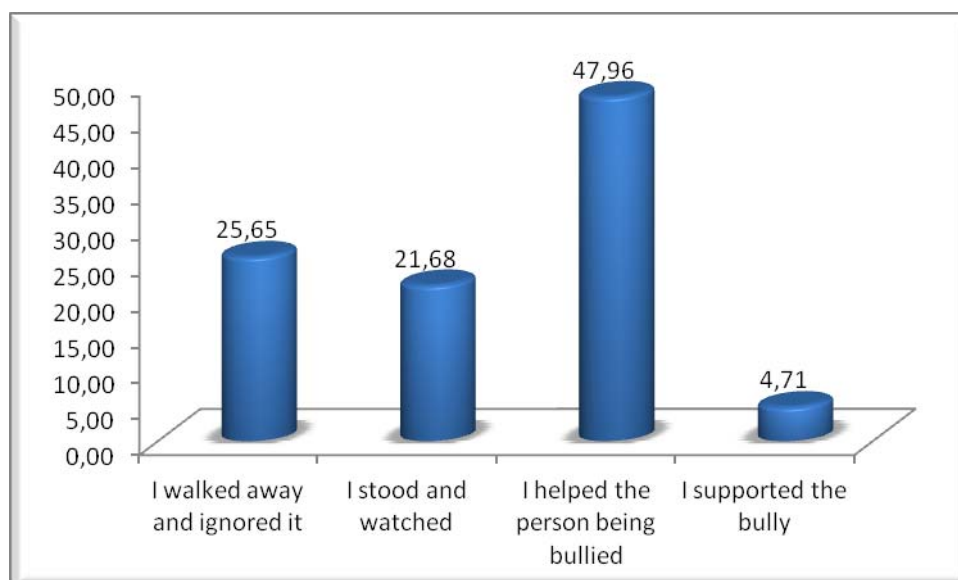
Table 63. Frequency of incidents

HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?		HOW OFTEN DO YOU HEAR ANOTHER PERSON BY SAYING NASTY TEASING OR CALLING?		HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD RUMORS OR LEAVE OTHER STUDENTS OUT OF ACTIVITIES?	
Never	19.5	Never	2.6	Never	9.9
Rarely	57.6	Rarely	31.9	Rarely	43.2
Pretty often	19.0	Pretty often	48.9	Pretty often	33.6
Very often	3.9	Very often	16.6	Very often	13.3

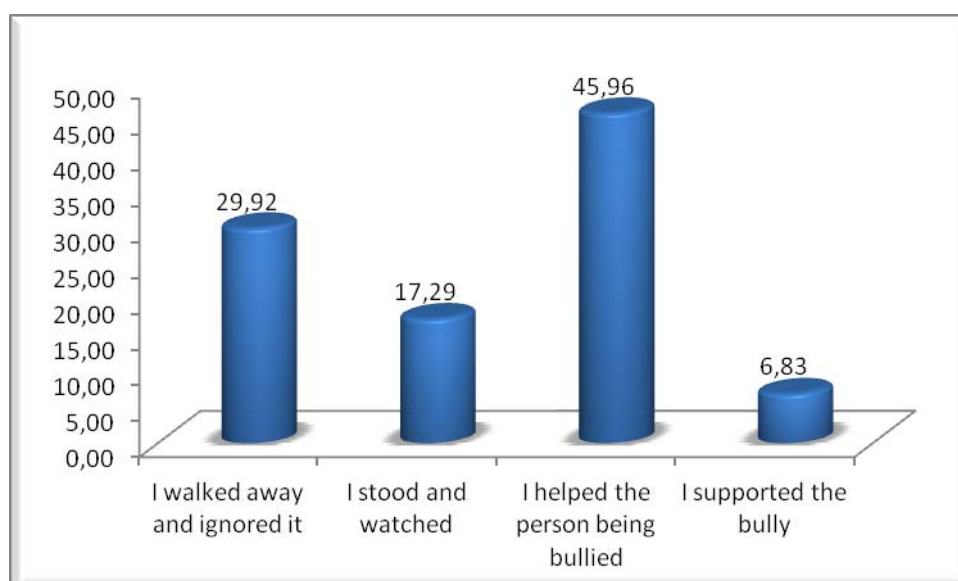
### 2.6.5 Reaction to a school bullying incident

The highest degree of assistance towards a victim appears in physical violence incidents with 47.96% of the respondents stating that they helped a victim as observers in a respective incident compared to 45.96% of the students that stated helping the victim in a teasing incident. In both incidents, a small percentage stated that they helped the bully (4.71% and 6.83%, respectively). A substantial number of students stated that they walked away and ignored the incident, 26.65% in the case of physical violence and 29.92% in the case of verbal abuse.

*Graphic 172. Reaction to physical violence incident*



*Graphic 173. Reaction to a teasing or name calling*



The following question in the questionnaire is aimed at describing the emotions of students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (41.5%) and anger (26.6%). Out of the total respondents, 14.4% stated that they felt envy for the bully. A small percentage finds these incidents entertaining (2.9%) or indifferent (9.5%).

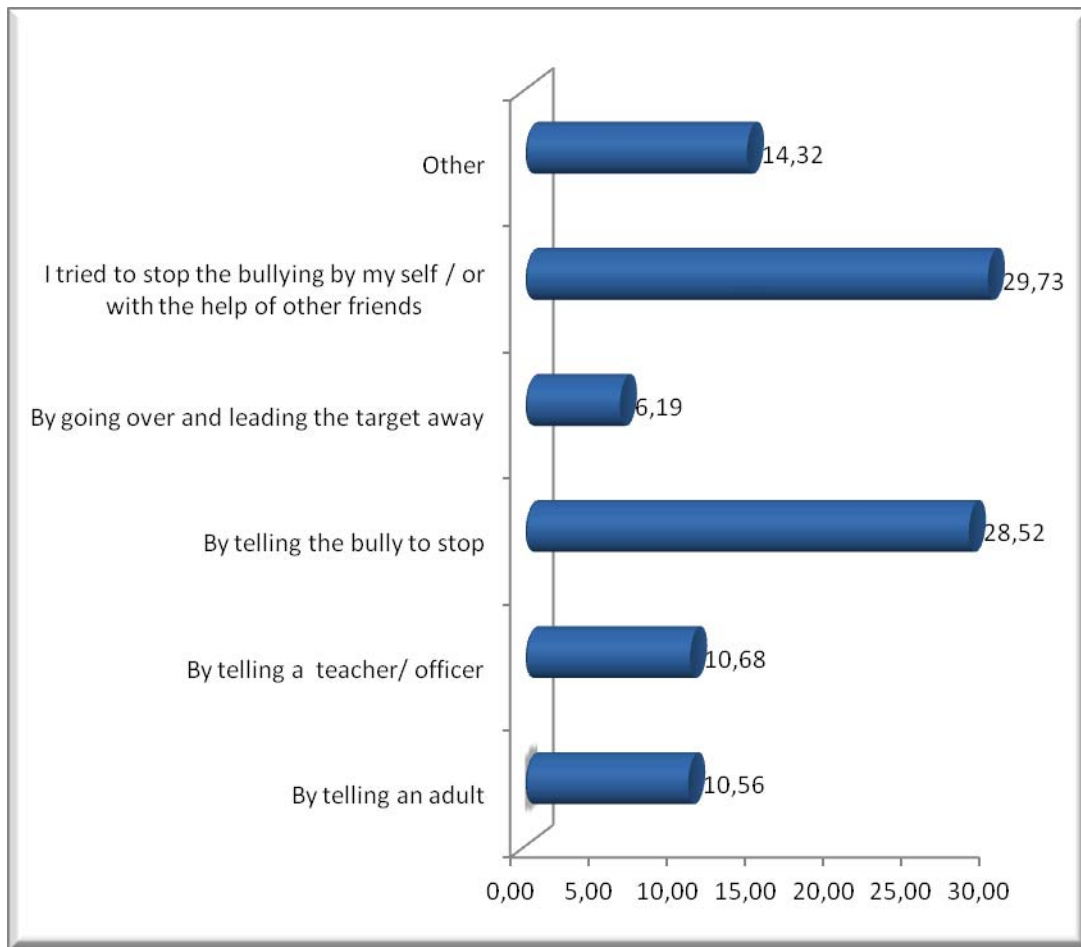
*Table 64. Emotions from the school bullying incident*

<b>Emotions brought on from a school bullying incident</b>	<b>Percentage</b>
Fear	13.0%
Anger	26.6%
Pity for the victim	41.5%
Unconcern	9.5%
Disapproval	11.5%
Fun	2.9%
Helplessness	13.8%
Admiration for the bully	1.9%
Envy for the bully	14.4%

Out of the students that intervened in a school bullying incident to assist a victim, 29.73% stated that they attempted to stop the bully on their own, or with the help of their friends; 28.52% tried to stop the bullying by telling the bully to stop, whereas 6.19% distanced the victim, 10.56% told an adult about the incident and 10.68% reported it to the police. What we observe is that 21.24% seeks help in more adequate and powerful persons, outside their peer group.

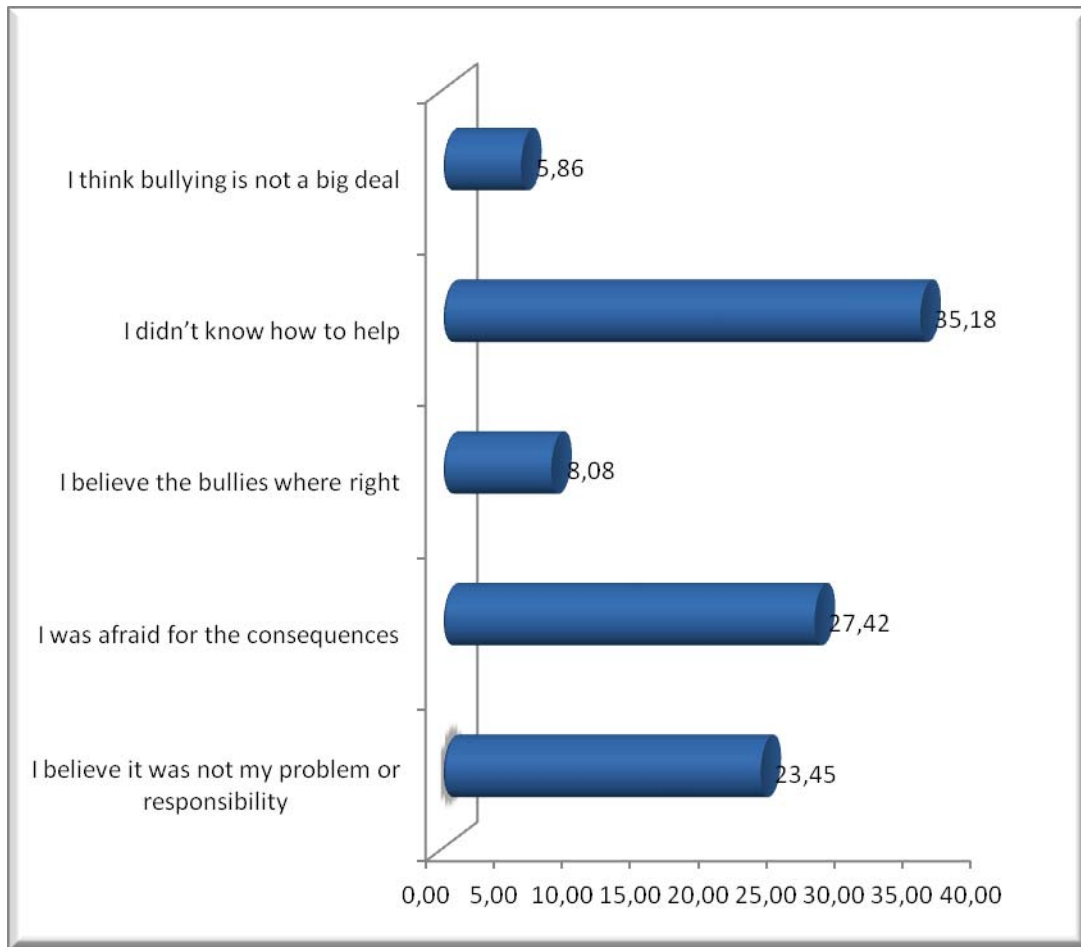
*Graphic 174. If you helped, what did you do?*





On the contrary, in the case where students did not try to stop the bullying incident or try to help the victim, 35.18% claimed that they did not know how to help and 27.42% feared the consequences. Finally, 23.45% stated that they did not help because they felt that it was not their responsibility.

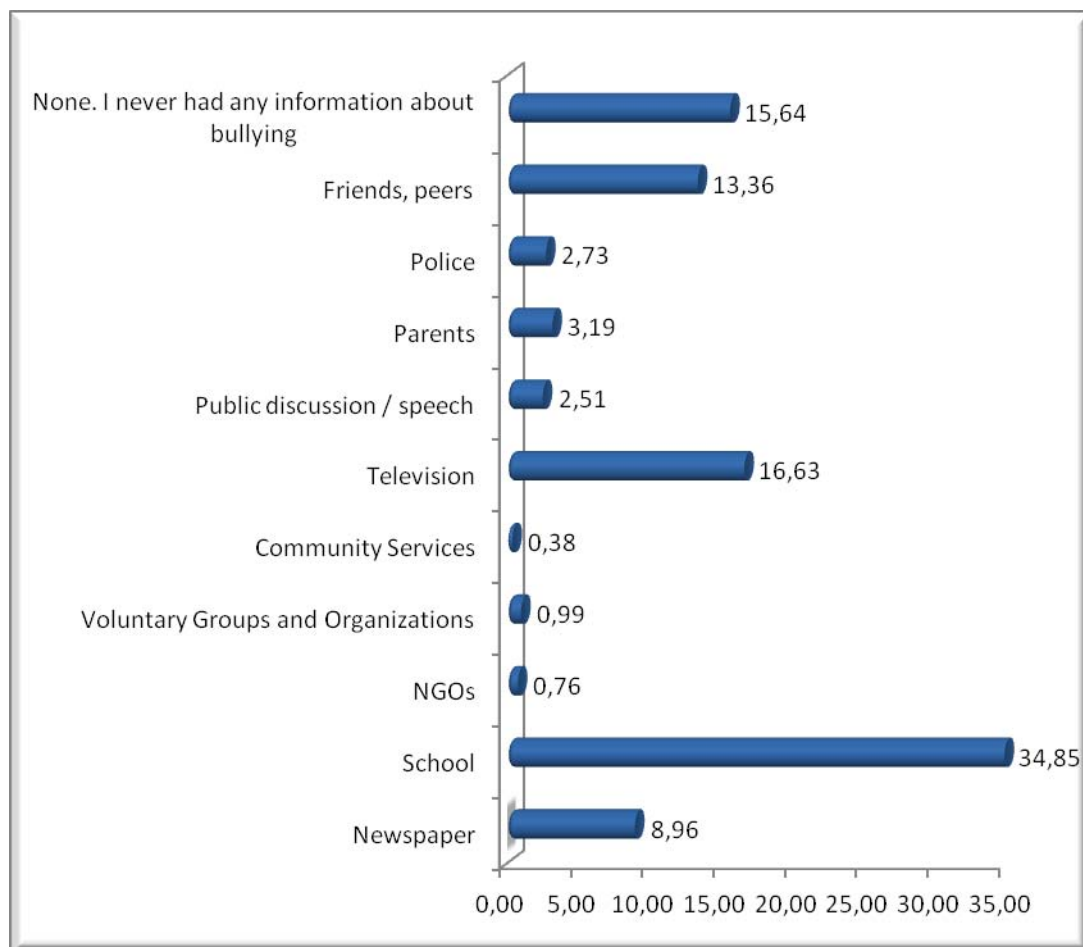
Graphic 175. If you did not help, why not?



### 2.6.6 Information about school bullying

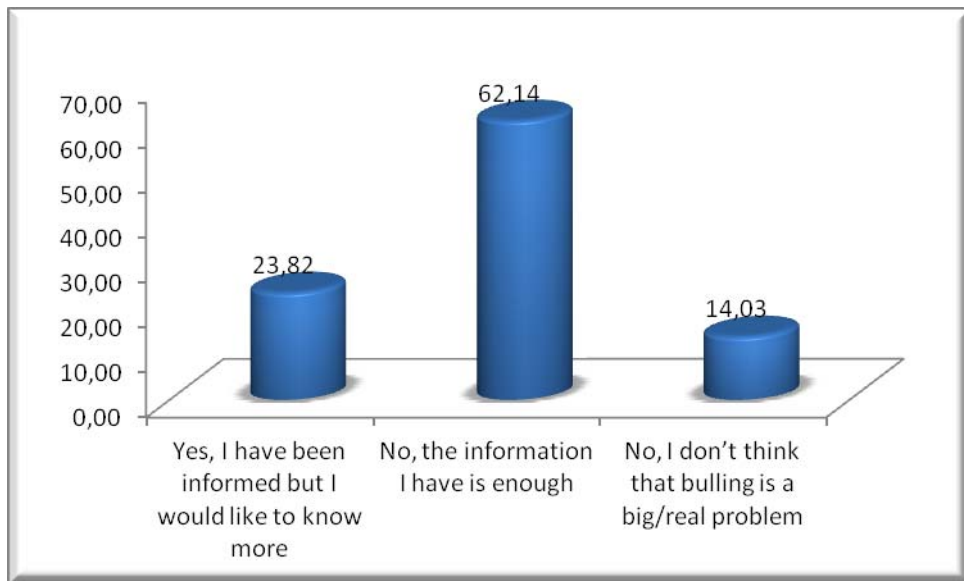
According to 34.85% of the respondents, the most important source of information for students is the school. Television is the second most important source. Government services, volunteer groups and NGOs received a small percentage (a total of 1.75%) since they offer minimal information to student on the issue.

*Graphic 176. Source of information about the school bullying phenomenon*



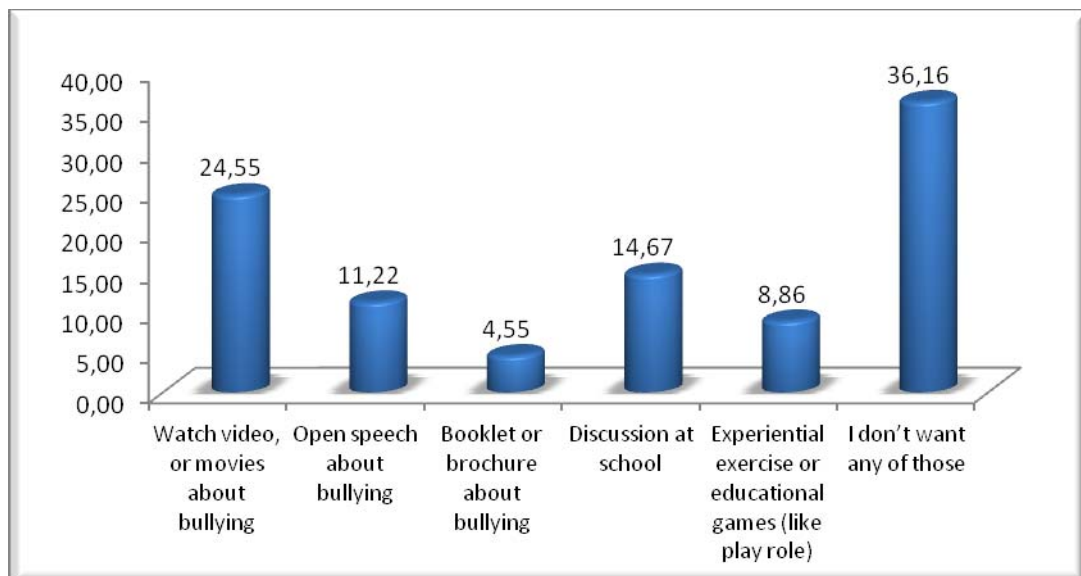
A large percentage (62.14%) of the respondents considers that the information received is satisfactory, while 23.82% states that it would like more information.

*Graphic 177. Need for more information about school bullying*



With respect to the ways they would like to receive the information about bullying, the students prefer videos or films about bullying (24.55%), discussions at school (14.67%), and open discussions (11.22%). On the contrary, they do not show preference to booklets/brochures and educational games (4.55% and 8.86%, respectively).

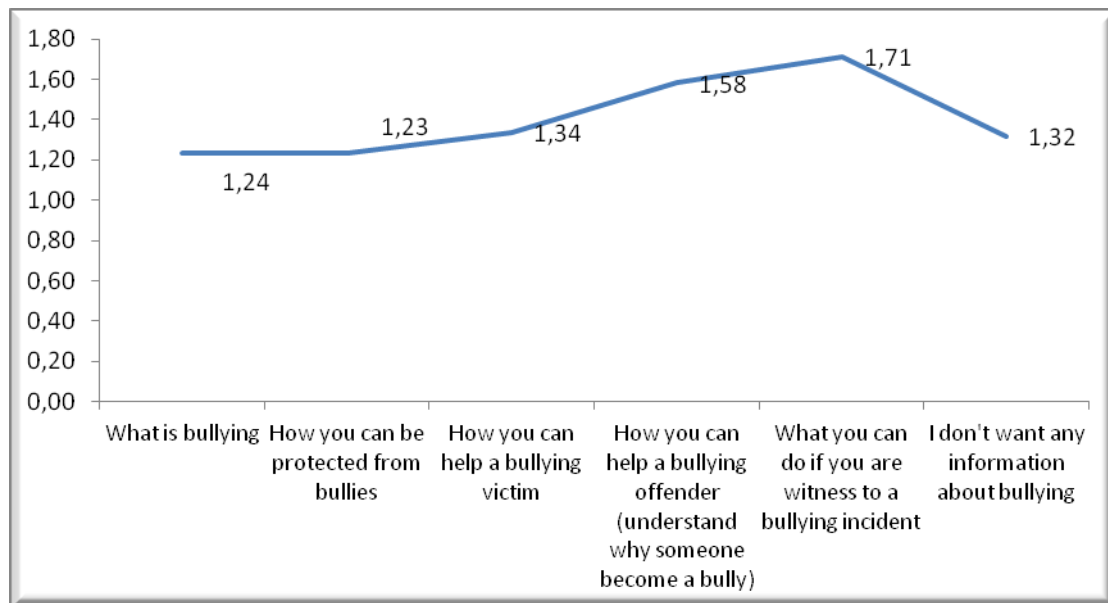
*Graphic 178. Form of information*



In the following two questions the students were asked to respond by order of preference regarding the type of information they would like and the most suitable source. According to their responses, top preference was given to “how can I be

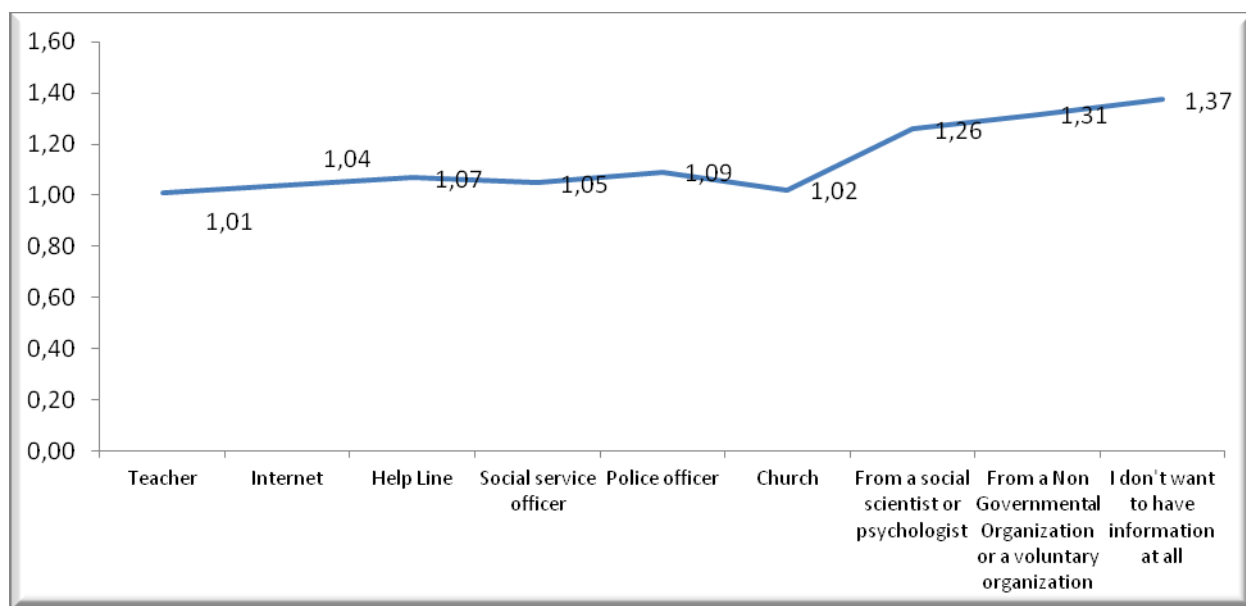
protected from bullies” (average 1.23). This was closely followed by “what is bullying” (average 1.24).

*Graphic 179. Type of information*



According to the students, the most suitable source of information would need to be the school’s teachers (average 1.01). The church came second (average 1.02) followed by the internet (average 1.04) and the social support service (average 1.05). Last in order of preference were non-government organizations (1.31), social scientists and pychologists (average 1.26).

*Graphic 180. Which do you consider to be the best source of information*



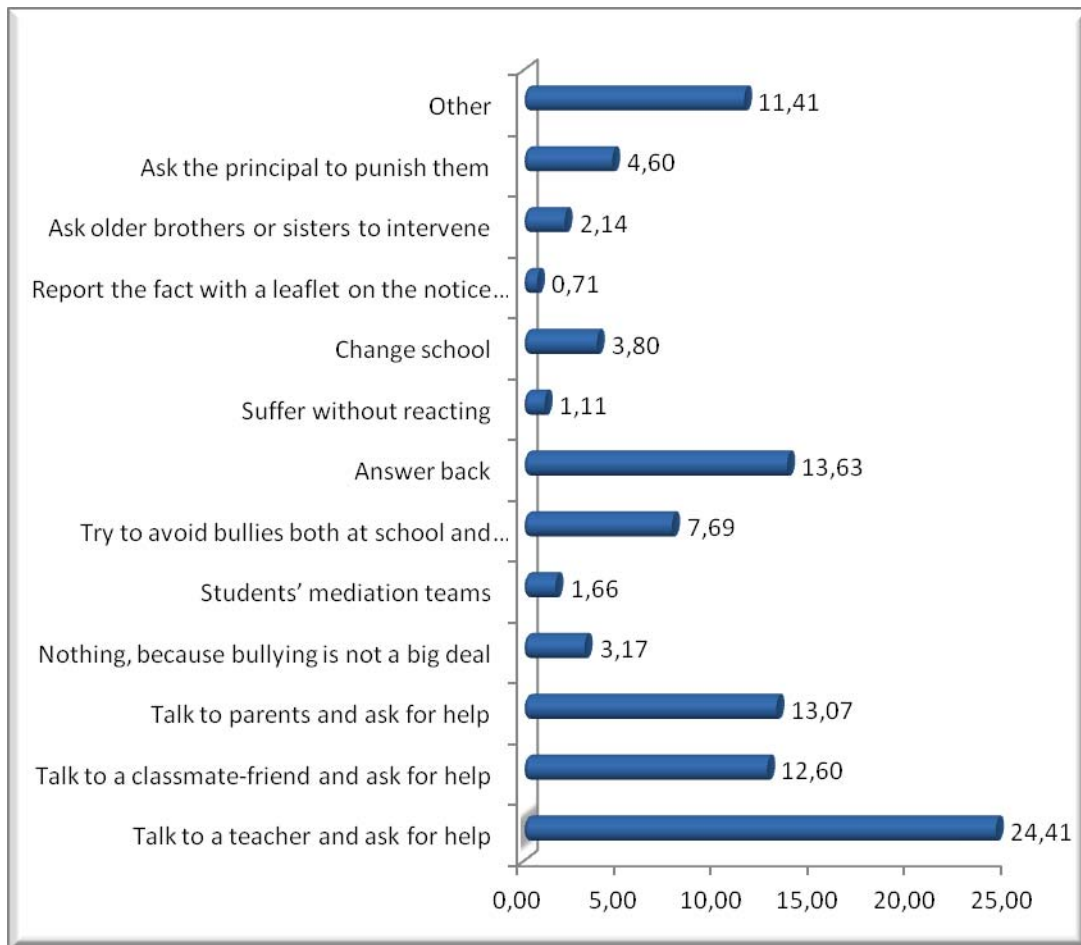
The attitude adopted by the teachers is considered to be satisfactory, since 40.7% of the respondents stated that teachers intervene to protect the victim. To a significant degree, the teachers' intervention aims at reconciling the relationship between the bully and the victim (31.7%). A very small percentage considered the teachers' reaction to the bullying phenomenon to be unsatisfactory.

*Table 65. Teachers' reaction to bullying*

They pretend that nothing is happening	17.4%
They don't do anything due to inadequate information regarding the bullying phenomenon	8.9%
They don't do anything due to inadequate information regarding the specific bullying incident	9.4%
They intervene to protect the victim	40.7%
They listen to both the victim and the bully and act as a mediator	31.7%
They work with both the victim and the bully's family	19.2%
Their behavior resemble that of that victim	3.1%
Their behavior resemble that of the bully	5.3%

According to students, the most appropriate way to combat this phenomenon is to inform the teachers (24.41%). Informing the parents takes second place with a rate of 14.07%. It is worth underlining that students consider that their teachers should have a significant role concerning information and intervention about the phenomenon.

*Graphic 181. Best method for combating the phenomenon*



## 2.7 Results for Latvia

### 2.7.1 Study of school bullying phenomenon

The students' perception level of the phenomenon is depicted in the following table. When studying the data, we note a rather high perception level of the various forms of school bullying, although, as in the other participating countries, there is a problem with identifying the element of repetition over time as a basic prerequisite for bullying. Furthermore, behaviors that are undesirable and annoying were erroneously identified as school bullying behaviors 15.52%, 18.82%, and 19.27%. Finally, with regards the use of the internet and cell phones, the participating students are clear on the difference between annoying behavior and threatening behavior as a criterion for bullying.

*Table 66. Forms of school bullying*

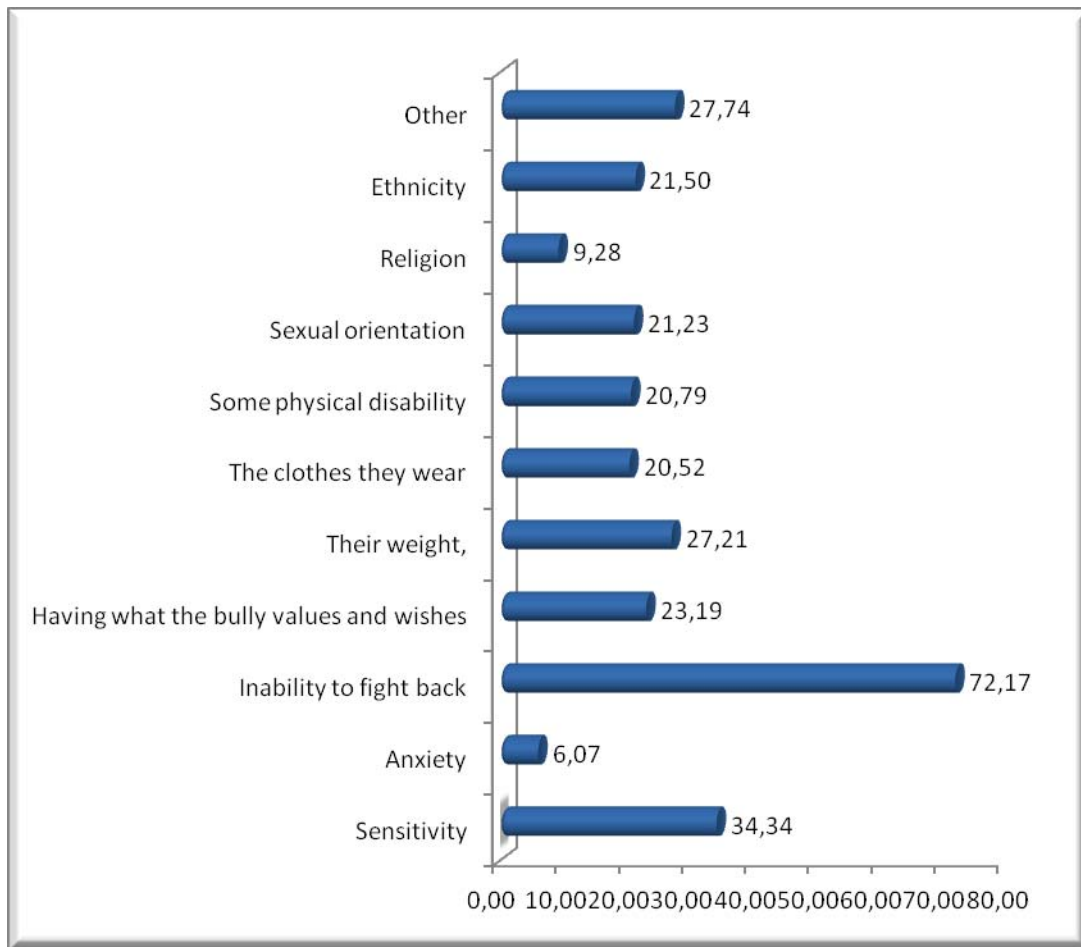
	<b>Percentage</b>
Making fun with a way that somebody looks	57.54%
Accidentally bumping into someone	5.98%
Calling people names or nasty things because of the color of their skin or their ethnicity	53.17%
Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time	47.81%
Being bad with someone else(say nasty things, making fun, verbal or physical violence) more than one time	62.71%
Making the other play or do things you want without use violence	9.72%
Force others do things you want with the use of violence (verbal, physical or psychological)	56.47%
Joking with people by "putting them down".	41.93%
Teasing someone about the clothes he/she wears	39.61%
Expressions of unpleasant thoughts or feelings regarding others	18.82%
<b>Arguments</b>	<b>19.27%</b>
A single act of telling a joke about someone	5.17%



Not liking someone	15.52%
Being excluded	37.02%
Lying about someone (blaming them for a problem)	35.06%
Making a fool of someone by playing a nasty joke	26.67%
Using phone/email/chat/social networking/SMS to make fun of people	46.83%
Using phone/email/chat/social networking/SMS to threaten or intimidated someone	43.5%

According to the opinion of Latvian students (72.17%), the victim's inability to fight back is the most significant victimization factor. The second most significant factor, with a distinct difference, is the victim's sensitivity (34.34%). A substantial rate considers the victim's body weight and sensitivity to be victimization factors (27.21% and 21.5%, respectively). On the contrary, religion and anxiety/stress are not considered to be victimization factors.

*Graphic 182. Victimization factors*



With respect to feeling safe, 37.9% of students feel “very safe” in the classroom, 2.6% feel “very unsafe” and 8.9% of the students questioned feel “kind of unsafe”.

Slightly higher insecurity arose in the question concerning safety in the neighborhood/park, with the “very safe” response being reduced to 22.3%.

When asked about the safety degree on the way to and from school, walking or taking on public transportation means, the responses for “very unsafe” and “kind of safe” amounted to 10.2%. Adversely, 89.8% responded that they felt “Very or Kind of safe”.

*Table 67. Safety index*

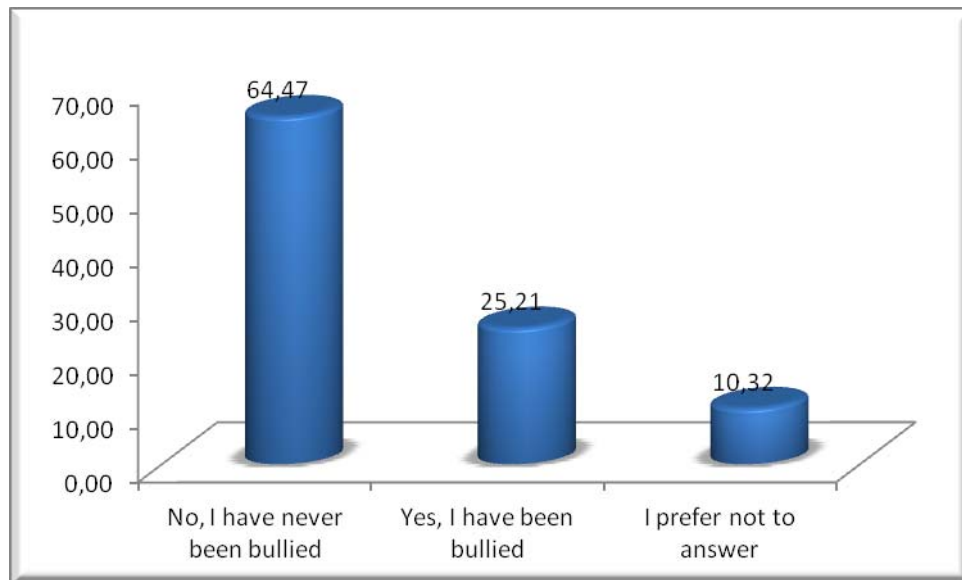
HOW SAFE DO YOU FEEL IN YOUR CLASSROOM?	HOW SAFE DO YOU FEEL IN YOUR NEIGHBORHOOD / AT TO AND FROM SCHOOL,	HOW SAFE DO YOU FEEL GOING TO SCHOOL,
---	--	---------------------------------------

THE PARK				WALKING OR TAKING PUBLIC TRANSPORT			
Very unsafe and scared	2.6	Very unsafe and scared	2.4	Very unsafe and scared	1.9		
Kind of unsafe	8.9	Kind of unsafe	12.4	Kind of unsafe	8.3		
Kind of safe	50.6	Kind of safe	62.9	Kind of safe	50.7		
Very safe	37.9	Very safe	22.3	Very safe	39.1		
<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>	<b>Total</b>	<b>100.00%</b>		

### 2.7.2 Have you ever been a school bullying victim?

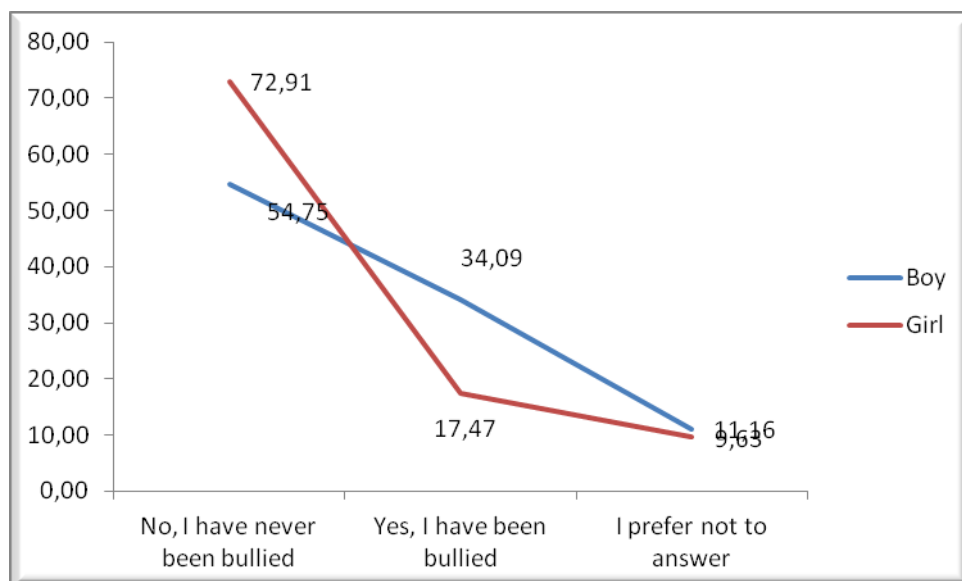
A quarter of the sample (25.21%) admitted to being a school bullying victim, while 10.32% did not respond to the specific question.

Graphic 183. Were you ever a school bullying victim?



Boys presented a higher victimization rate since 34.09% stated that they had been school bullying victims. The corresponding percentage for girls amounted to 14.47%.

Graphic 184. Victimization per gender



After statistically analyzing the data, there was no statistically significant relationship between victimization and ethnicity. The sample's victim rates do not differ when comparing Latvian and foreign students. Area of residence does not appear to influence the frequency either. The victimization rates between urban and rural areas do not differ greatly.

The following table comprises the victims' rates in correlation with the individual family problems. Statistical dependency arose in most cases with the exception of problems with parents, the law and work. In all other cases the problem is associated with high rates of victimization.

Studying the students' responses to questions concerning family problems, we note significant differences in students that live in environments where such problems exist. The highest rates concern problems with the law (54.5%), thus, there is a statistical dependency in the case of financial problems and work-related problems (46.7%). Only health issues were statistically insignificant.

*Table 68. Victimization rate – family problems*

	Problem	
	Yes	No
Financial problems	36.4	22.7
Problem with their relationship	34.6	24.5
Problem of their relationship with you	44.8	24.1
Problems dealing with anger or other behaviour problems	45.8	24.7
Problems with the law	54.5	24.9
Health problems	31.5	24.3
Problems with alcohol and other substances	45.0	24.4
Problems at work (e.g. unemployment, irregular payments)	46.7	24.3

A statistically significant relationship arises between the victimization rate and the relationship with parents ( $\chi^2 = 56,105, p < 0.05$ ). Given that the victimization rates are increased and the relationship with parents appears all the more dysfunctional, linear regression is presented; a fact that has been confirmed with similar findings in the other participating countries. The highest rate is observed in students that stated that their relationship with their parents was very bad (50%). Adversely, 18.8% of students that had a very good relationship with their parents had been school bullying victims.

*Table 69. Victimization rate – relationship with parents*

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	73.6%	60.9%	40.7%	38.5%	25.0%
Yes, I have been bullied	18.8%	28.6%	38.9%	38.5%	50.0%
I prefer not to answer	7.6%	10.5%	20.4%	23.1%	25.0%

Similar results are ascertained from studying the effects of the relationship between parents ( $\chi^2 = 52,895, p < 0.05$ ). The bad relationship between parents is associated with the highest victimization rates. Furthermore, 50% of the children that had reported a very bad relationship between parents, had been school bullying victims.

*Table 70. Victimization rate – relationship between parents*

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	76.5%	61.3%	52.5%	48.6%	16.7%
Yes, I have been bullied	18.7%	27.2%	29.6%	35.1%	50.0%
I prefer not to answer	4.7%	11.5%	17.9%	16.2%	33.3%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner in which families resolve their disputes. As it arises

from the table below, the victimization rates are the highest in cases where disputes were resolved in a violent manner. This fact is also statistically confirmed. ( $\chi^2 = 40,794, p < 0.05$  ).

Table 71. Victimization rate - dispute resolution

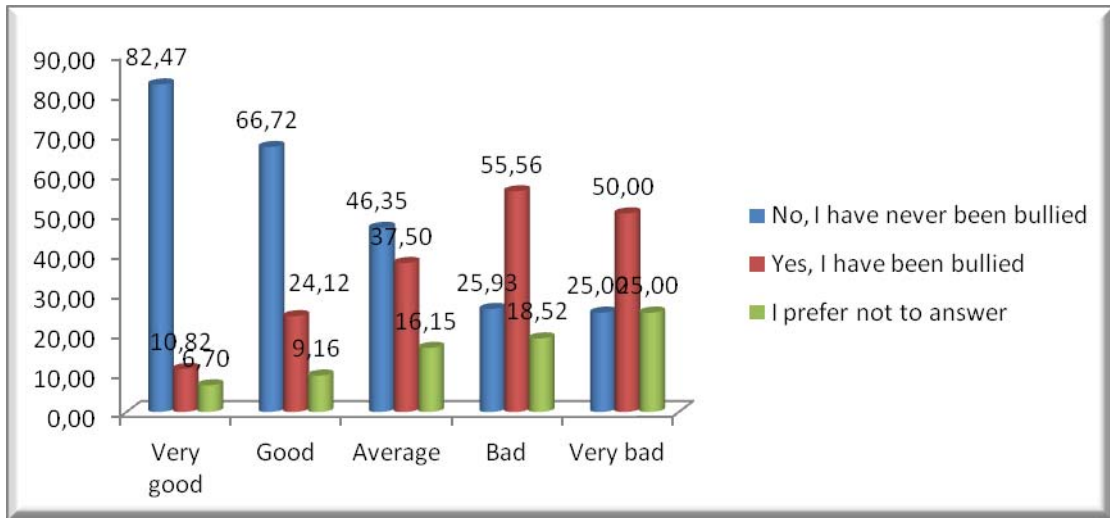
	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never been bullied	68.5%	33.3%	39.2%	73.3%	50.0%
Yes, I have been bullied	22.5%	44.4%	44.6%	13.3%	34.0%
I prefer not to answer	9.0%	22.2%	16.2%	13.3%	16.0%

A statistically significant relationship arises when examining the victims' school performance and their relationship with their classmates. It is clear from graphic 184 that student having a bad or very bad relationship with their classmates tend to be victimized more ( $\chi^2 = 80,787, p < 0.05$  ), or alternatively, their victimization worsens the relationships with their classmates.

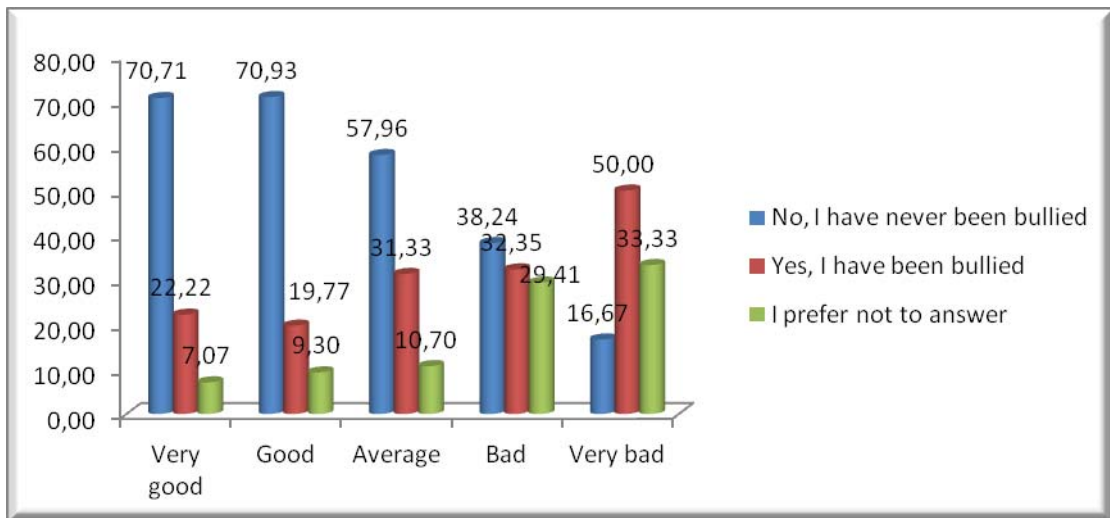
Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 49,470, p < 0.05$  ). Specifically, 50.00% of students with poor school performance have fallen victim to school bullying compared to students with very good performance (22.22%).

We have already mentioned the two-way relationship between victimization and the student's drop in school performance. Studying the results of the above two questions we must focus on the relationship between victimization and the students' broader difficulties in exercising school obligations as well as the smooth performance and integration in the school environment.

Graphic 185. Victimization rate - relationship with classmates



Graphic 186. Victimization rate - school performance

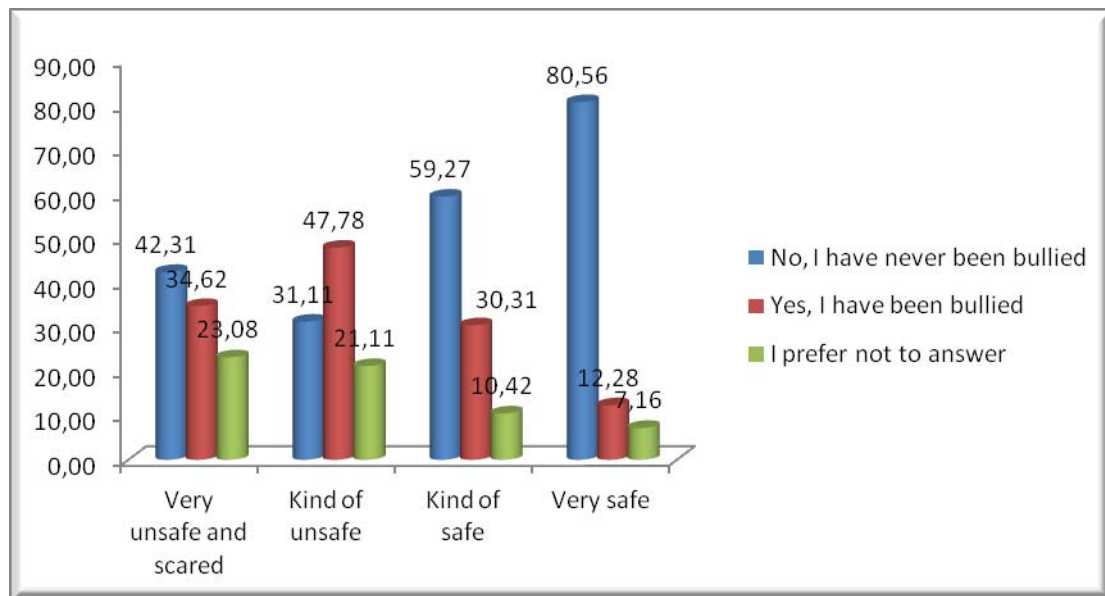


As expected, the safety degree among school bullying students/victims is highest both in the classroom as well as outside school grounds. Specifically, with concerns to the safety in the classroom, school bullying students/victims present a higher degree of insecurity. These findings are similar in areas outside the school grounds such as the park; it is here that students/victims feel most unsafe. Finally, on their way to and from school and in public transportation means, we observe similar results with the students/victims feeling most unsafe. The statistically significant relationship is ascertained in all three situations,

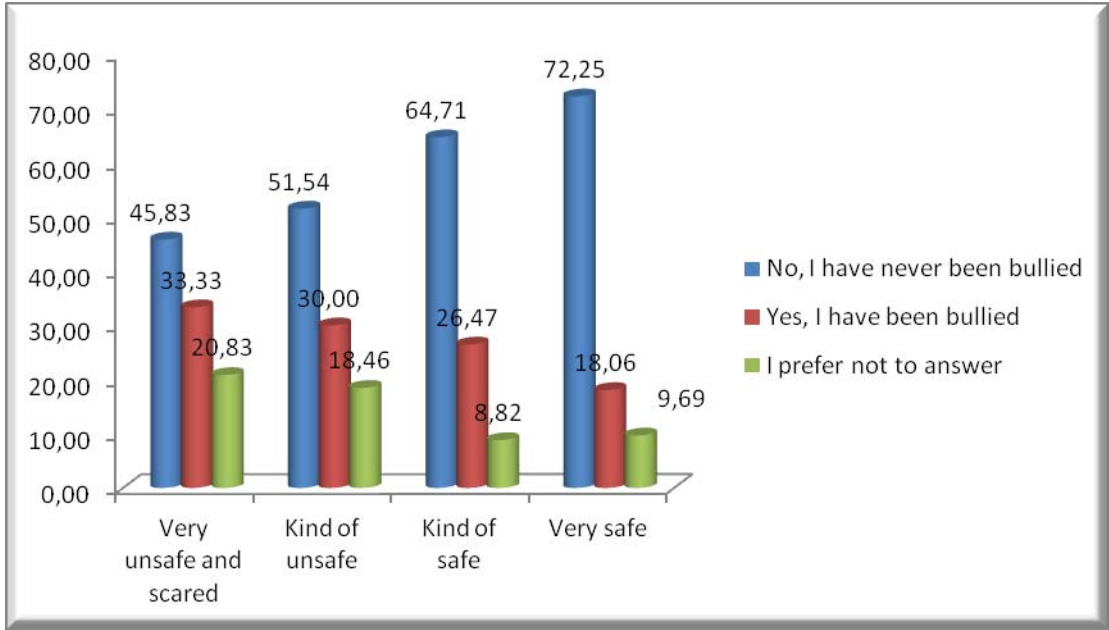


$(\chi^2 = 103,859, p < 0.05 / \chi^2 = 25,772, p < 0.05 / \chi^2 = 19,729, p < 0.05)$  .

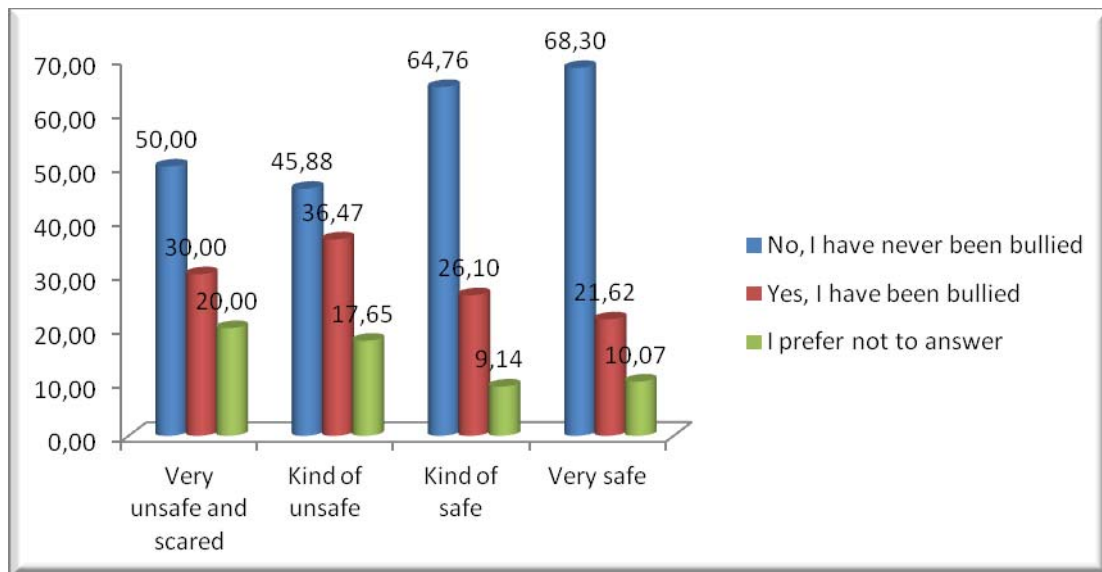
*Graphic 187. Victimization rate – feeling unsafe in the classroom*



*Graphic 188. Victimization rate – feeling unsafe at the park*



Graphic 189. Victimization rate – feeling unsafe in public transportation means



The school bullying phenomenon is mostly seen on the school’s corridors and in the classroom (35.2% and 45.1%). These are closely followed by areas outside school (29.5%), the neighborhood / park (17.0%) and the internet (9.5%).

Table 72. Where did the bullying occur?

	Percentage
<b>At home</b>	11.0%
<b>Outside school</b>	29.5%
<b>On the web</b>	9.5%
<b>In the classroom</b>	45.1%
<b>On the corridors</b>	35.2%
<b>In the dinner hall</b>	6.4%
<b>In the playground/park/ neighborhood</b>	17.0%
<b>On the way to or from school</b>	14.8%
<b>Other</b>	29.9%

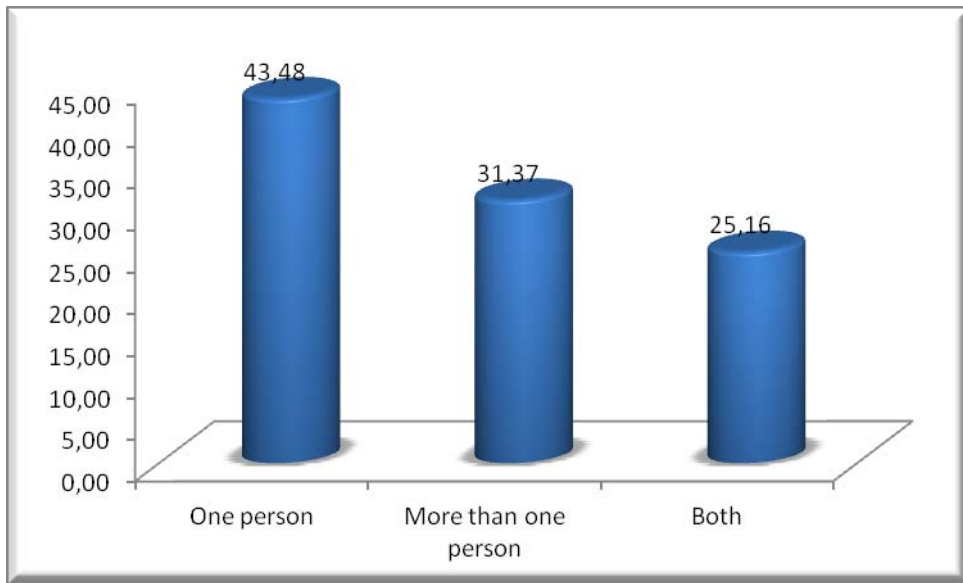
The next table includes the forms of bullying that students/victims have experienced. According to 72% of students that had admitted to being victims, name calling is the most common form of school bullying. The second most common form were nasty stories that were told about the victim (43.9%) followed by physical violence (42.8%). The use of cell phones to upload humiliating photos had a lower rate of 12.5%.

*Table 73. Forms of school bullying*

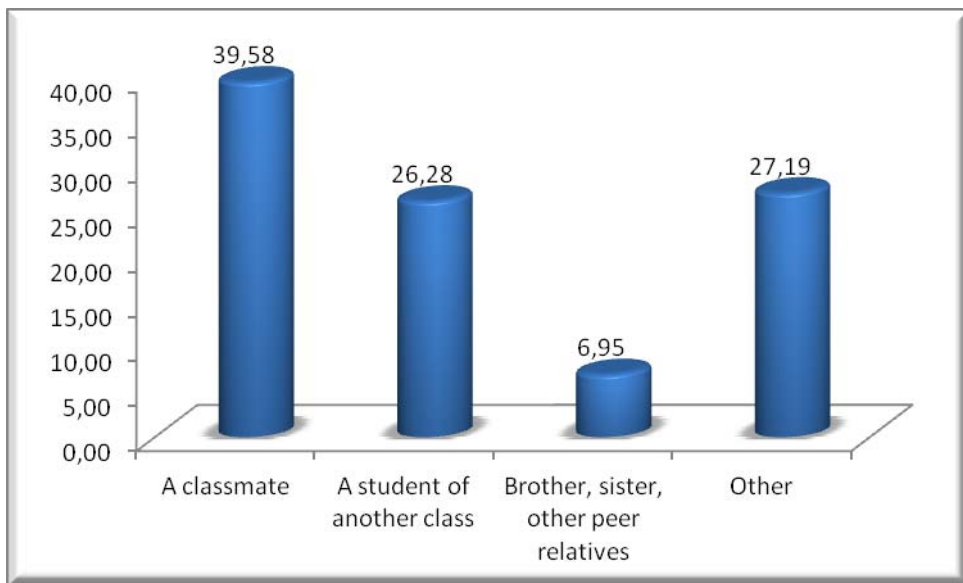
	<b>Percentage</b>
<b>Name calling</b>	<b>72.0%</b>
<b>Left out or excluded by other students</b>	<b>35.6%</b>
<b>Punched or pushed</b>	<b>42.8%</b>
<b>Forced to do something using physical violence</b>	<b>25.0%</b>
<b>Nasty stories told about me</b>	<b>43.9%</b>
<b>Sexual teased, rumors or soft abuse</b>	<b>20.5%</b>
<b>Asked to give up money or belongings</b>	<b>15.9%</b>
<b>Being sent nasty text messages or e-mails</b>	<b>20.8%</b>
<b>Forced to do something I didn't want to</b>	<b>21.2%</b>
<b>Teased about the way I look</b>	<b>37.9%</b>
<b>Upload or threaten to upload humiliating videos or photos of you on the internet</b>	<b>15.2%</b>
<b>Been sent humiliating videos or photos of you by cell phones</b>	<b>12.5%</b>
<b>Other</b>	<b>30.7%</b>

According to the victims, bullies are usually boys in the same class. By studying the following graphics one can see that the bullying is usually done by more than one person (43.48%), a student in the same class (39.58%). These findings confirm previous conclusionc that the classroom is the most common place for school bullying to occur.

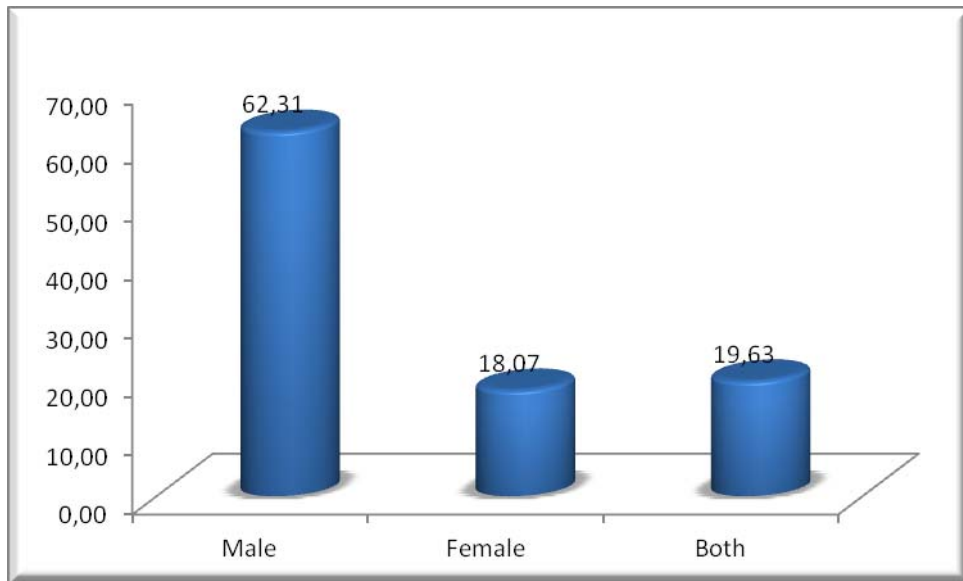
*Graphic 190. How many bullies were there?*



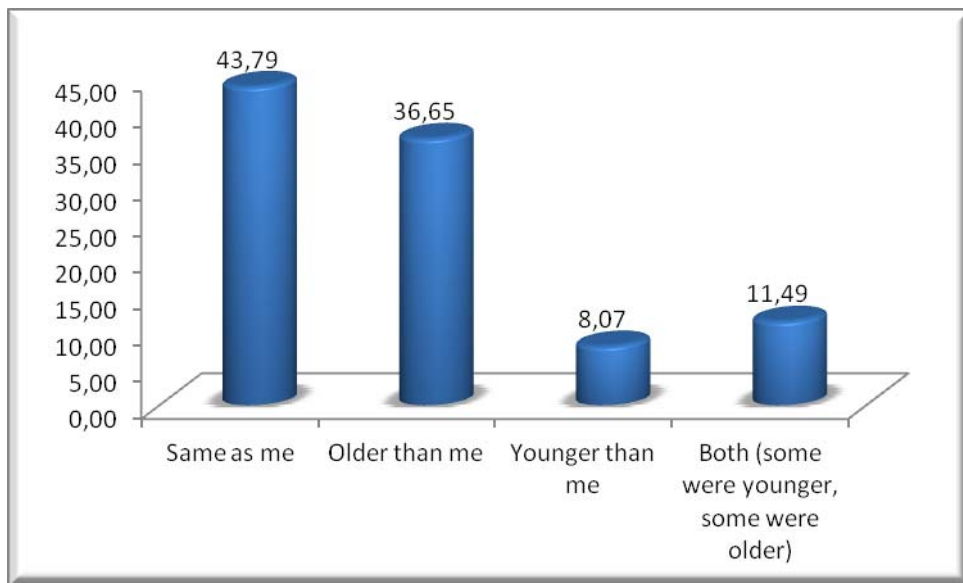
*Graphic 191. Who was the person that bullied you?*



*Graphic 192. What was the gender of your bully?*

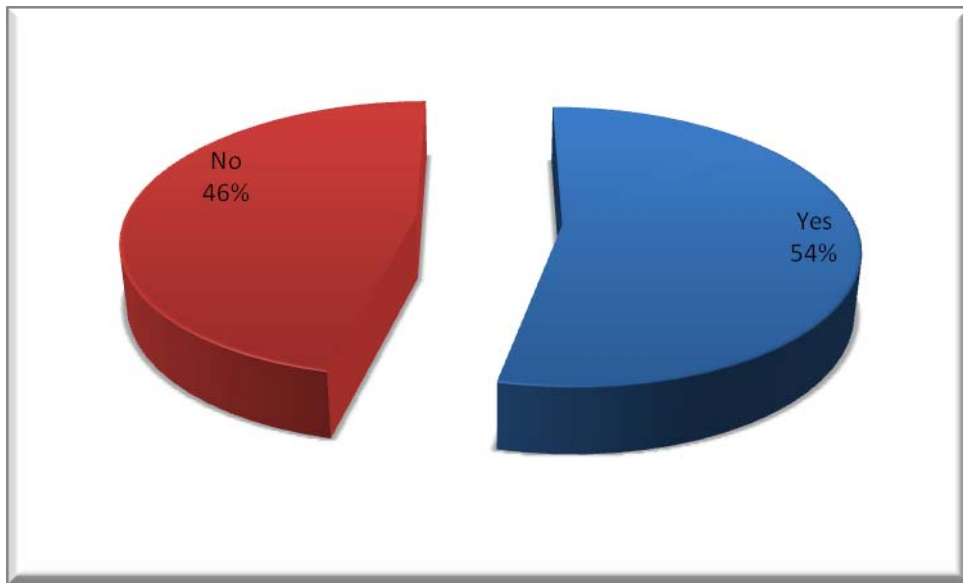


*Graphic 193. Bully's age*

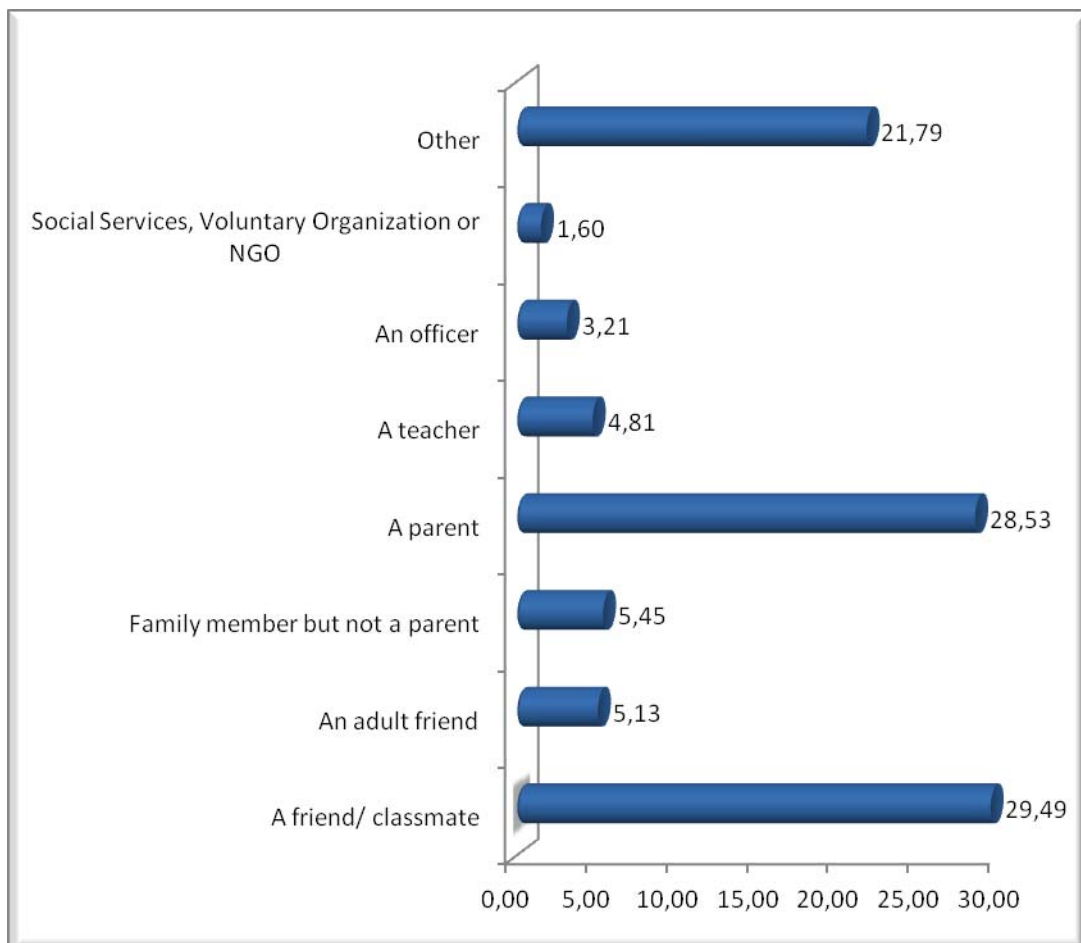


More than half (53.61%) of the victims talked about their school bullying experience. The majority prefers to share their experience with a friend/classmate (29.49%), or with their parents (28.53%). On the contrary, Social Services, NGOs and Volunteer Organization do not constitute solutions for school bullying children/victims. Police, teachers, other family members as well as adult friends also accumulated low percentages.

Graphic 194. Did you talk to anyone about the incident?

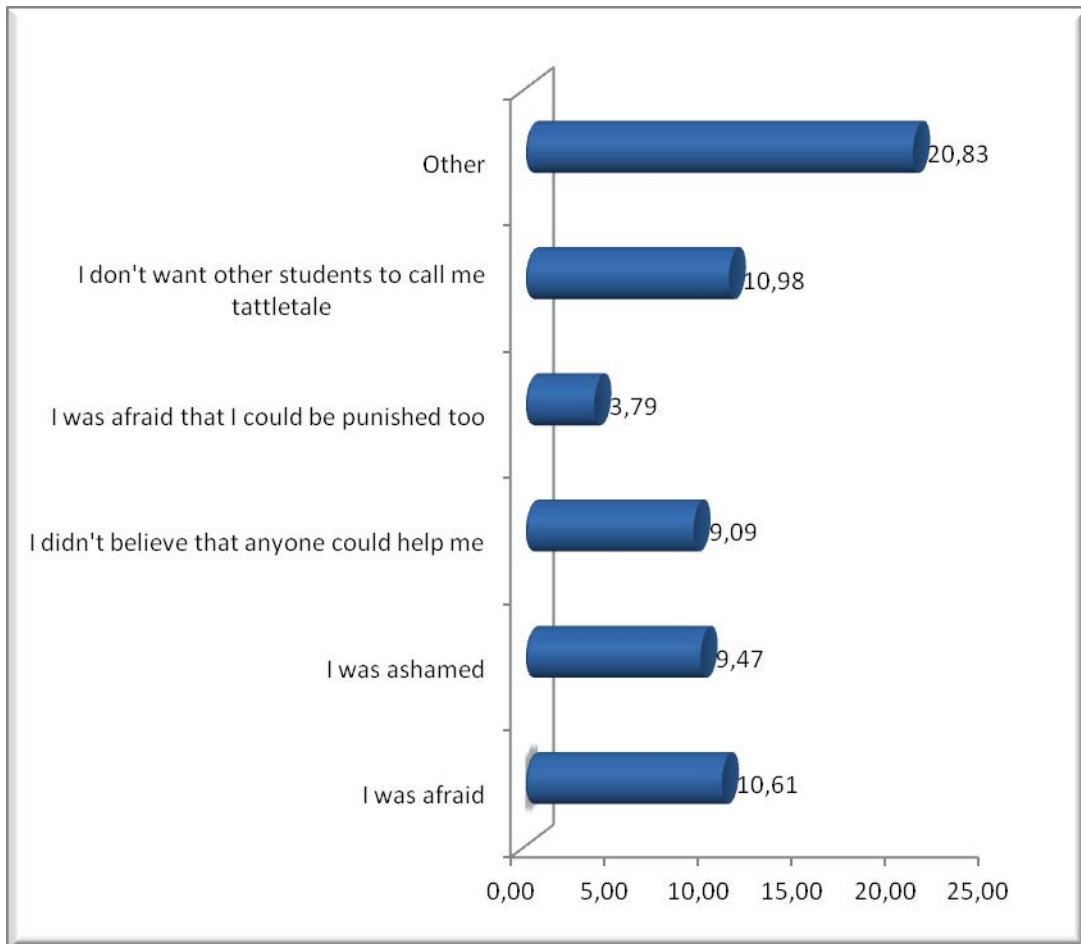


Graphic 195. If yes, to whom?



The bullied children/victims that chose not to speak up about their experience preferred not to so that they are not called a “tattletale”. This can be interpreted by taking into consideration the relationships with their classmates, as these have been presented in the following table, and the possible deterioration by being referred to as a “tattletale”.

*Graphic 196. If not, why not?*

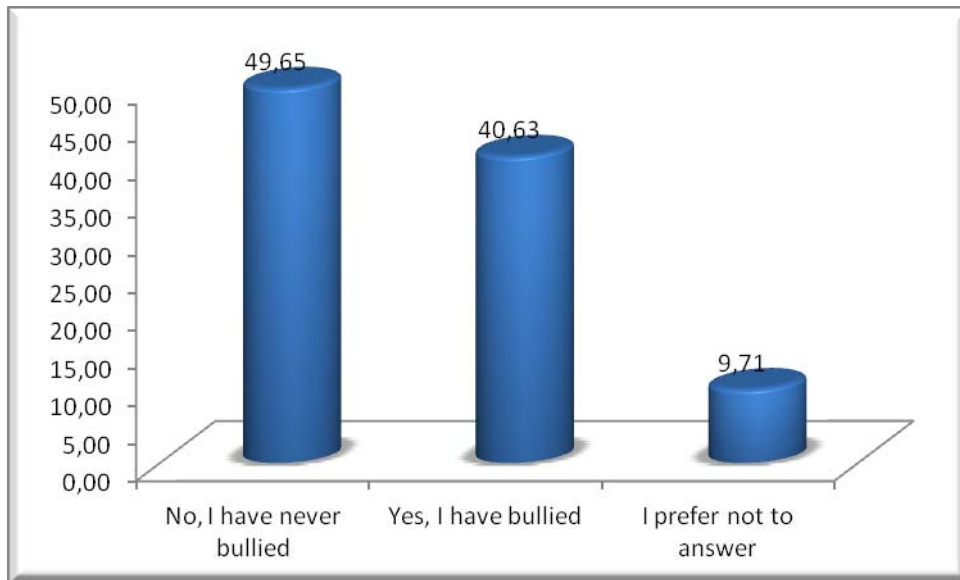




### 2.7.3 Have you ever been a school bully?

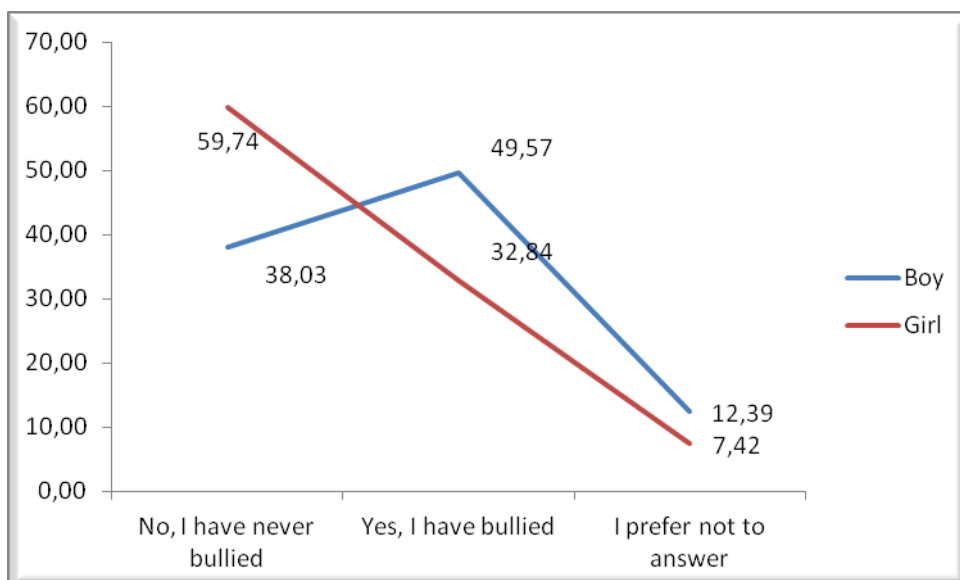
According to students' responses, 63.13% has been a school bully either occasionally or repetitively.

Graphic 197. Have you ever bullied someone else



There is an intense deviation between the two genders. Boys (49.57%) compared to girls (32.84%) have admitted to being school bullies at one point in time.

Graphic 198. School bullying and gender



After statistically analyzing the data, there was no statistically significant relationship between the bullying behaviors and the bully’s area of residence and ethnicity.

The rates of the bully samples do not differ when comparing urban, suburban and rural areas as well as Latvian and foreign students.

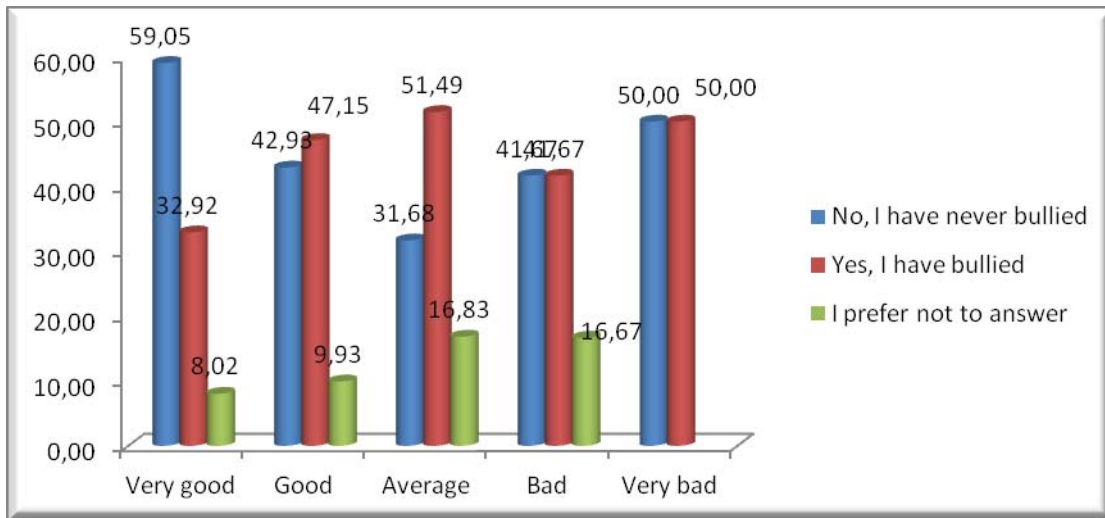
When analyzing the effects of family problems with respect to bullying, a statistically significant relationship arose only with concerns problems between parents and problems with the student. There was no statistically significant relationship with any other problem.

*Table 74. Bully – family problems*

	<b>Yes</b>	<b>No</b>
<b>Financial problems</b>	43.0	40.1
<b>Problem with their relationship</b>	58.4	39.2
<b>Problem with the relationship with you</b>	60.7	39.5
<b>Problems dealing with anger or other behaviour problems</b>	58.3	40.2
<b>Problems with the law</b>	36.6	40.4
<b>Health problems</b>	50.0	39.3
<b>Problems with alcohol and other substances</b>	51.4	40.2
<b>Problems at work (e.g. unemployment, irregular payments)</b>	47.7	40.3

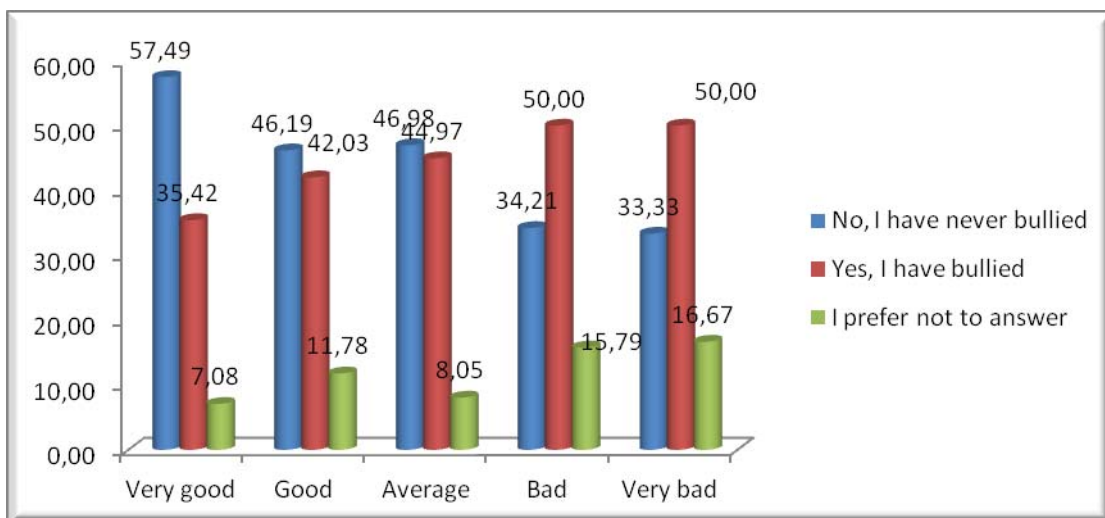
There was no statistically significant relationship between bullying and the relationship with parents. As the following graphic presents, the highest school bully rates appear when there is a good relationship with parents. These findings are cause for concern and come into conflict with the stereotypic notion that the bully is a person from a dysfunctional family environment.

Graphic 199. Bully – relationship with parents



Similar results are ascertained from studying the effects of the relationship between the parents. As in the previous case, a bad relationship between parents does not indicate greater school bully rates.

Graphic 200. Bully – relationship between parents



The manner in which families resolve their differences greatly affects the school bully rates. Specifically, 65.7% of the students whose families resolved disputes with strongest person's opinion/desire prevailing, admitted that they were school bullies ( $\chi^2 = 42,766, p < 0.05$ ).

This appears to influence the manner in which the students/bullies perceive and develop their relationships with their classmates and choose their victims, as they adopt behaviors from their family environment where disputes are resolved with prevalence of the strongest person’s opinion/desire.

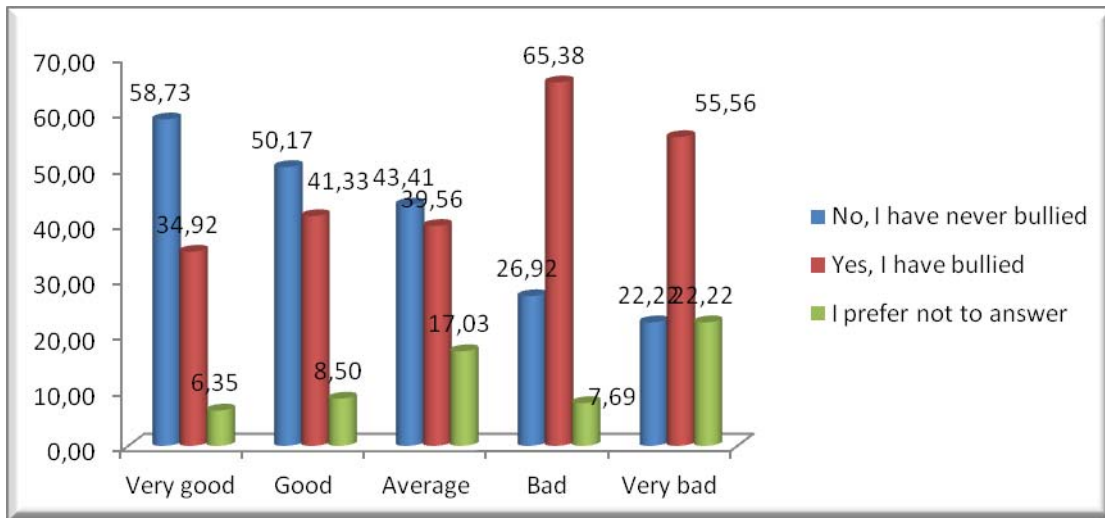
*Table 75. Bully – dispute resolution*

	Discussion	Strong or The strongest	violent arguments (fight with each other)	person’s opinion/desire prevails	Third party / relative mediation	Ignoring each other
No, I have never bullied	52.0%	33.3%	29.9%	60.0%	34.7%	
Yes, I have bullied	39.0%	50.0%	65.7%	33.3%	36.7%	
I prefer not to answer	8.9%	16.7%	4.5%	6.7%	28.6%	

From the analysis of the data, a statistically significant relationship arose between the phenomenon, the relationship with classmates, the teachers as well as the school performance.

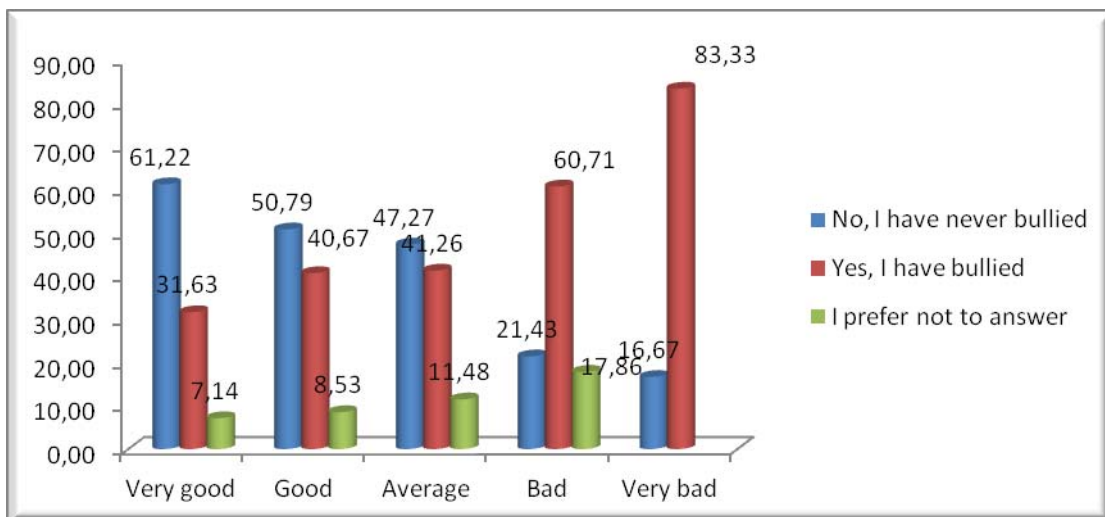
A “bad” or “very bad” relationship with classmates indicates higher school bully rates ( $\chi^2 = 29,390, p < 0.05$ ), which could also be interpreted as a result of the bully’s behavior against the victim.

Graphic 201. Bully - Relationship with classmates



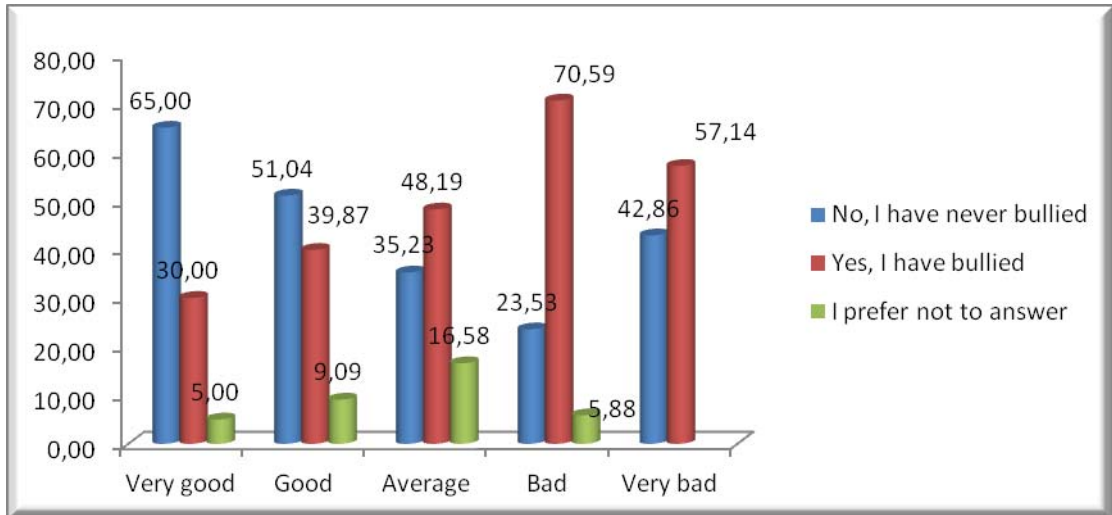
Out of the total number of students that had described their performance as “very bad”, 83,33% had been a school bully at one point in time. Adversely, for students with “very good” performance, the respective rate stands at 31.63%. ( $\chi^2 = 25,239, p < 0.05$  ).

Graphic 202. Bully – School performance



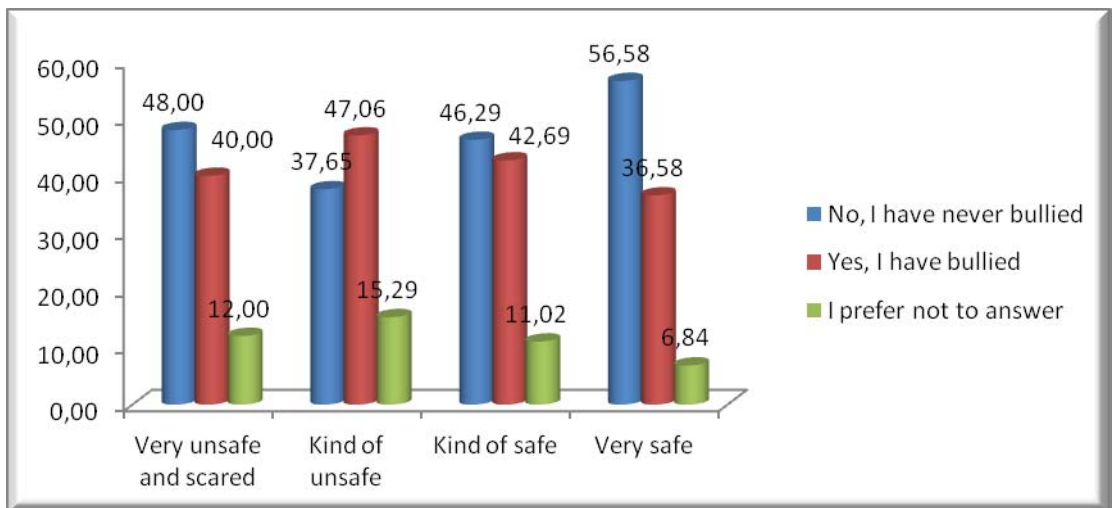
Finally, with respect to their relationship with teachers, higher rates were presented by students that had described their relationship as “bad” ( $\chi^2 = 43,941, p < 0.05$  ).

Graphic 203. Bully – Relationship with teachers

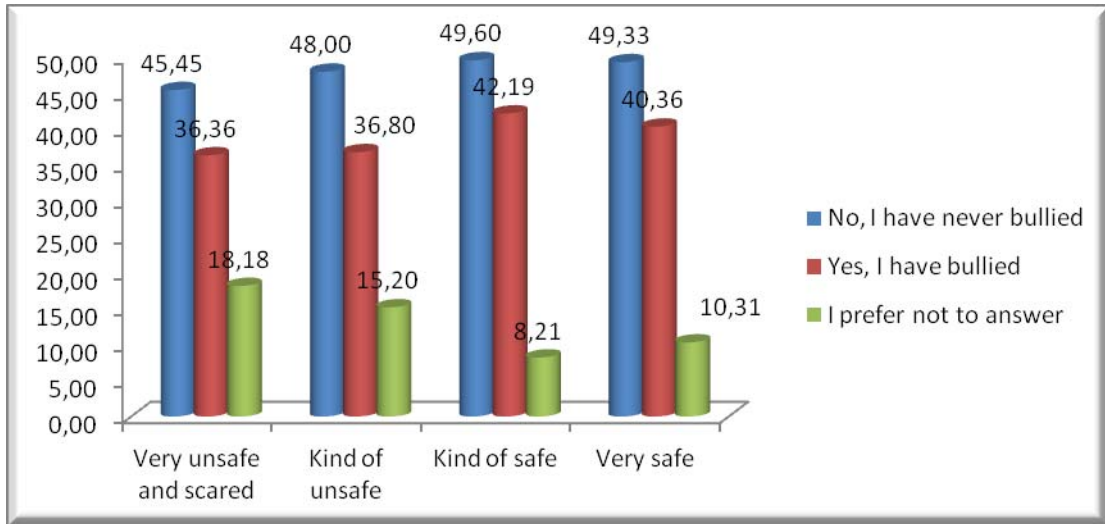


The safety degree that school bullies/students present is of particular interest. Examining all three factors, we note that school bullies do not feel unsafe.

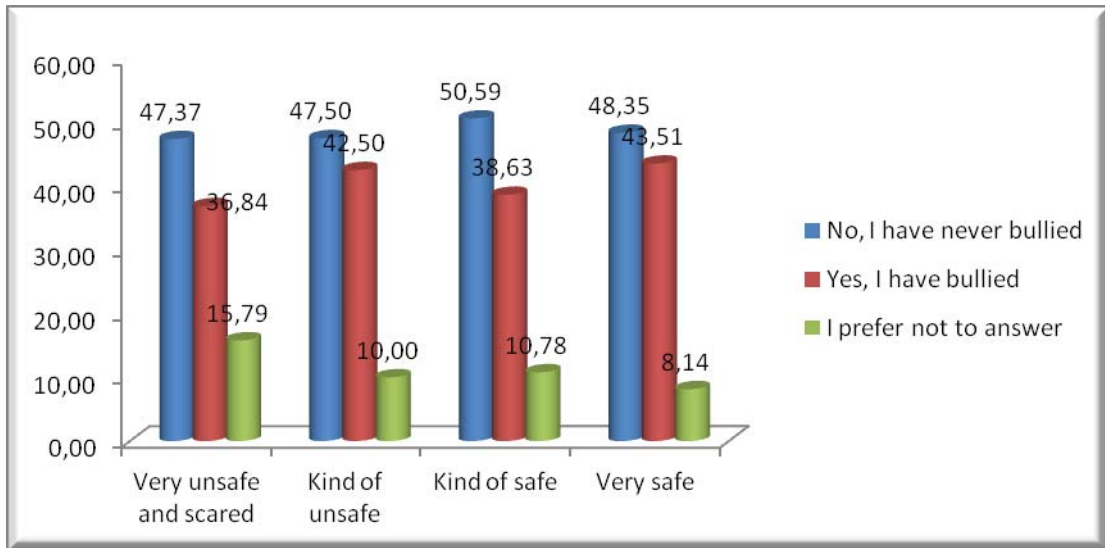
*Graphic 204. Bully – feeling unsafe in the classroom*



*Graphic 205. Bully – feeling unsafe at the park*



Graphic 206. Bully – feeling unsafe in public transport



The most common form of school bullying is the use of abusive expressions (70%). The second most common form is the use of physical violence (50.7%). These are followed by the spreading of rumors and the exclusion from activities (35.6% and 35.6%, respectively). The use of cell phone and cameras to take humiliating photos – videos also received a high percentage (20%).

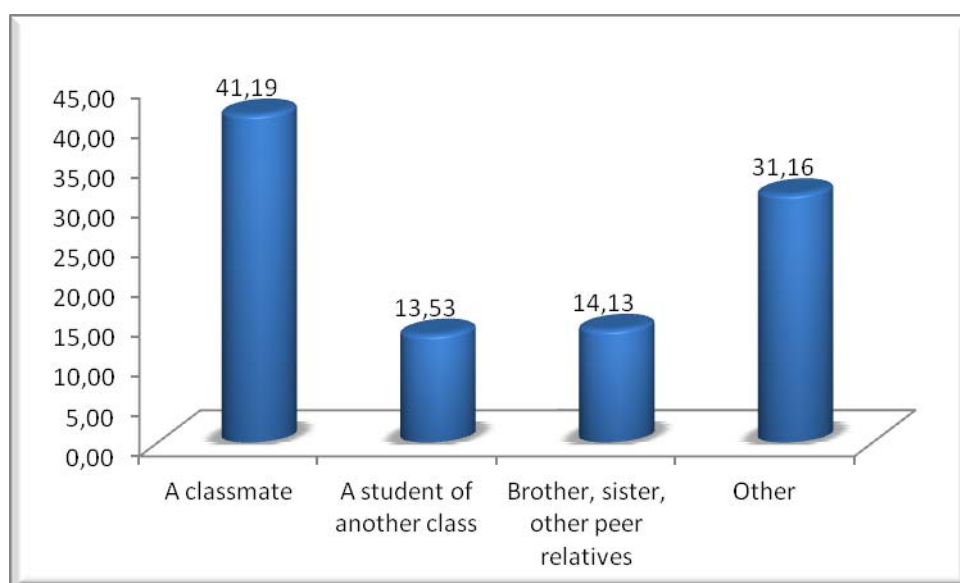
Table 76. Forms of school bullying

Percentage

Using physical violence on others	50.7%
Saying mean things, teasing or calling names to others	70.0%
Spread mean rumours about others	35.6%
Leave other persons out of your activities	35.6%
Use your cell phone, video cam or camera to take nasty or humiliating photo or video of others? (or other forms of cyber bullying)	20.0%
I prefer not to say	22.0%
Other	32.0%

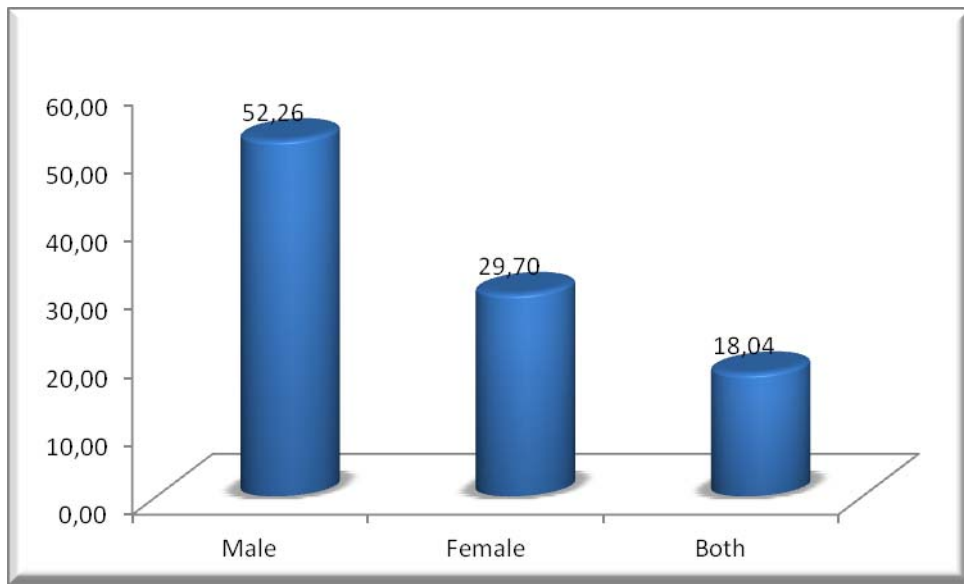
According to the opinion of bullies, the primary school bullying victims are their classmates (41.19%), with the majority of victims being boys (52.26%).

*Graphic 207. The person that bullied you was:*



*Graphic 208. Gender of the victim*





### 2.7.3.2 Bully and victim

Studying the unified bully/victim chart, we note that 44.6% of bullies were once school bullying victims themselves.

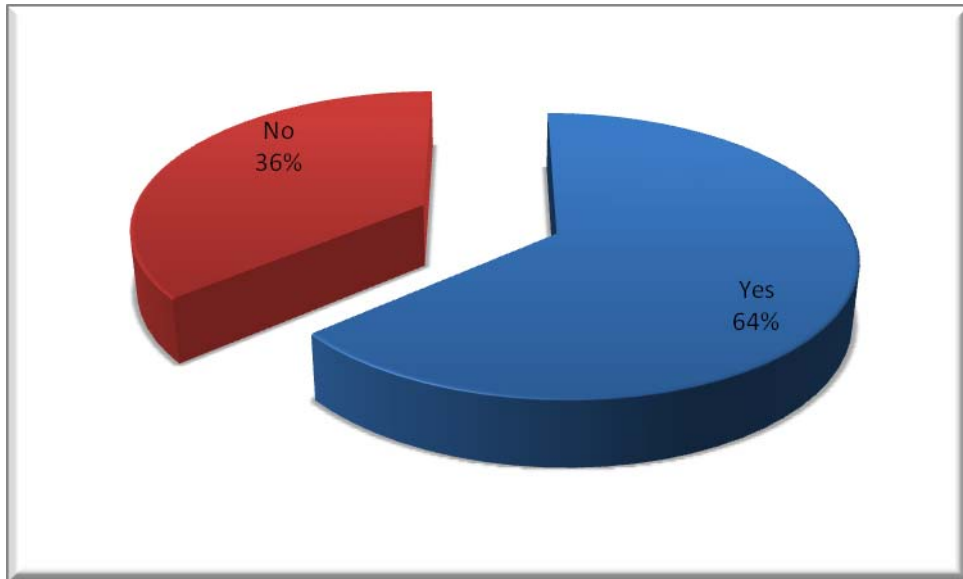
Table 77. Bully and victim

	No, I have never been bullied	Yes, I have been bullied	I prefer not to answer	Total
No, I have never bullied	82.4%	10.1%	7.5%	100.00%
Yes, I have bullied	47.0%	44.6%	8.4%	100.00%
I prefer not to answer	49.5%	22.7%	27.8%	100.00%

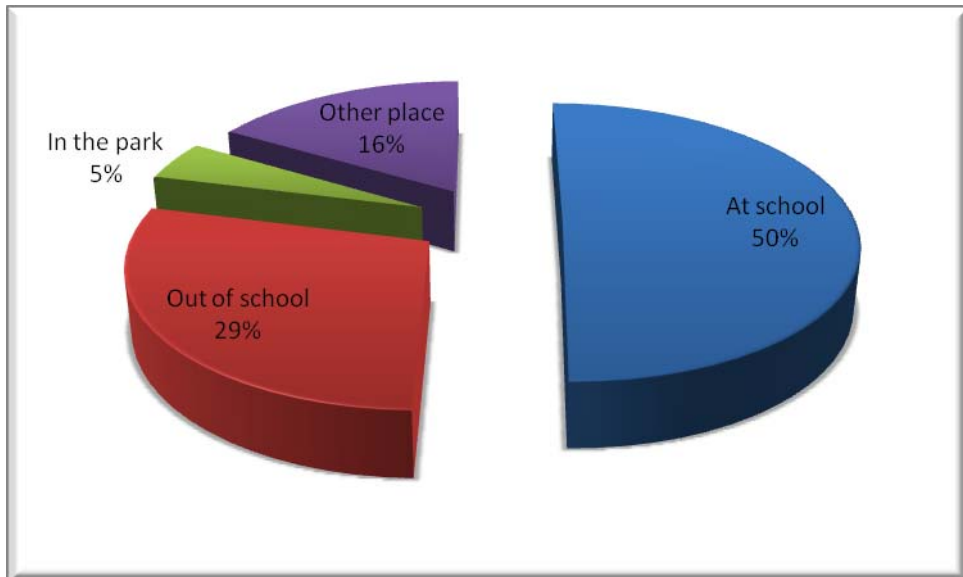
### 2.7.4 Observer of school bullying

Sixty-four (64%) of the respondents were school bullying observers at one point in time. The school constitutes the primary place for the incident at a rate of 50%.

*Graphic 209. School bullying observer*

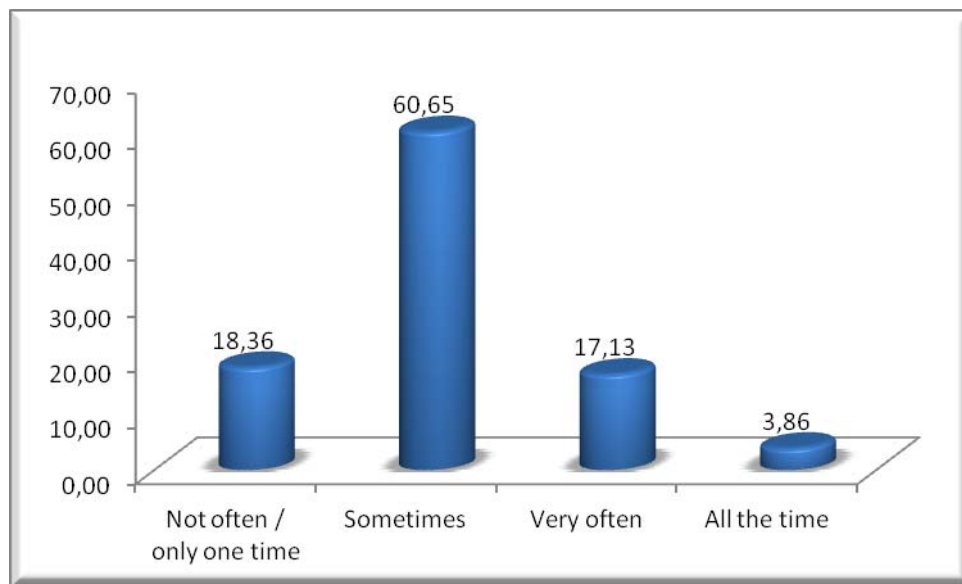


*Graphic 210. Place where the bullying occurred*



According to 60.65% of the sample, school bullying incidents occur occasionally, while 17.13% stated that they occur very often. Only 3.86% stated that such incidents are encountered all the time.

Graphic 211. Frequency of incidents



In comparative table 78, we note that the most common form of school bullying that students notice is the use of abusive expressions and teasing with the “pretty often” and “very often” responses reaching 43.1%. Adversely, the physical violence rate reaches 20.2%. Rumors and exclusion from collective activities come mid way with a corresponding rate of 36.1%.

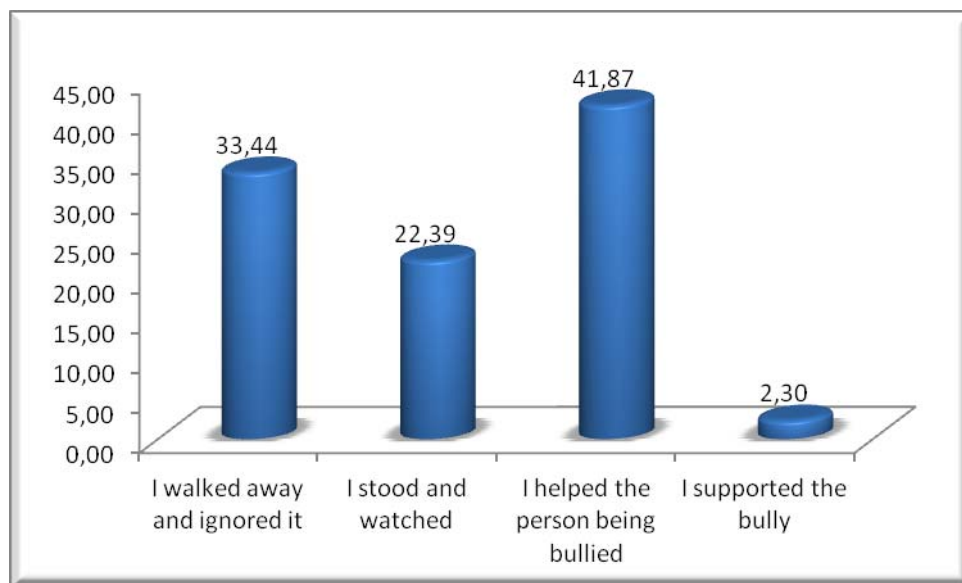
Table 78. Frequency of incidents

HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?	HOW OFTEN DO YOU HEAR OTHERS BY NASTY TEASING OR CALLING?	HOW OFTEN DO YOU HEAR ANOTHER PERSON BY SAYING RUMORS OR OTHER STUDENTS OUT OF ACTIVITIES?	HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD LEAVE OTHER STUDENTS OUT OF ACTIVITIES?
Never	10.7	Never	11.5
Rarely	69.0	Rarely	52.4
Pretty often	15.7	Pretty often	25.2
Very often	4.5	Very often	10.9

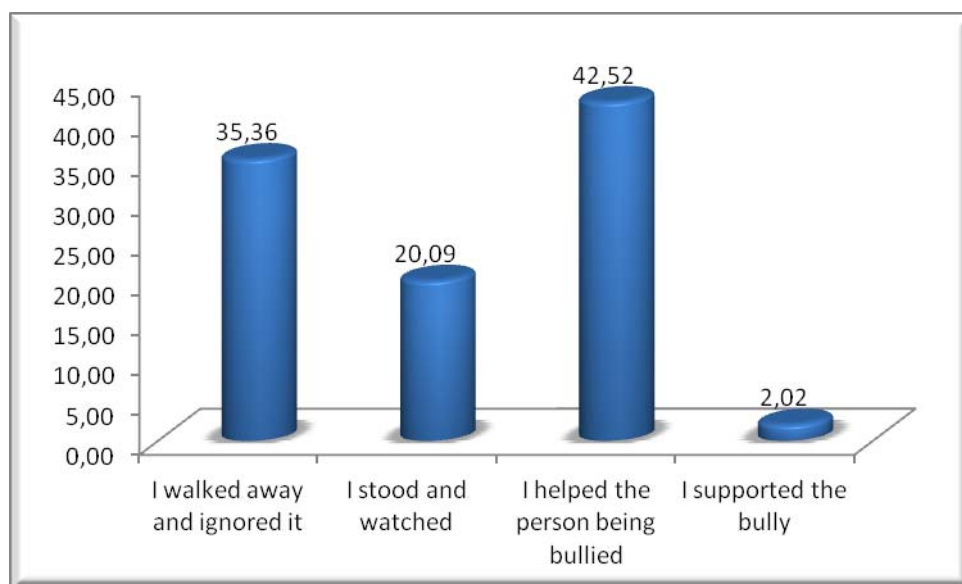
### 2.7.5 Reaction to a school bullying incident

The greatest degree of assistance towards a victim appears in teasing incidents with 42.52% of the respondents stating that they helped a victim when they were observers in a respective incident compared to 41.87% of students that stated helping a victim in a physical violence incident. In both cases, a small percentage stated that they helped the bully (2.02% and 2.3%, respectively). In cases of physical violence and verbal abuse, a substantial percentage (33.44% and 35.36%, respectively) admitted to walking off and ignoring the incident.

*Graphic 212. Reaction to physical violence incident*



*Graphic 213. Reaction to a teasing and name calling*



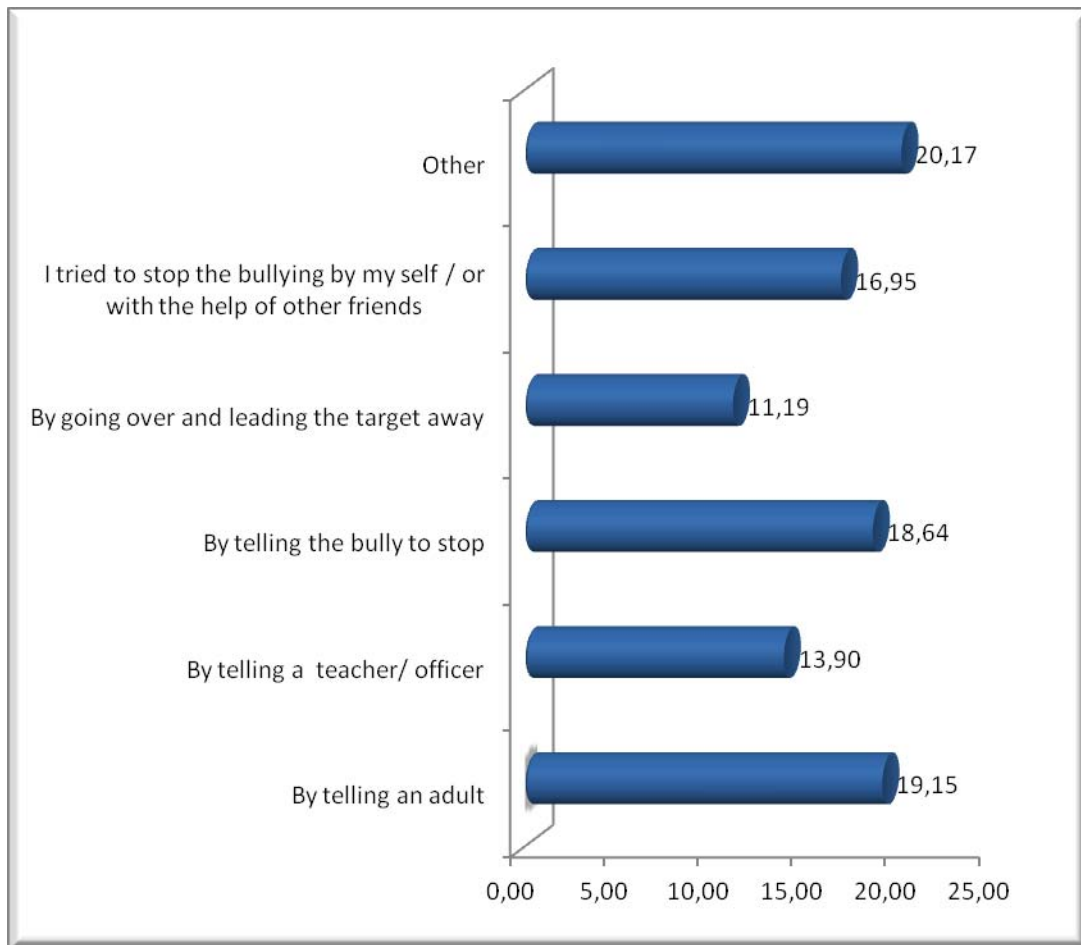
The following question in the questionnaire is aimed at describing the emotions of students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (37.3%) and anger (27.1%). Of the total respondents, 23.7% stated that they felt disapproval. A small percentage finds these incidents entertaining (4.1%) or indifferent (8.2%).

*Table 79. Emotions from the school bullying incident*

<b>Emotions brought on from a school bullying incident</b>	<b>Percentage</b>
Fear	17.4%
Anger	27.1%
Pity for the victim	37.3%
Unconcern	8.2%
Disapproval	23.7%
Fun	4.1%
Helplessness	14.2%
Admiration for the bully	3.4%
Envy for the bully	2.9%

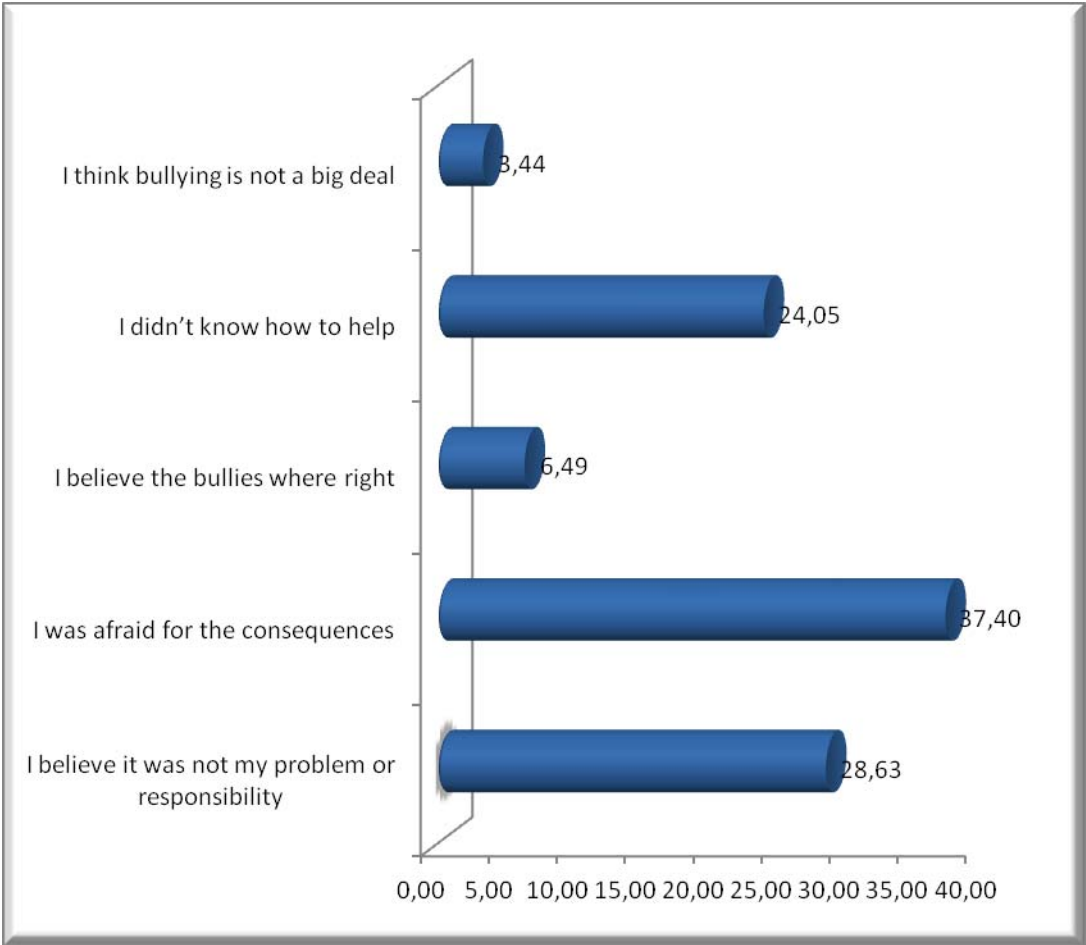
Out of the students that intervened in a school bullying incident to assist a victim, 18.67% stated that they asked the bully to stop, 16.95% tried to stop the bully with the assistance of friends and 19.15% reported the incident to an adult.

*Graphic 214. If you helped, what did you do?*



On the contrary, in the case where students did not try to stop the bullying, 37.40% stated that they feared the consequences. A large percentage (28.63%) stated that it was not their responsibility. On the contrary, the rate of 6.49% that justified the bully raises concern.

*Graphic 215. If you did not help, why not?*

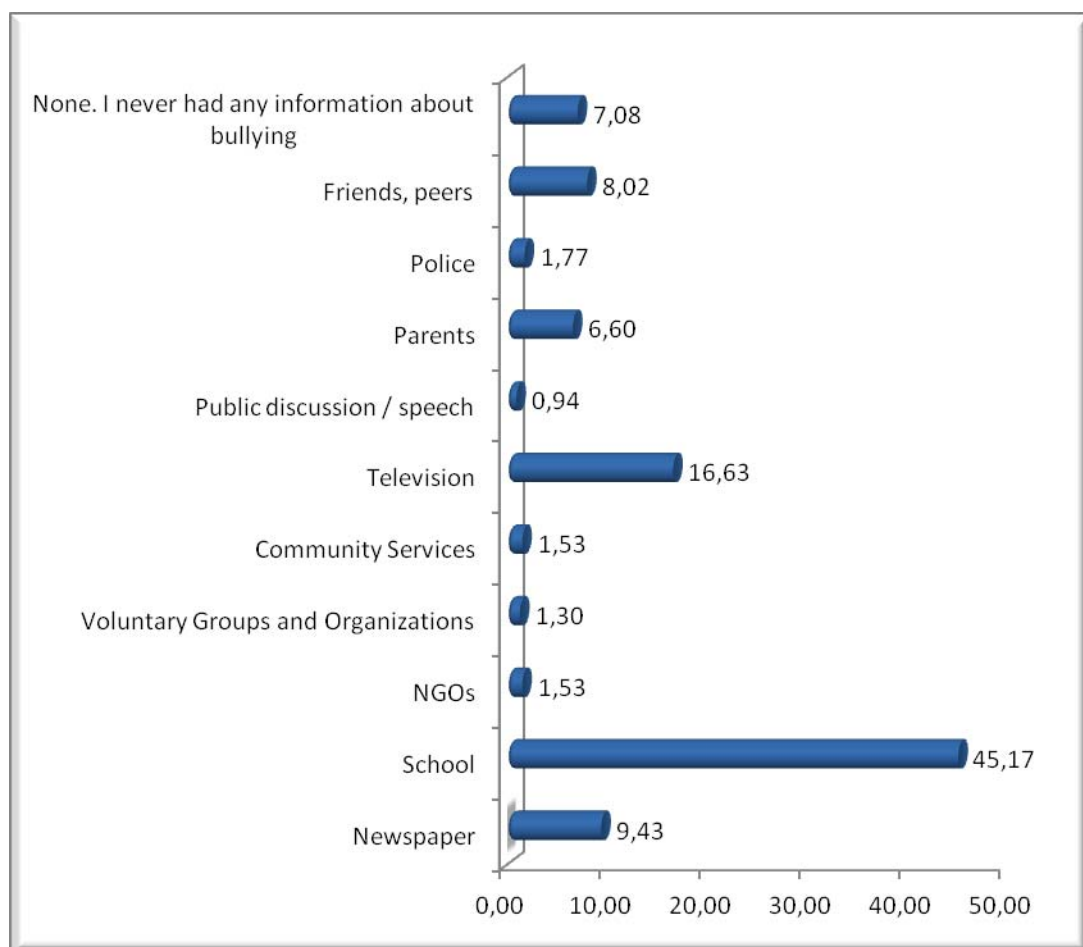


### 2.7.6 Information about school bullying

The last unit of the questionnaire looks into the quality of information provided to young people in relation to the bullying phenomenon.

According to 45.17% of the respondents, school is the most important source of information for students. Television is the second most important source. Government services, volunteer groups and NGOs received a small percentage (a total of 4.36%) since they offer minimal information to students of the issue.

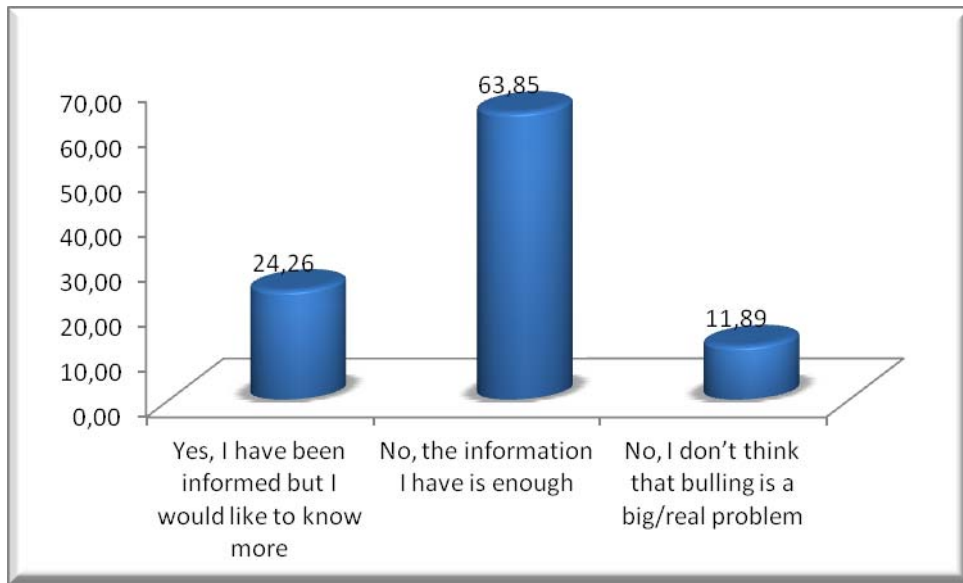
*Graphic 216. Source of information about the school bullying phenomenon*



Only 24.26% of students would like more information, while 63.85% consider the information to be satisfactory. Lastly, the negative stance about information and awareness (11.89%) is of particular interest, indicating that they do not need further information as school bullying is not a significant issue.

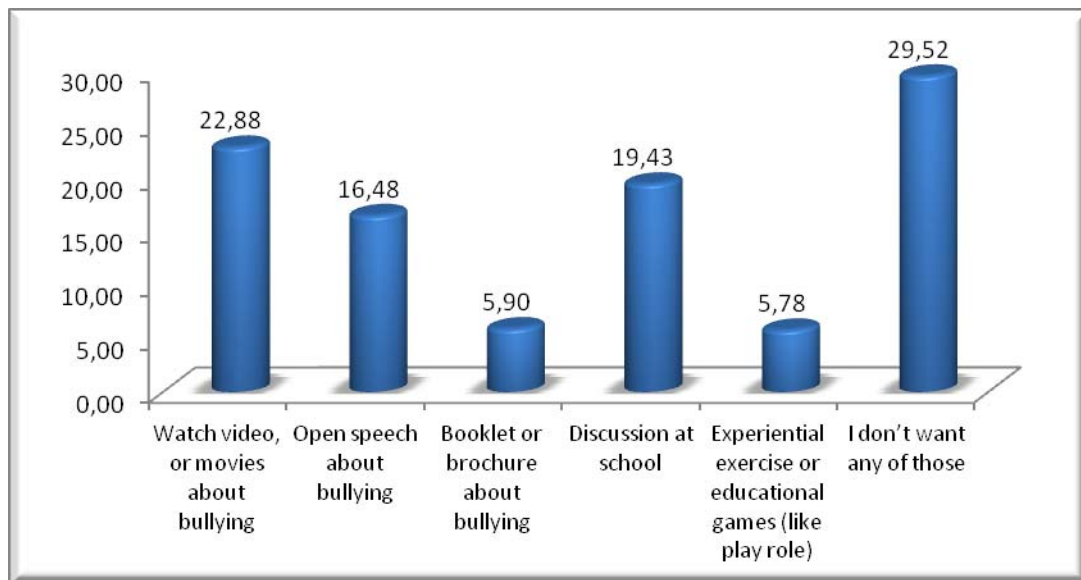


*Graphic 217. Need for more information about school bullying*



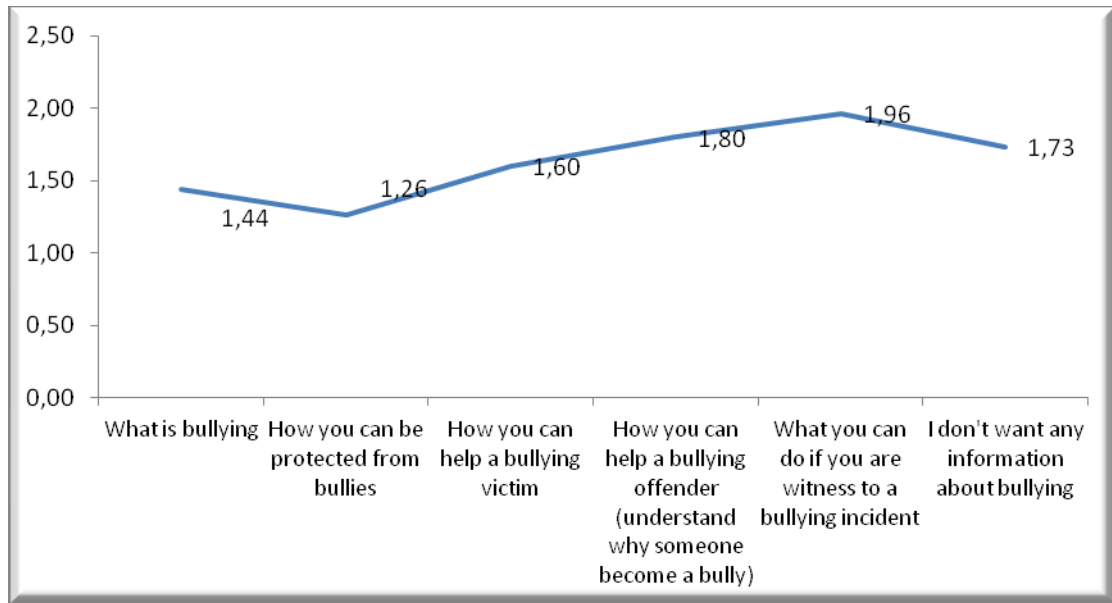
With respect to the ways they would like to receive information of school bullying, the students prefer videos and films about bullying (22.88%) followed closely by discussions at school (19.43%) and open discussions (16.48%).

*Graphic 218. Form of information*



In the following two questions the students were asked to respond by order of preference on the type of information they would like and the most suitable source. According to their responses, top preference was given to “how can I be protected from bullies” (average 1.26), “what is bullying and which forms are included in the phenomenon” (average 1.44).

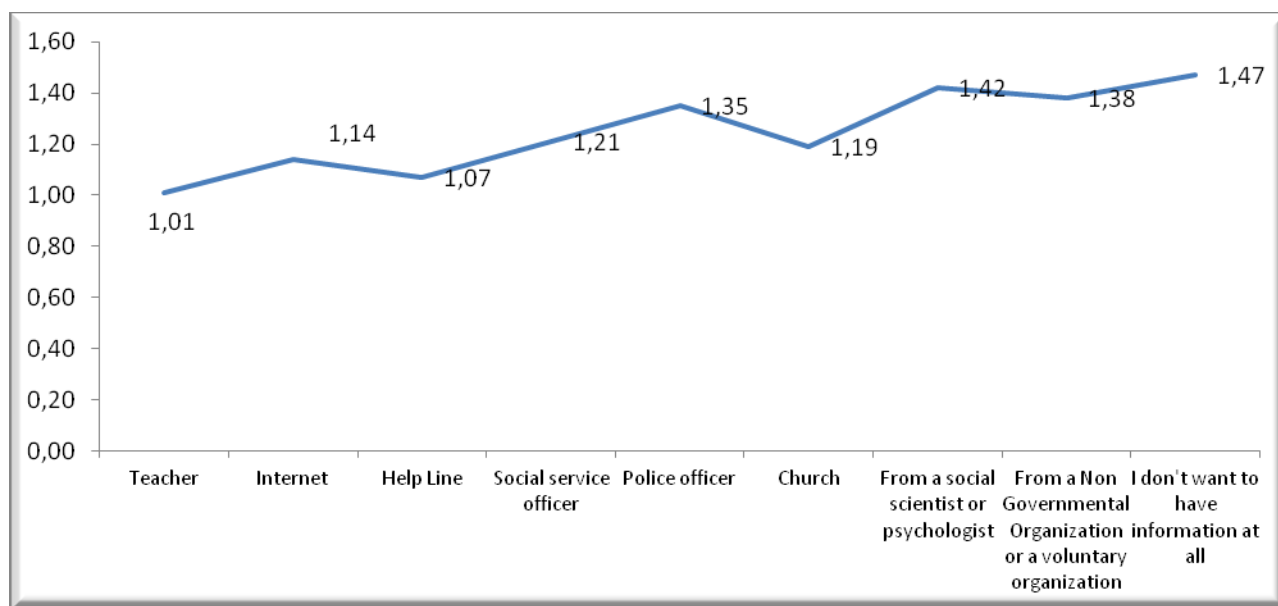
Graphic 219. Type of information



According to the students, the most suitable source of information would need to be the school's teachers (average 1.01), which is interpreted on the basis of previous the question where the school environment is the main area for the bullying to occur.

The telephone help line came second (average 1.07) followed by the internet (average 1.14) and the church (average 1.19). Last in order of preference were non-government organizations (1.38), social scientists and psychologists (average 1.42).

Graphic 220. Which do you consider to be the best source of information



The attitude adopted by the teachers is considered to be satisfactory, since 34% of the respondents stated that teachers intervene to protect the victim. To a significant degree, the teachers' intervention aims at reconciling the relationship between the bully and the victim (24.6%).

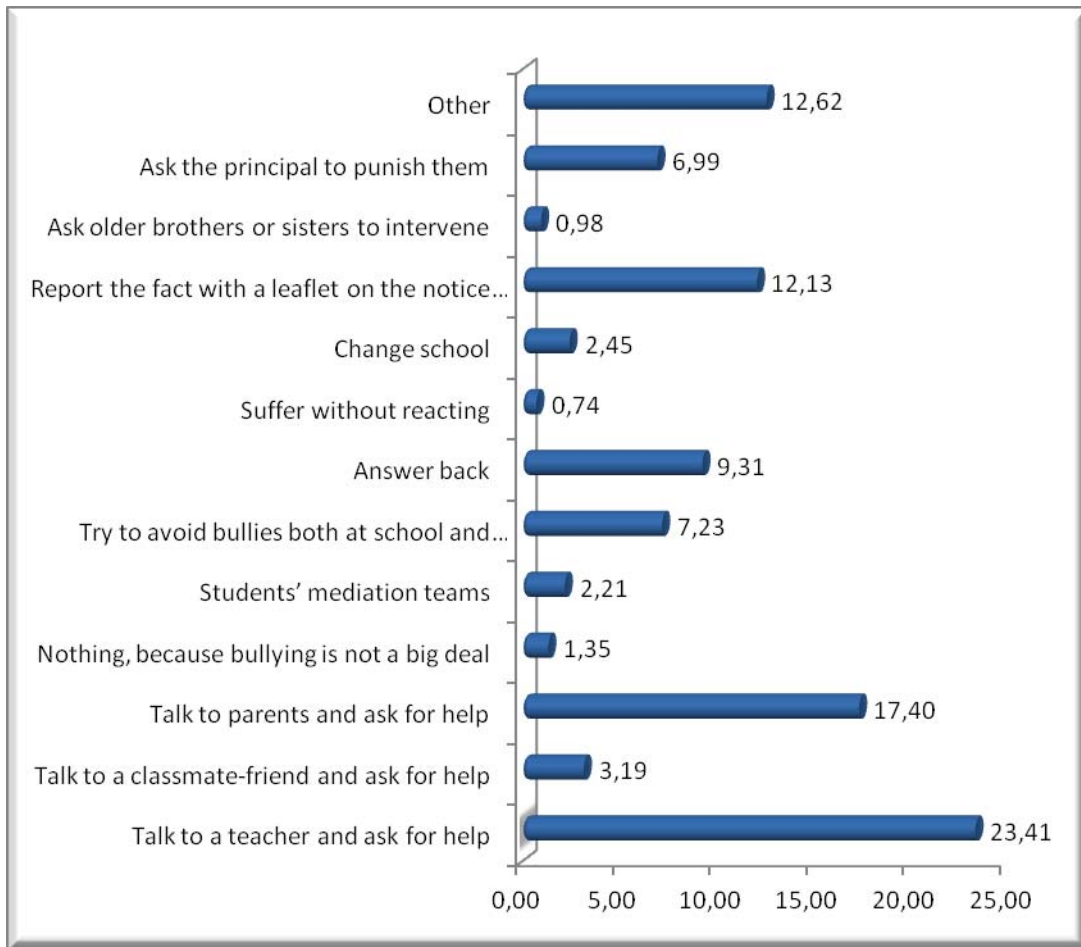
*Table 80. Teachers' reaction to bullying*

	Percentage
They pretend that nothing is happening	7.0%
They don't do anything due to inadequate information regarding the bullying phenomenon	3.4%
They don't do anything due to inadequate information regarding the specific bullying incident	3.6%
They intervene to protect the victim	34.0%
They listen to both the victim and the bully and act as a mediator	24.6%
They work with both the victim and the bully's family	24.3%
Their behavior resemble that of that victim	1.7%
Their behavior resemble that of the bully	3.1%

According to students, the most appropriate way to combat this phenomenon is to inform the teachers (23.43%). Informing the parents takes second place with a rate

of 17.40%. It is worth underlining that students consider that their teachers have or should have a significant role concerning information and intervention about the phenomenon.

Graphic 221. Best method of combating the phenomenon



## 2.8 Results for Bulgaria

### 2.8.1 Study of school bullying phenomenon

The students' perception level of the phenomenon is depicted in the following table. When studying the data of this table, we note a rather high perception level about the various forms of school bullying with "being nasty to someone by teasing them, making fun, exercising physical or verbal violence only one time" being identified as the basic form of bullying (58.1%) followed by "making fun of someone about the way they look" (51.9%).

According to their responses, Bulgarian students also present a problem (24%) in perceiving the prerequisite of repetition for an act to be described as bullying. Finally, there is a very small difference between playing a prank on someone via an electronic means and threatening via internet, mail, chat telephone, etc, as an expression of bullying.

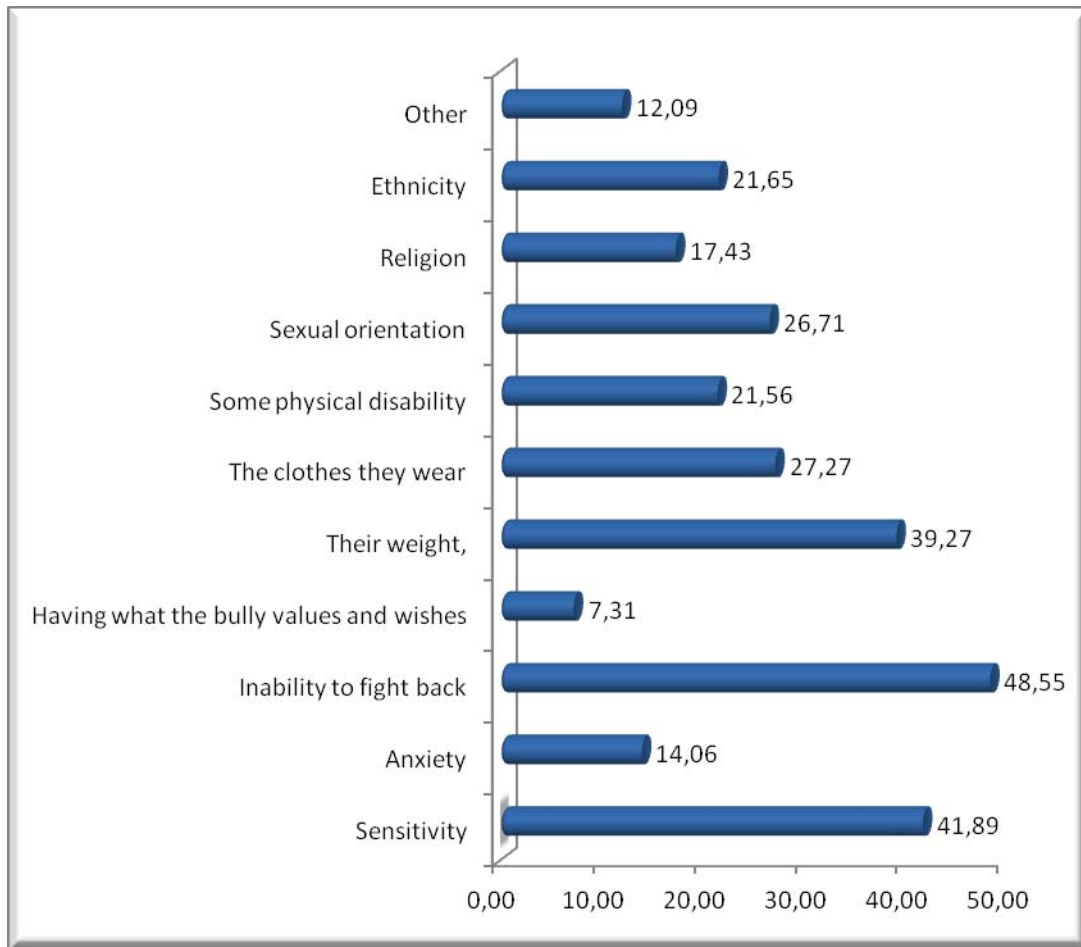
*Table 81. Forms of school bullying*

	<b>Percent age</b>
<b>Making fun with a way that somebody looks</b>	51.9%
<b>Accidentally bumping into someone</b>	14.5%
<b>Calling people names or nasty things because of the color of their skin or their ethnicity</b>	36.5%
<b>Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time</b>	24.0%
<b>Being bad with someone else(say nasty things, making fun, verbal or physical violence) more than one time</b>	58.1%
<b>Making the other play or do things you want without use violence</b>	9.7%
<b>Force others do things you want with the use of violence (verbal, physical or psychological)</b>	38.3%
<b>Joking with people by "putting them down".</b>	32.8%

Teasing someone about the clothes he/she wears	30.5%
Expressions of unpleasant thoughts or feelings regarding others	22.4%
Arguments	5.9%
A single act of telling a joke about someone	7.8%
Not liking someone	8.2%
Being excluded	9.5%
Lying about someone (blaming them for a problem)	18.2%
Making a fool of someone by playing a nasty joke	32.0%
Using phone/email/chat/social networking/SMS to make fun of people	29.9%
Using phone/email/chat/social networking/SMS to threaten or intimidated someone	31.9%

According to the opinion of Bulgarian students (48.55%), the victim's inability to fight back is the most significant victimization factor. The second most significant factor is the victim's sensitivity (41.89%). A substantial number considers the victim's body weight to be a victimization factor (39.27%). Sexual preferences and clothes follow with a difference (26.71% and 27.7%, respectively); although they are not front runners these percentages cannot be ignored. On the contrary, religion (17.43%) and anxiety/stress (14.06%) marked low percentages.

Graphic 222. Victimization factors



With respect to feeling safe, 52.6% of students feel “very safe” in the classroom, 6.7% feel “very unsafe” and 13.9% of the students questioned feel “kind of unsafe”.

Slightly higher insecurity arose in the question concerning safety in the neighborhood/park, with the “very safe” responses being reduced to 42.4%.

When asked about the safety degree on the way to and from school, walking or taking public transportation means, the responses for “very unsafe” and “kind of safe” amounted to 27.2%. Adversely, 72.8% responded to feeling “Very or Kind of safe”.



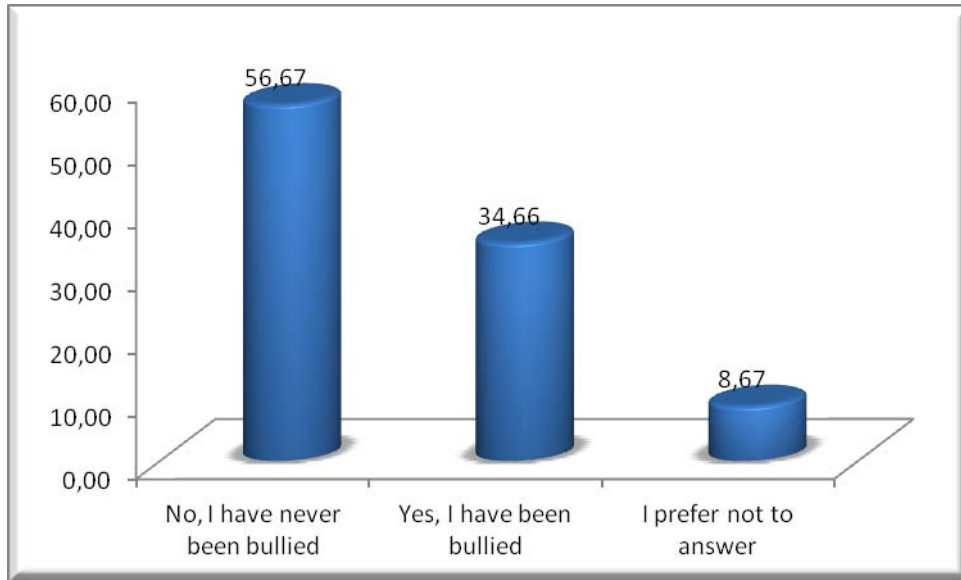
Table 82. Safety index

HOW SAFE DO YOU FEEL IN CLASSROOM?	DO YOU FEEL SAFE IN YOUR NEIGHBORHOOD / THE PARK	DO YOU FEEL SAFE AT SCHOOL, WALKING OR TAKING PUBLIC TRANSPORT
Very unsafe and scared	6.7	6.0
Kind of unsafe	13.9	21.2
Kind of safe	26.8	30.8
Very safe	52.6	42.0
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>

### 2.8.2 Have you ever been a school bullying victim?

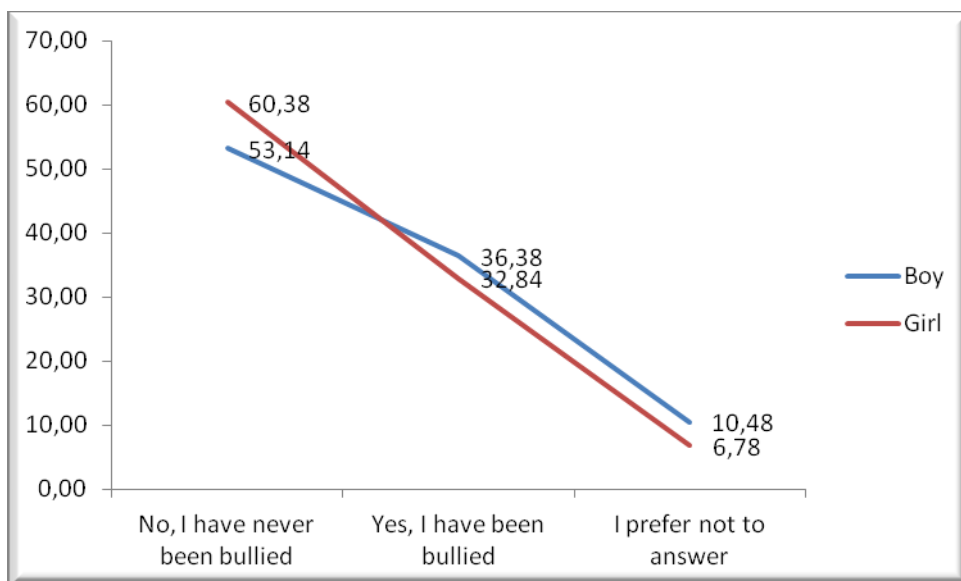
Over thirty-four percent (34.66%) of the respondents stated that they had been a school bullying victim. A small percentage (8.67%) chose not to respond to the specific question.

Graphic 223. Were you ever a school bullying victim?



Boys presented a slightly higher victimization rate since 36.38% stated that they had been school bullying victims. The corresponding percentage for girls amounted to 32.84%.

Graphic 224. Victimization per gender



After statistically analyzing the data, there was no statistically significant relationship between victimization, area of residence and ethnicity. The sample's victim rates do not differ when comparing Bulgarian and foreign children or urban, suburban and rural areas.

Studying the effects of various family problems, the results were quite interesting. Almost every family problem is associated with higher victimization rates. The highest rates are observed with behavioral problems, where 70.7% of the students that encounter such problems admitted to being school bullying victims. There is a high statistical dependency where there were problem in the relationship with the victim. A non-statistically significant difference was only detected in the case of health problems.

*Table 83. Victimization rate – family problems*

	Problem	
	Yes	No
Financial problems	56.0	29.6
Problem with their relationship	58.7	31.7
Problem with the relationship with you	51.8	33.6
Problems dealing with anger or other behaviour problems	70.7	33.1
Problems with the law	58.8	34.2
Health problems	41.9	34.1
Problems with alcohol and other substances	54.5	34.0
Problems at work (e.g. unemployment, irregular payments)	54.2	32.9

A statistically significant relationship arises between the victimization rate and the relationship with parents ( ). The victimization rates increase as the relationship with parents appears all the more dysfunctional. The highest rate is observed in students that stated that their relationship with their parents was “very bad” (72.7%). Adversely, 31.4% of students that had a “very good” relationship with their parents had been school bullying victims.

Table 84. Victimization rate – relationship with parents

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	62.1%	52.2%	41.8%	80.0%	9.1%
Yes, I have been bullied	31.4%	35.6%	50.6%	10.0%	72.7%
I prefer not to answer	6.5%	12.2%	7.6%	10.0%	18.2%

Similar results are ascertained from studying the effects of the relationship between the parents ( ). A “Bad” relationship has the highest victimization rates. Furthermore, 81.2% of the children that had reported a “very bad” relationship between parents, had been school bullying victims.

Table 85. Victimization rate – relationship between parents

	Very good	Good	Average	Bad	Very bad
No, I have never been bullied	61.2%	56.6%	51.2%	39.6%	18.8%
Yes, I have been bullied	32.5%	31.5%	37.2%	56.3%	81.2%
I prefer not to answer	6.3%	11.9%	11.6%	4.2%	0.0%

Yet another factor that drastically affects the level of victimization and concerns the interfamily status is the manner by which families resolve their disputes.

As it arises from the table below, the victimization rates are the highest in cases where disputes were resolved in a violent manner. This fact is also statistically confirmed ( ).

Table 86. Victimization rate - dispute resolution

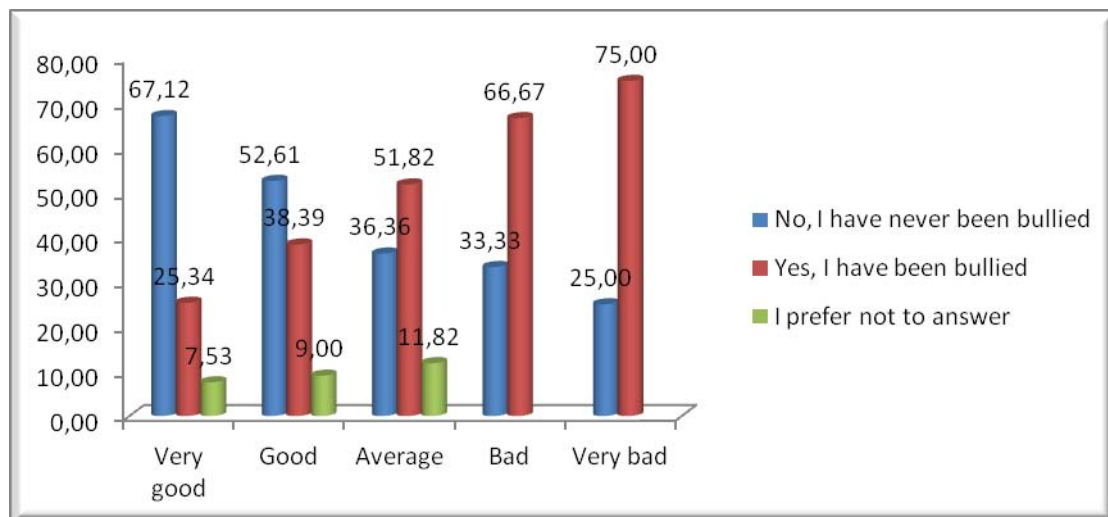
Discussion	Strong or violent arguments (fight with each other)	or	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other

No, I have never been bullied	60.2%	36.5%	50.0%	51.4%	41.5%
Yes, I have been bullied	31.7%	57.7%	45.0%	32.4%	45.1%
I prefer not to answer	8.1%	5.8%	5.0%	16.2%	13.4%

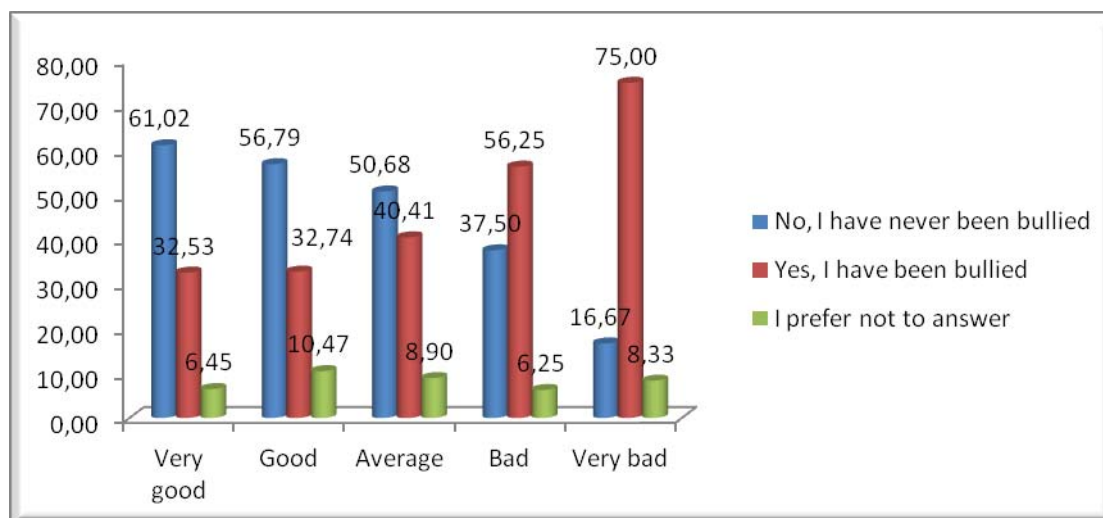
A statistically significant relationship arises when examining the victims' school performance and their relationship with their classmates. It is clear from graphic 224 that students having a bad or very bad relationship with their classmates tend to be victimized more ( $\chi^2 = 56.007, p < 0.05$ ).

Respectively, students with poor school performance present greater victimization rates ( $\chi^2 = 20.648, p < 0.05$ ). Specifically, 75% of students with poor school performance have fallen victim to school bullying compared to students with very good performance (32.53%).

Graphic 225. Victimization rate - relationship with classmates



Graphic 226. Victimization rate – school performance



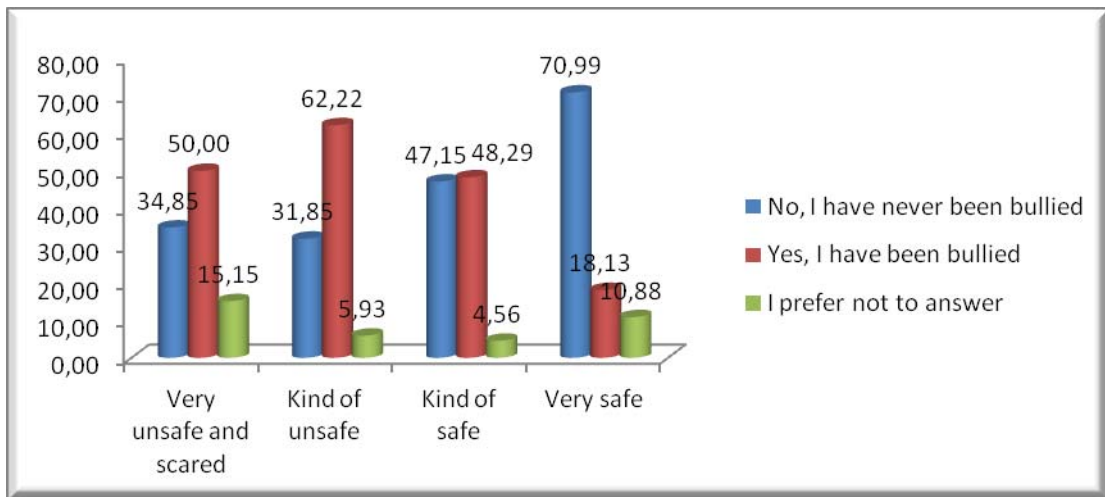
As expected, the safety degree among school bullying students/victims is highest both in the classroom as well as outside school grounds.

Specifically, with concerns safety in the classroom, school bullying students/victims present a higher degree of insecurity.

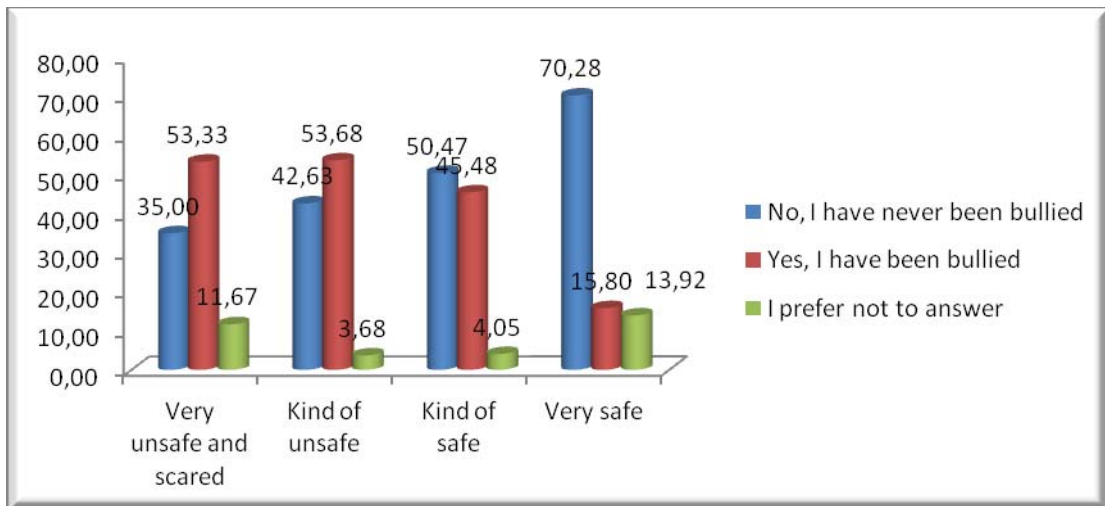
Respectively, in areas outside the school environment such as the park, the students/victims present a greater insecurity rate. Finally, on the way to and from school and in public transportation means, we observe similar results with the students/victims feeling most unsafe. The statistically significant relationship in these three cases is ascertained

$(\chi^2 = 145.794, p < 0.05 / \chi^2 = 134.942, p < 0.05 / \chi^2 = 108.894, p < 0.05)$

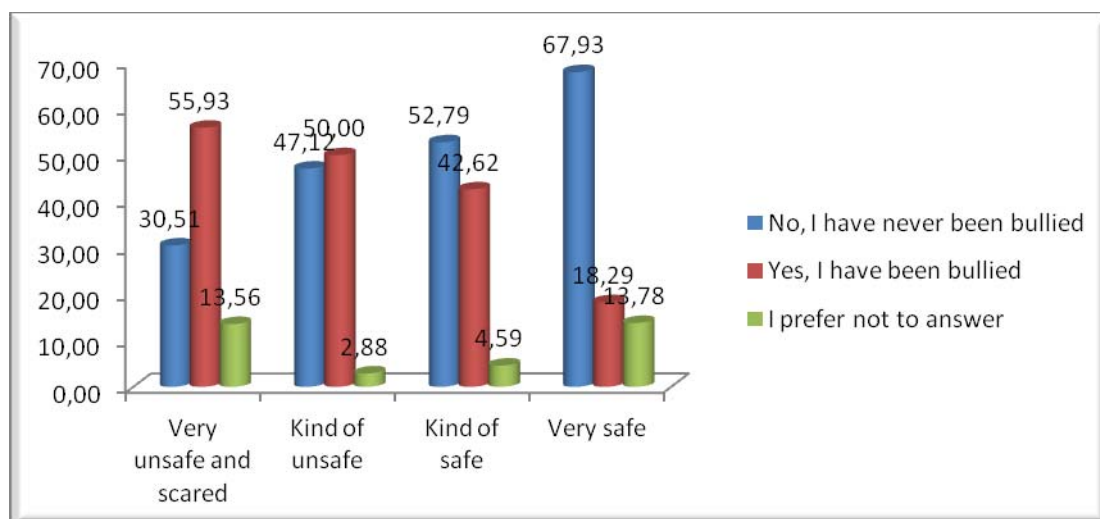
Graphic 227. Victimization rate – feeling unsafe in the classroom



*Graphic 228. Victimization rate – feeling unsafe at the park*



*Graphic 229. Victimization rate – feeling unsafe in public transportation means*



Bullying is mostly seen in the classroom (44.8%). This is followed, with a significant difference, by areas outside the school (33%) and school corridors (28.4%). The neighborhood/park and internet received 14.9% and 19%, respectively.

The small percentage (7.2%) that declared they had fallen victim to bullying at home, was cause for concern since bullying is usually associated with the school environment.

*Table 87. Where did the bullying occur?*

	Percentage
<b>At home</b>	7.2%
<b>Outside school</b>	33.0%
<b>On the web</b>	19.0%
<b>In the classroom</b>	44.8%
<b>On the corridors</b>	28.4%
<b>In the dinner hall</b>	5.7%
<b>In the playground/park/ neighborhood</b>	14.9%
<b>On the way to or from school</b>	11.2%
<b>Other</b>	9.8%

The following table presents the forms of school bullying that have been experienced by students/victims.



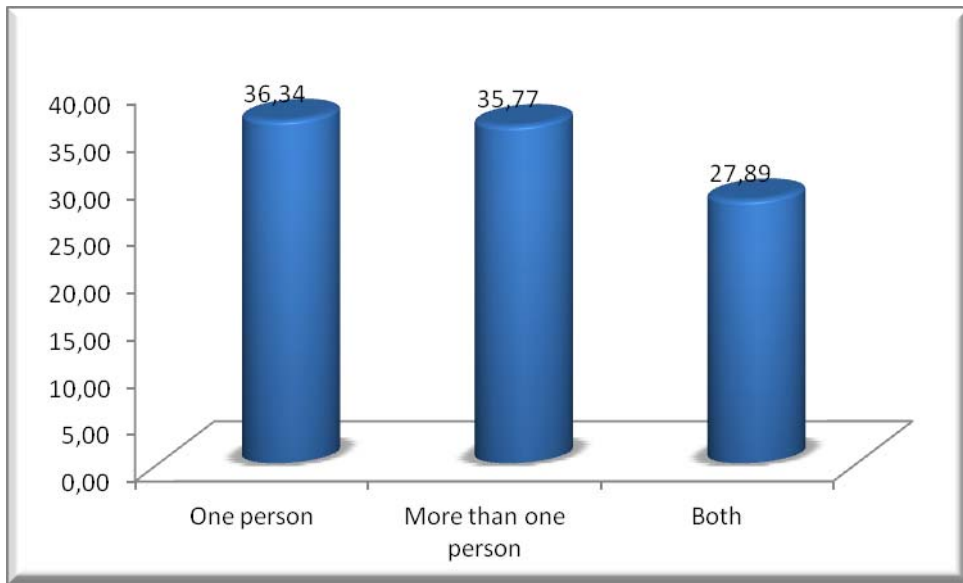
According to 44% of students that had admitted to being victims, pushing and punching is the most common form of school bullying. The second most common form is name calling (42.2%) followed by nasty stories (39.9%). The use of cell phones and the internet to upload humiliating photos had a lower rate of 13.8% and 14.4%, respectively.

*Table 88. Forms of school bullying*

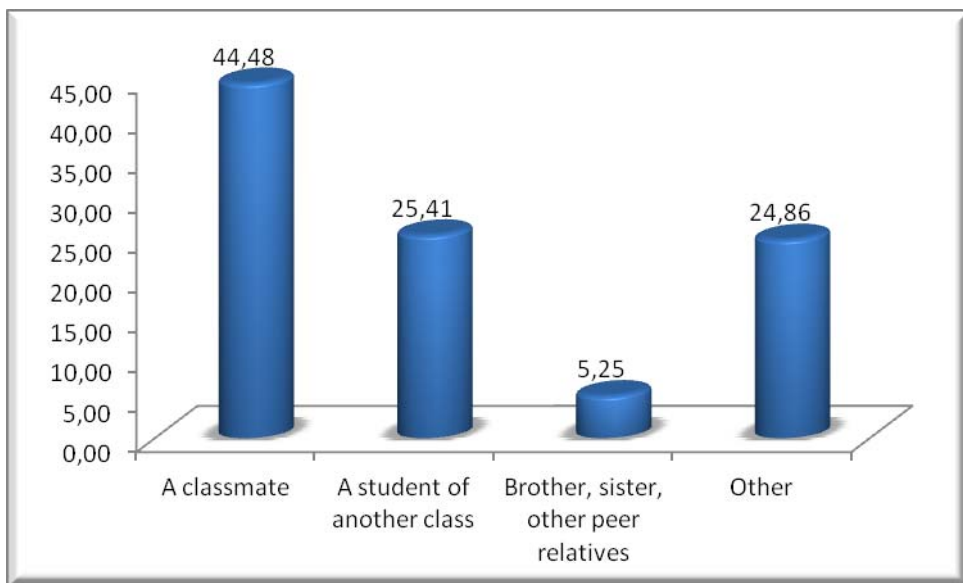
	Percentage
<b>Name calling</b>	<b>42.2%</b>
<b>Left out or excluded by other students</b>	<b>22.1%</b>
<b>Punched or pushed</b>	<b>44.0%</b>
<b>Forced to do something using physical violence</b>	<b>24.4%</b>
<b>Nasty stories told about me</b>	<b>39.9%</b>
<b>Sexual teased, rumors or soft abuse</b>	<b>25.0%</b>
<b>Asked to give up money or belongings</b>	<b>29.3%</b>
<b>Being sent nasty text messages or e-mails</b>	<b>18.4%</b>
<b>Forced to do something I didn't want to</b>	<b>22.4%</b>
<b>Teased about the way I look</b>	<b>29.9%</b>
<b>Upload or threaten to upload humiliating videos or photos of you on the internet</b>	<b>13.8%</b>
<b>Been sent humiliating videos or photos of you by cell phones</b>	<b>14.4%</b>
<b>Other</b>	<b>24.1%</b>

According to the victims, bullies are usually boys of the same class. By studying the following graphics one can see that the bullying is usually done by one person (36.34%), a student in the same class (48.48%). These findings confirm previous findings that the classroom is the most common place for school bullying to occur.

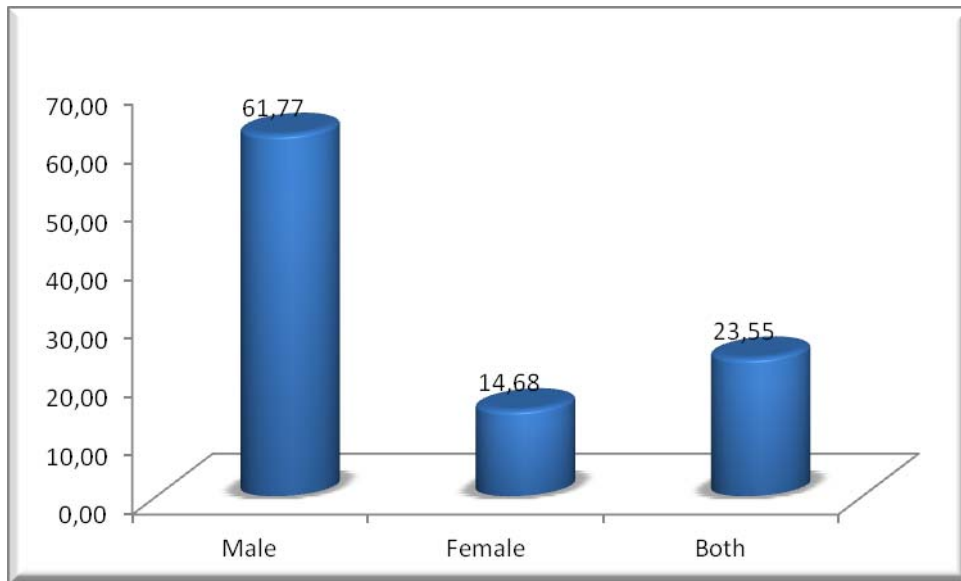
*Graphic 230. How many bullies were there?*



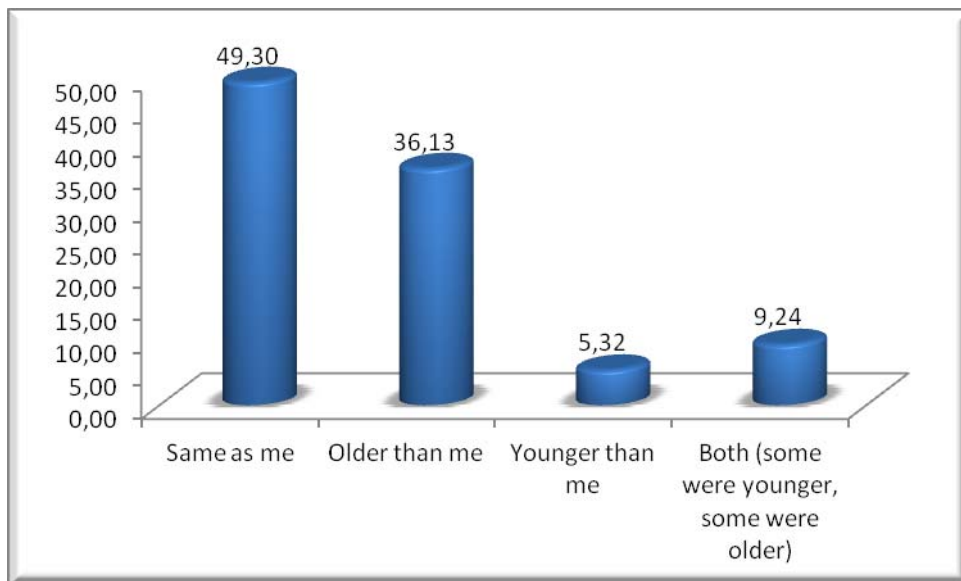
*Graphic 231. Who was the person that bullied you?*



Graphic 232. What was the gender of your bully

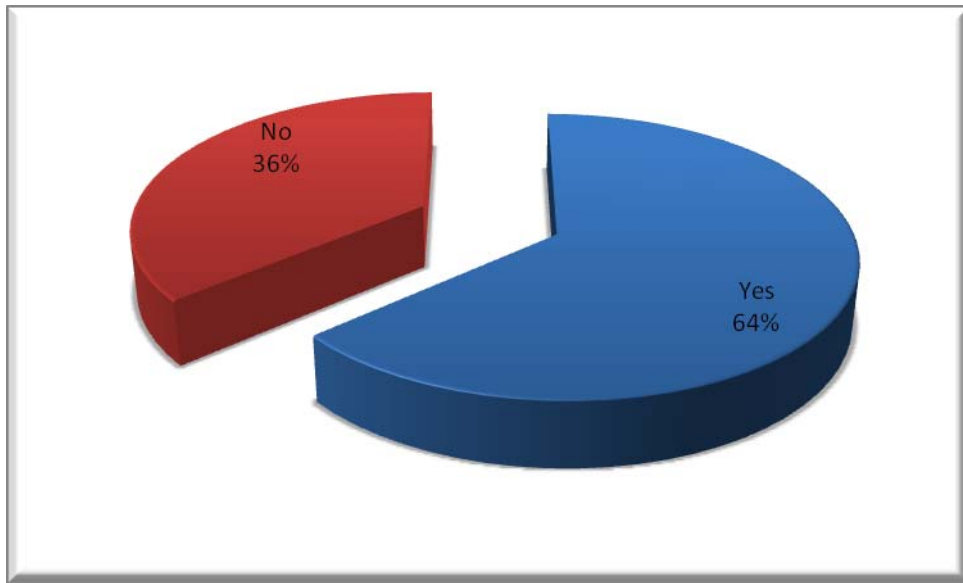


Graphic 233. The bully's age

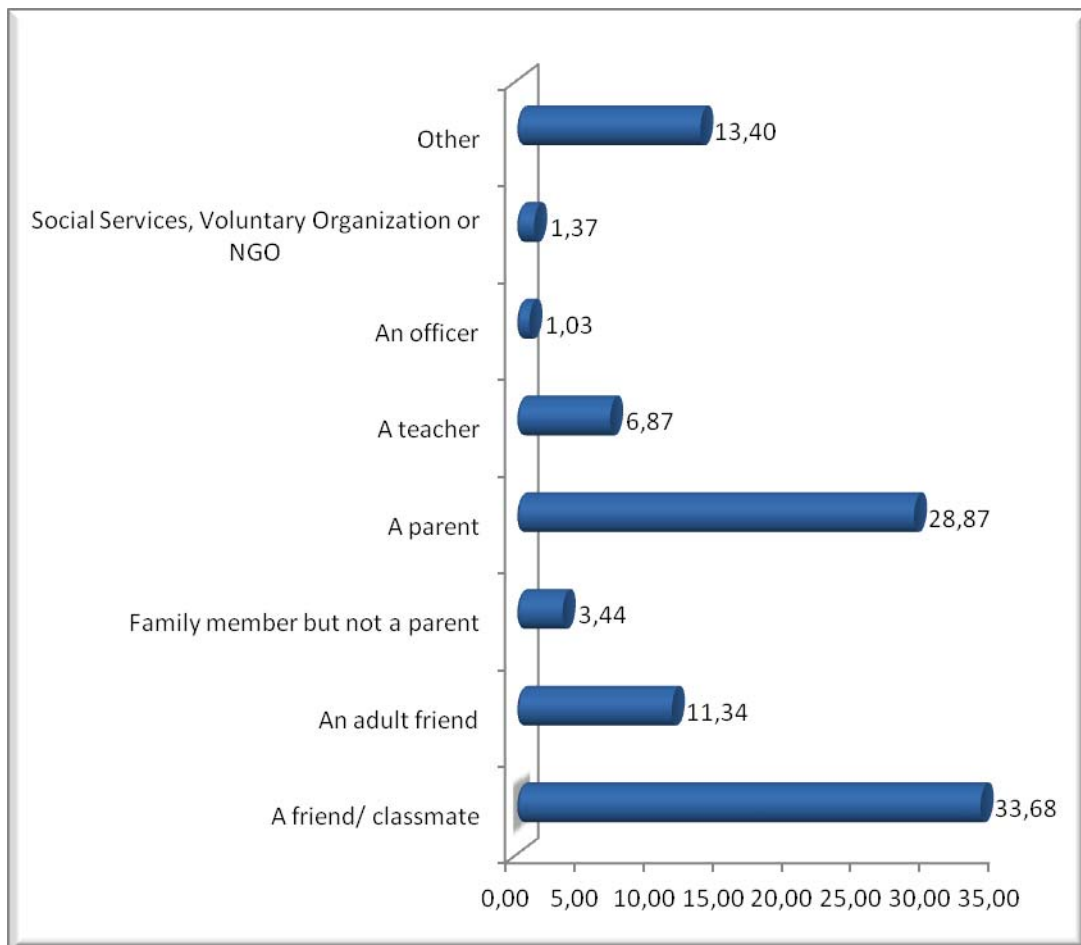


Over sixty-three percent (63.71%) of the victims spoke about their school bullying experience. The majority prefers to share their experience with a friend/classmate (33.68%), or with their parents (28.87%). On the contrary, school bullying children/victims do not trust Social Services, NGOs and Voluntary Organizations. Police, teachers, other family members, other than parents, as well as adult friends also accumulated low percentages.

Graphic 234. Did you talk to anyone about the incident

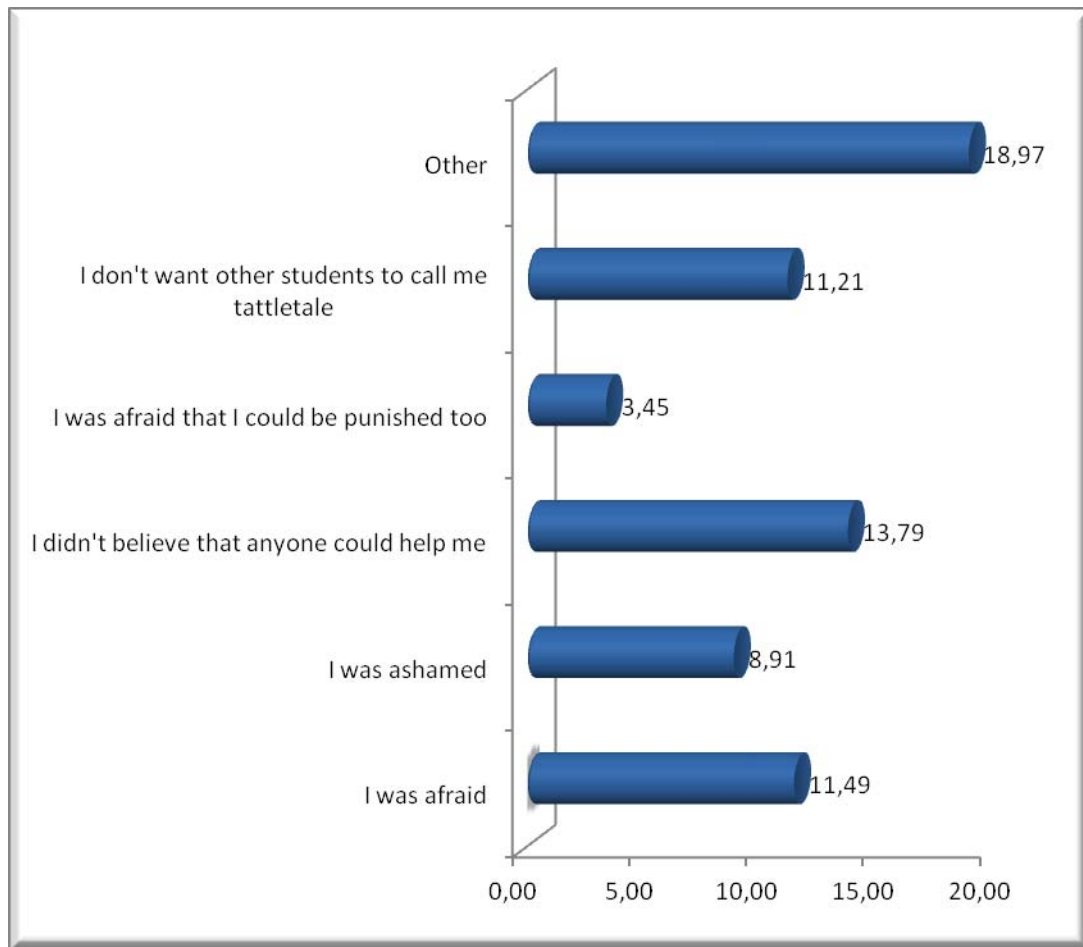


Graphic 235. If yes, to whom?



The bullied children/victims that chose not to speak up about their experience preferred to keep quiet because they do not believe that anyone can help them. A significant percentage wanted to avoid being called a “tattletale”, while embarrassment or fear were also significant reasons.

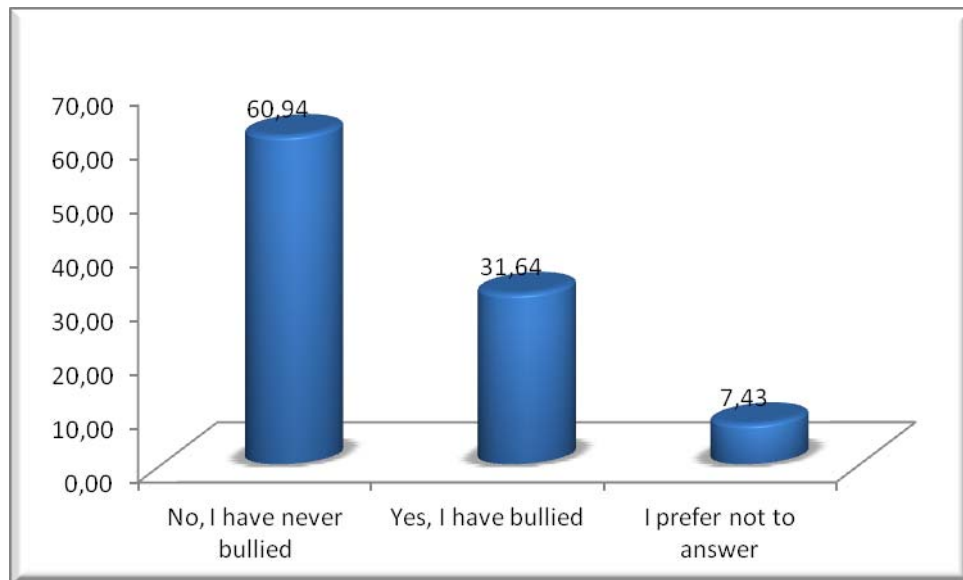
*Graphic 236. If not, why not?*



### 2.8.3 Have you ever been a school bully?

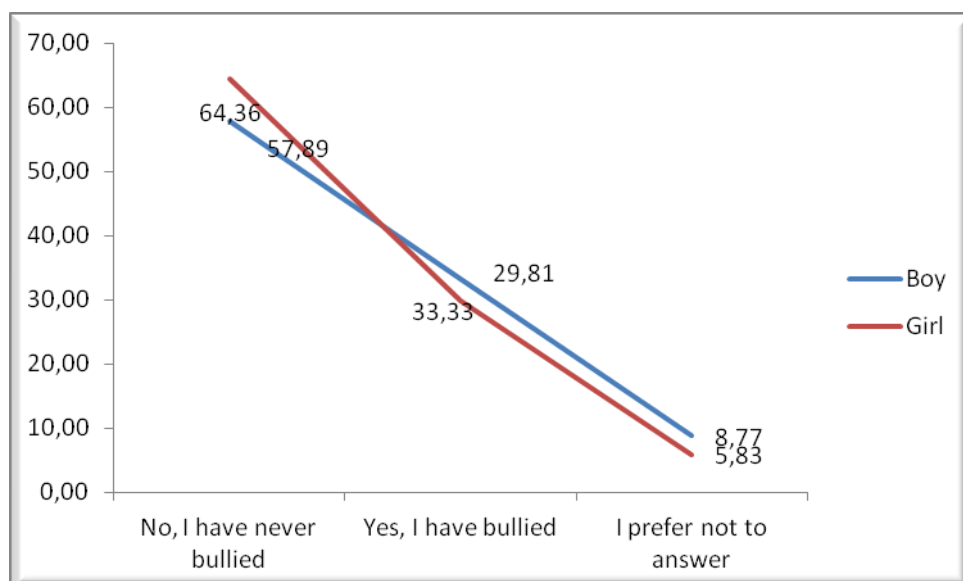
According to students' responses, 31.64% has been a school bully at one point in time, either occasionally or repetitively.

Graphic 237. Have you ever bullied someone else



A minor, statistically insignificant deviation is noted between the two genders. In comparison, more boys (33.33%) than girls (29.81%) have admitted to being school bullies at one time.

Graphic 238. School bullying and gender

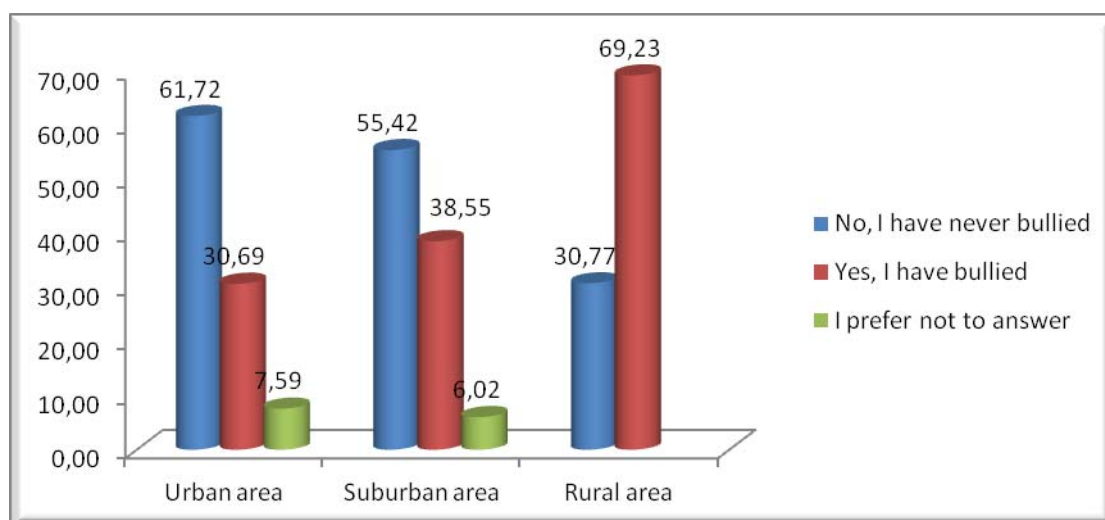


After statistically analyzing the data, there was no statistically significant relationship between school bullying and the area of residence.

Adversely, there was no significant difference between Bulgarian and foreign students.

It is evident in the following graphic that bully rates in rural areas are much higher compared to the findings in similar studies.

*Graphic 239. Bully – Area of residence*



The anticipated results are presented when studying the effects of various family problems. Having said this, family problems are associated with higher rates of school bullying. It is noted that such dependency was not observed in the case of health problems.

The highest rates can be seen where there are problems with the law; 75% of students that encounter such an environment admitted to being a school bully at one time. A high statistical dependency is also observed in the case of behavioral problems. It is noted that a statistical significant arose in all cases except for health problems.

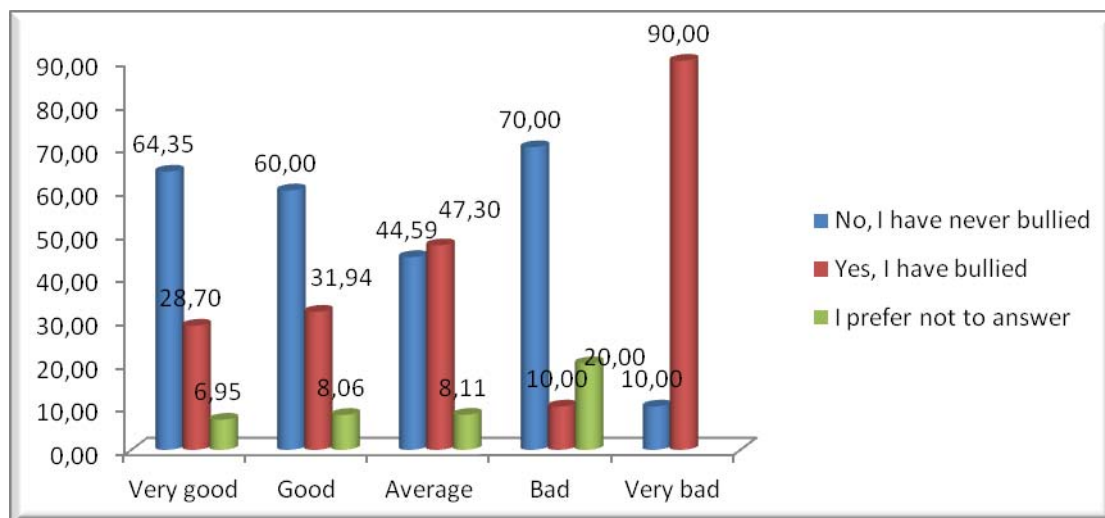
*Table 89. Bully – family problems*

	Yes	No
<b>Financial problems</b>	44.3%	28.7%
<b>Problem with their relationship</b>	45.8%	29.9%

<b>Problem with the relationship with you</b>	56.4%	30.2%
<b>Problems dealing with anger or other behaviour problems</b>	69.2%	30.1%
<b>Problems with the law</b>	75.0%	30.9%
<b>Health problems</b>	37.0%	31.2%
<b>Problems with alcohol and other substances</b>	59.4%	30.7%
<b>Problems at work (e.g. unemployment, irregular payments)</b>	39.0%	31.0%

A statistically significant relationship arises between bullying and the relationship with parents ( $\chi^2 = 31,449, p < 0.05$ ). Given that bully rates increase as the relationship with parents worsens, linear regression is presented. The highest rate is observed in students stating that their relationship with their parents was very bad (90%). Adversely, 28.7% of students that had a very good relationship with their parents had been school bullying victims.

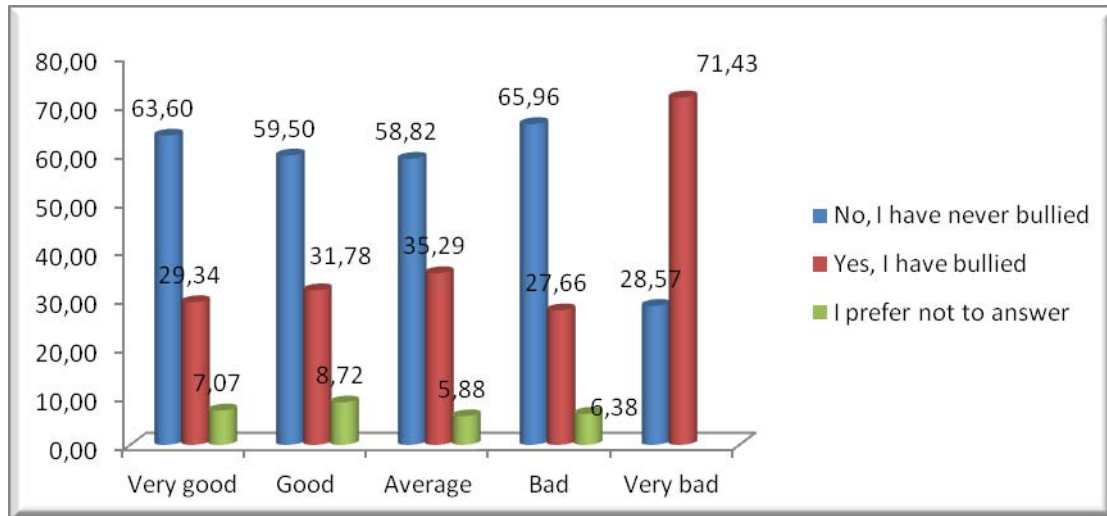
*Graphic 240. Bully – relationship with parents*



Similar results are ascertained from studying the effects of the relationship between parents ( $\chi^2 = 14,196, p < 0.05$ ). The “Bad” relationship has the highest bully rates. Furthermore, 71.43% of the children that had reported a very bad relationship between parents had been school bullies. On the contrary, in cases of a very good interfamily relationship, 29.34% of these children had been bullies.



Graphic 241. Bully – relationship between parents



The manner by which families resolve their differences greatly affects the school bully rates. Specifically, 48% of students whose families resolved disputes with strong or violent arguments admitted that they were school bullies.

The Bulgarian results confirm the opinions that have been raised, which concerns the close relationship between school bullying and family problems, both among the child and parents and between the parents, as well as other social problems and the adoption of violent dispute resolving methods.

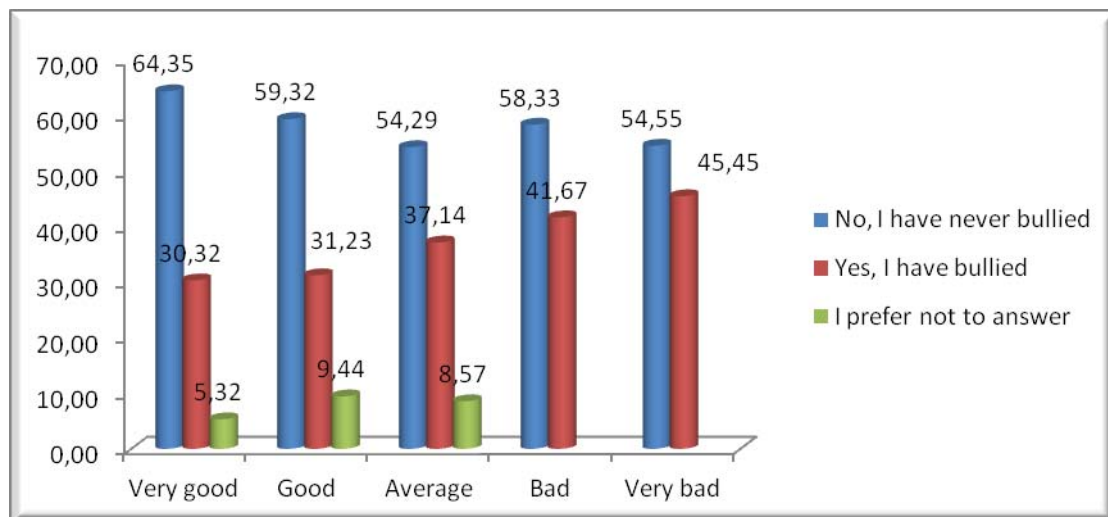
Table 90. Bully – dispute resolution

	Discussion	Strong or violent arguments (fight with each other)	The strongest person's opinion/desire prevails	Third party / relative mediation	Ignoring each other
<b>No, I have never bullied</b>	61.1%	42.0%	61.5%	72.2%	62.8%
<b>Yes, I have bullied</b>	32.0%	48.0%	30.8%	19.4%	26.9%
<b>I prefer not to answer</b>	6.9%	10.0%	7.7%	8.3%	10.3%

From the analysis of the data, a statistically significant relationship arose between the phenomenon, the relationship with classmates, the teachers as well as the school performance.

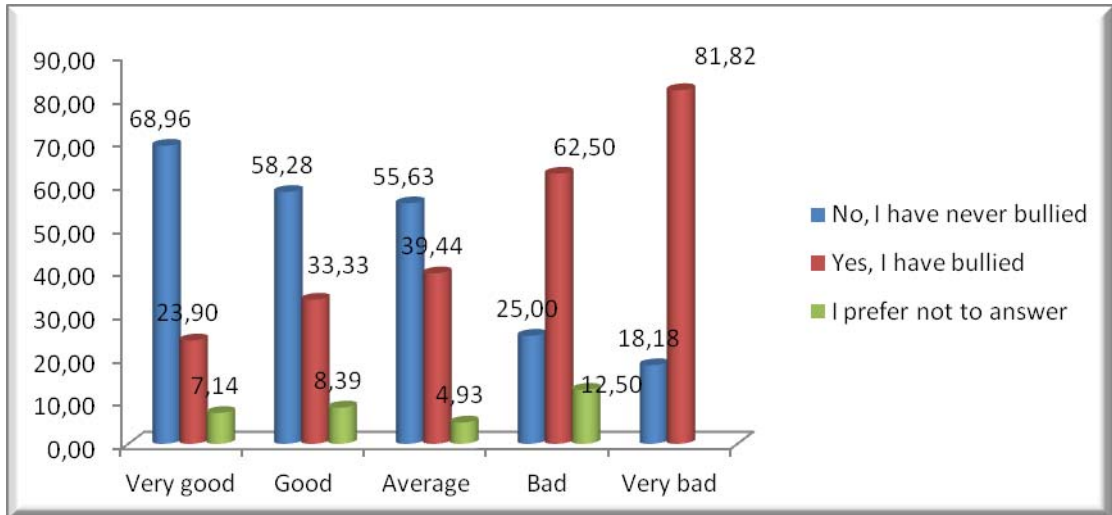
Specifically, as depicted in the following graphic, students that have a very bad relationship with their classmates have a higher rate of becoming bullies.

*Graphic 242. Bully - Relationship with classmates*



Similar results are presented in the case of school performance. Of the total number of students that had described their performance as very bad, 81.82% had been a school bully at one time. Adversely, for students with very good performance, the respective rate stands at 23.9% ( $\chi^2 = 38,399, p < 0.05$ ).

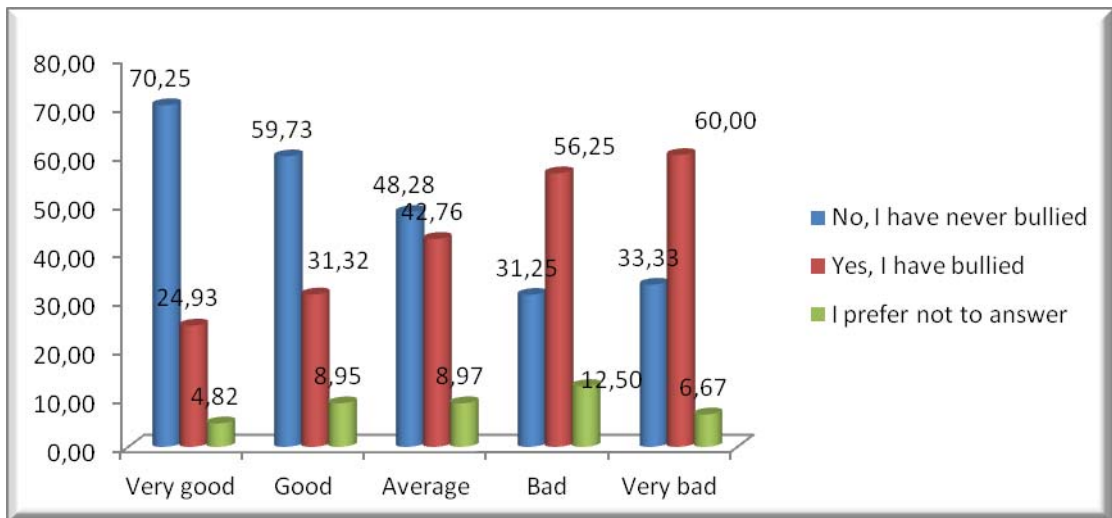
*Graphic 243. Bully – School performance*



Finally, with respect to their relationship with teachers, higher rates were also presented by students that had described their relationship as very bad

( $\chi^2 = 36,377, p < 0.05$  ).

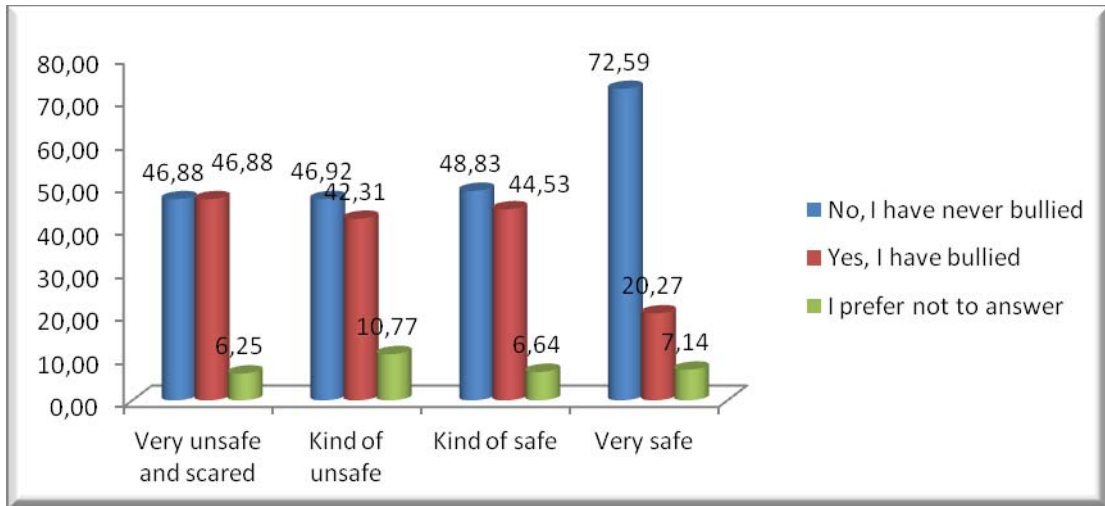
Graphic 244. Bully – Relationship with teachers



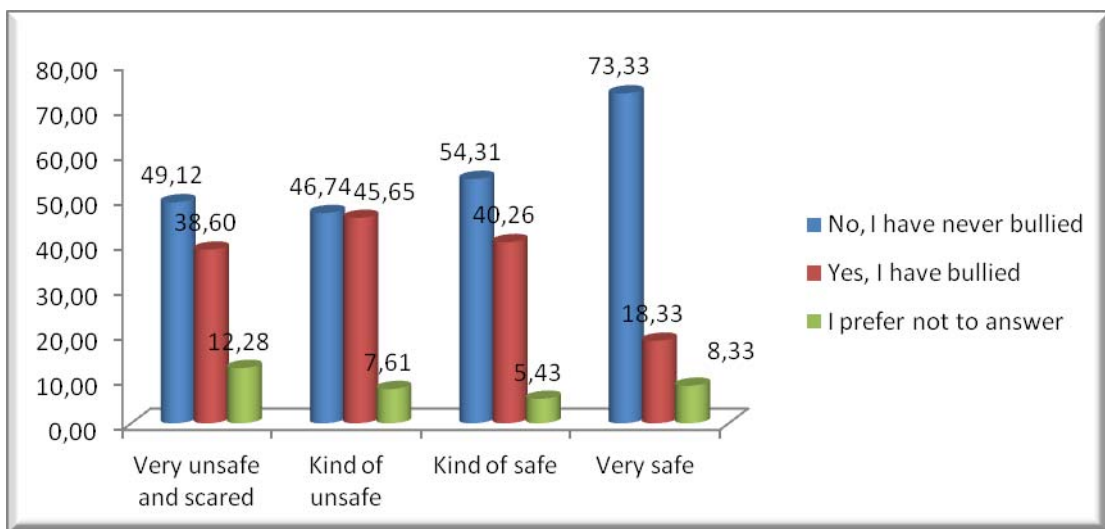
Examining the three safety factors, minor differentiation is observed in the school bully rates. In the case of 'Very safe' alone, we note significantly lower bully rates.

(

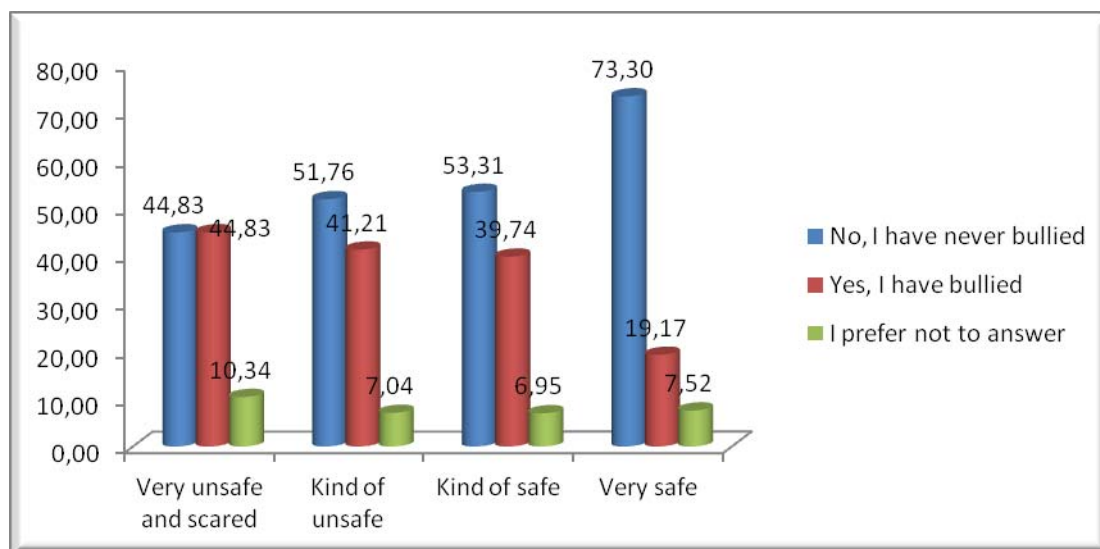
Graphic 245. Bully – feeling unsafe in the classroom



*Graphic 246. Bully – feeling unsafe at the park*



*Graphic 247. Bully – feeling unsafe in public transport*



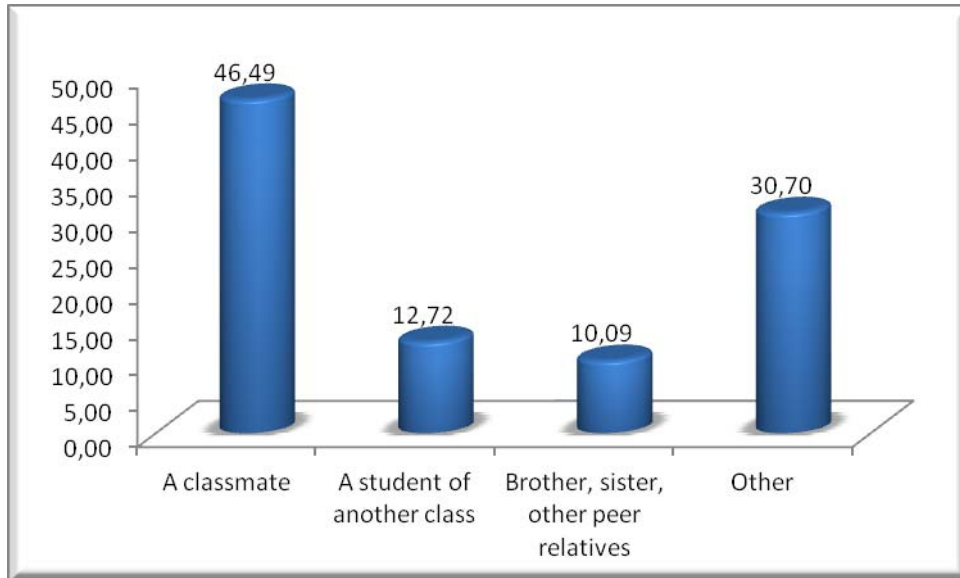
The most common form of school bullying is the use of abusive expressions (60.1%). The second most common form is the use of physical violence (56.9%). These are followed by the spreading of rumors and the exclusion from activities (41.2% and 37.3%, respectively). The use of cell phone and cameras to take humiliating photos – videos also received a high percentage(27%).

Table 91. Forms of school bullying

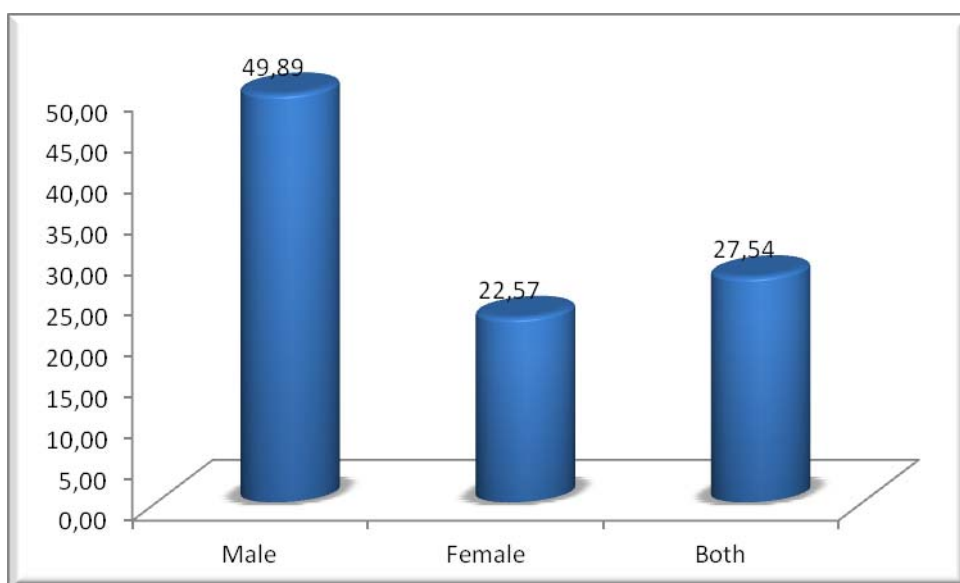
Forms of school bullying	Percentage
Using physical violence on others	56.9%
Saying mean things, teasing or calling names to others	60.1%
Spread mean rumours about others	41.2%
Leave other persons out of your activities	37.3%
Use your cell phone, video cam or camera to take nasty or humiliating photo or video of others? (or other forms of cyber bullying)	27.0%
I prefer not to say	23.5%

According to the opinion of bullies, the primary school bullying victims are their classmates (46.49%), with the majority of victims being boys (60.56%).

*Graphic 248. The person that bullied you was:*



*Graphic 249. Gender of the victim*



### 2.8.3.2 Bully and victim

Studying the unified bully/victim chart, we note that 44.6% of bullies were once school bullying victims themselves. Here too, we observe the alternating roles between the victim and bully, which has been referred to in numerous studies relating to school bullying as well as juvenile delinquency in general.

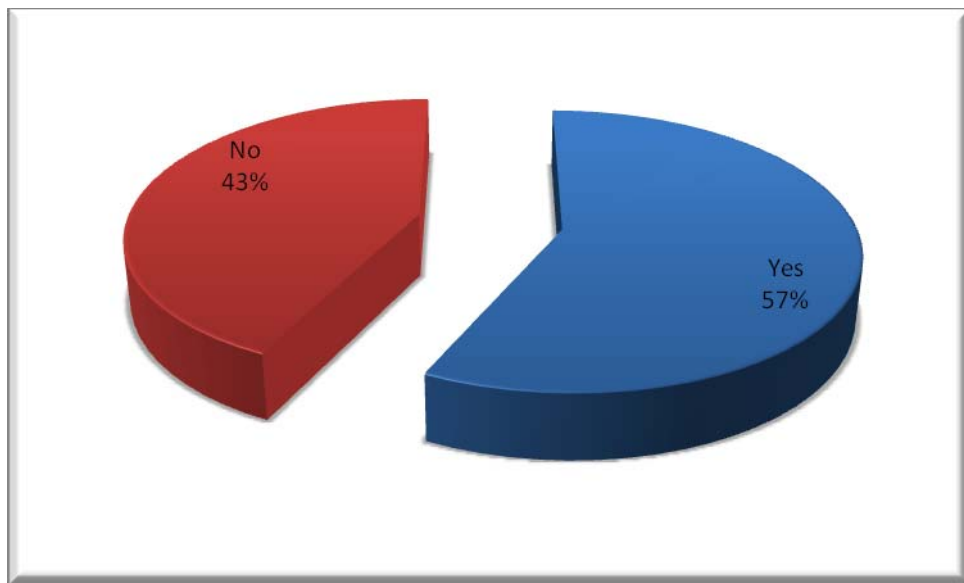
Table 92. Bully and victim

	No, I have never been bullied	Yes, I have been bullied	I prefer not to answer	Total
No, I have never bullied	71.4%	21.9%	6.7%	100.00%
Yes, I have bullied	37.3%	56.9%	5.9%	100.00%
I prefer not to answer	25.0%	40.3%	34.7%	100.00%

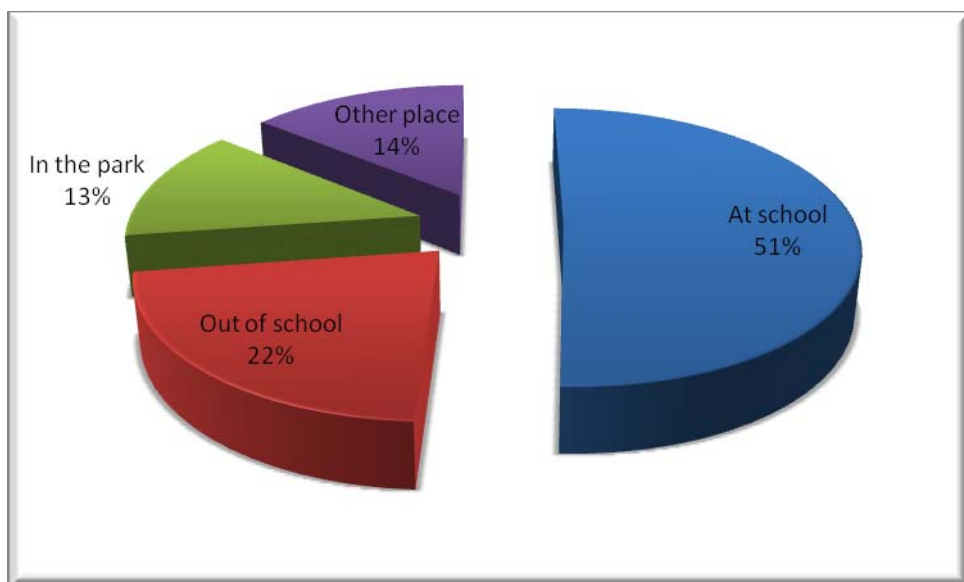
### 2.8.4 Observer of school bullying

Fifty-seven (57%) of the respondents were school bullying observers at one point in time. The school constitutes the primary place for the incident at a rate of 51%.

*Graphic 250. School bullying observer*



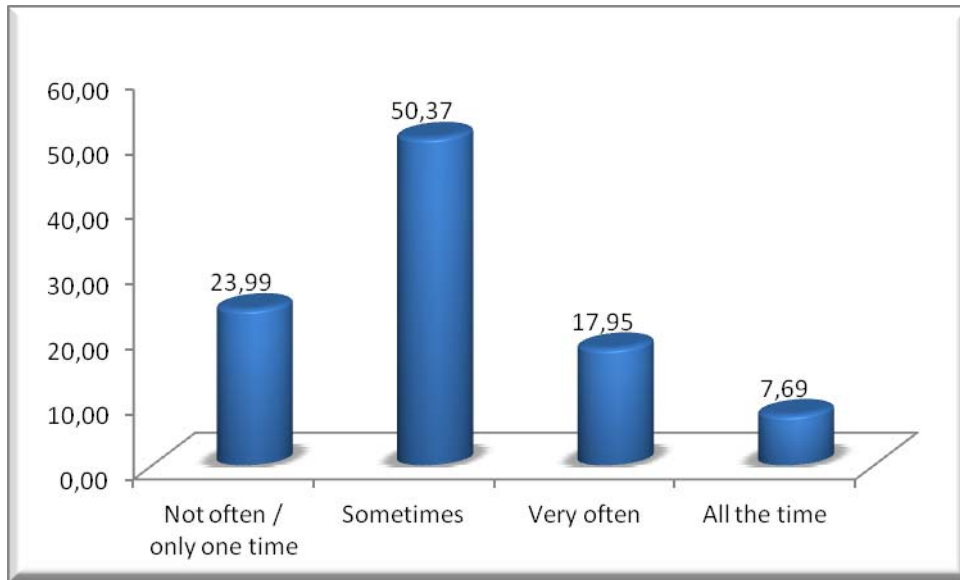
*Graphic 251. Place where it occurred*





According to 50.37% of the sample, school bullying incidents occur occasionally, while 17.95% stated that they occur very often. Only 2.6% stated that it encounters such incidents all the time.

Graphic 252. Frequency of incidents



In comparative table 93, we note that the most common form of school bullying that students notice is the use of abusive expressions and teasing with the “pretty often” and “very often” responses reaching 50.7%. Adversely, the physical violence rate reaches 35.8%. Rumors and exclusion from collective activities come mid way with a corresponding rate of 42.5%.

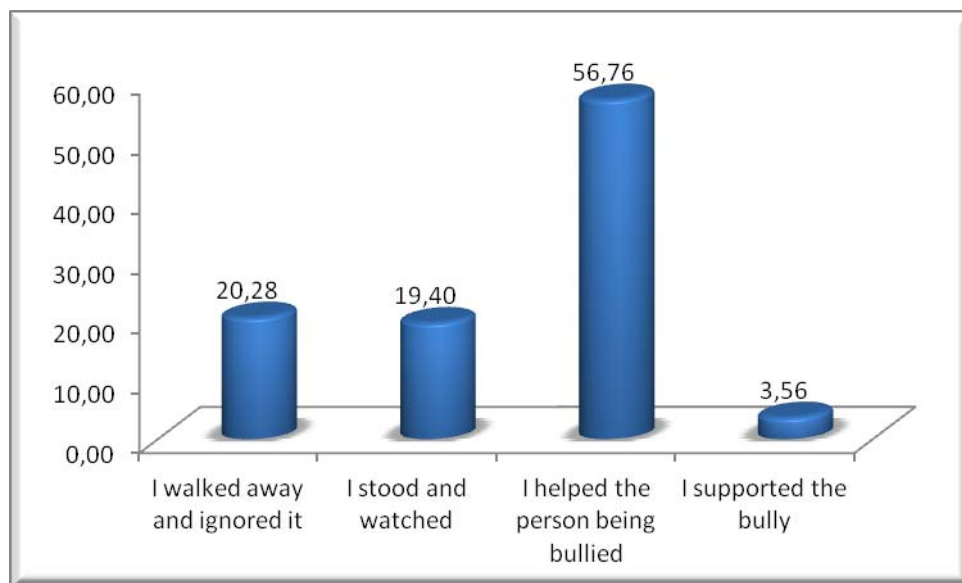
Table 93. Frequency of incidents

HOW OFTEN DO YOU SEE ANOTHER PERSON BULLY OTHERS BY HITTING THEM?		HOW OFTEN DO YOU HEAR ANOTHER PERSON BULLY OTHERS BY SAYING NASTY THINGS, TEASING OR CALLING?		HOW OFTEN DO YOU HEAR ANOTHER PERSON SPREAD RUMORS OR LEAVE STUDENTS OUT OF ACTIVITIES?	
Never	22.8	Never	9.5	Never	12.0
Rarely	31.9	Rarely	18.7	Rarely	21.5
Pretty often	35.8	Pretty often	50.7	Pretty often	42.5
Very often	9.5	Very often	21.1	Very often	23.9

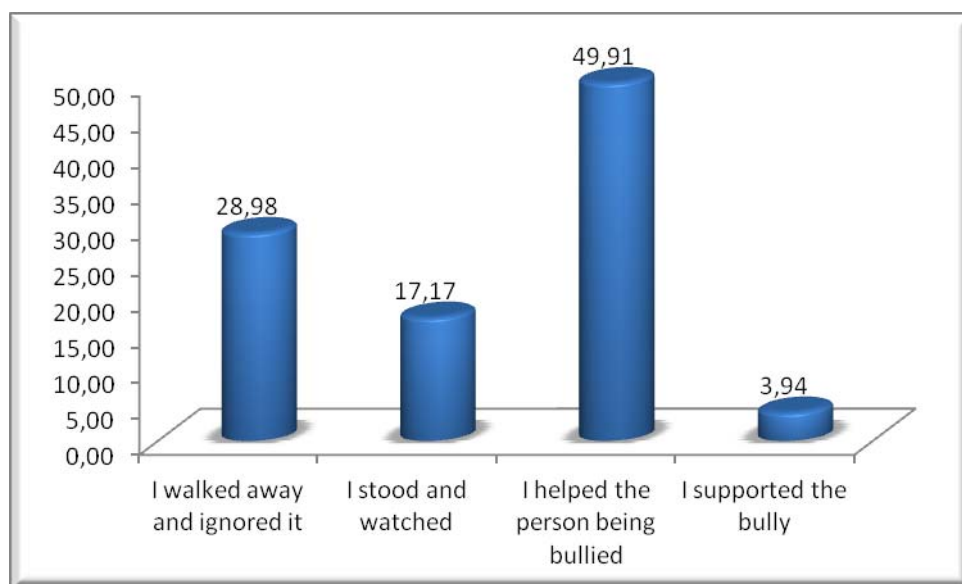
### 2.8.5 Reaction to a school bullying incident

The highest degree of assistance towards a victim appears in physical violence incidents with 56.76% of the respondents stating that they helped a victim when they were observers in a respective incident compared to 49.91% of the students that stated helping victim in a teasing incident. In both incidents, a small percentage stated that they helped the bully (3.56% and 3.94%, respectively). A substantial number of students stated that they walked away and ignored the incident, 20.28% in the case of physical violence and 28.98% in the case of verbal abuse.

*Graphic 253. Reaction to physical violence incident*



*Graphic 254. Reaction to a teasing incident*



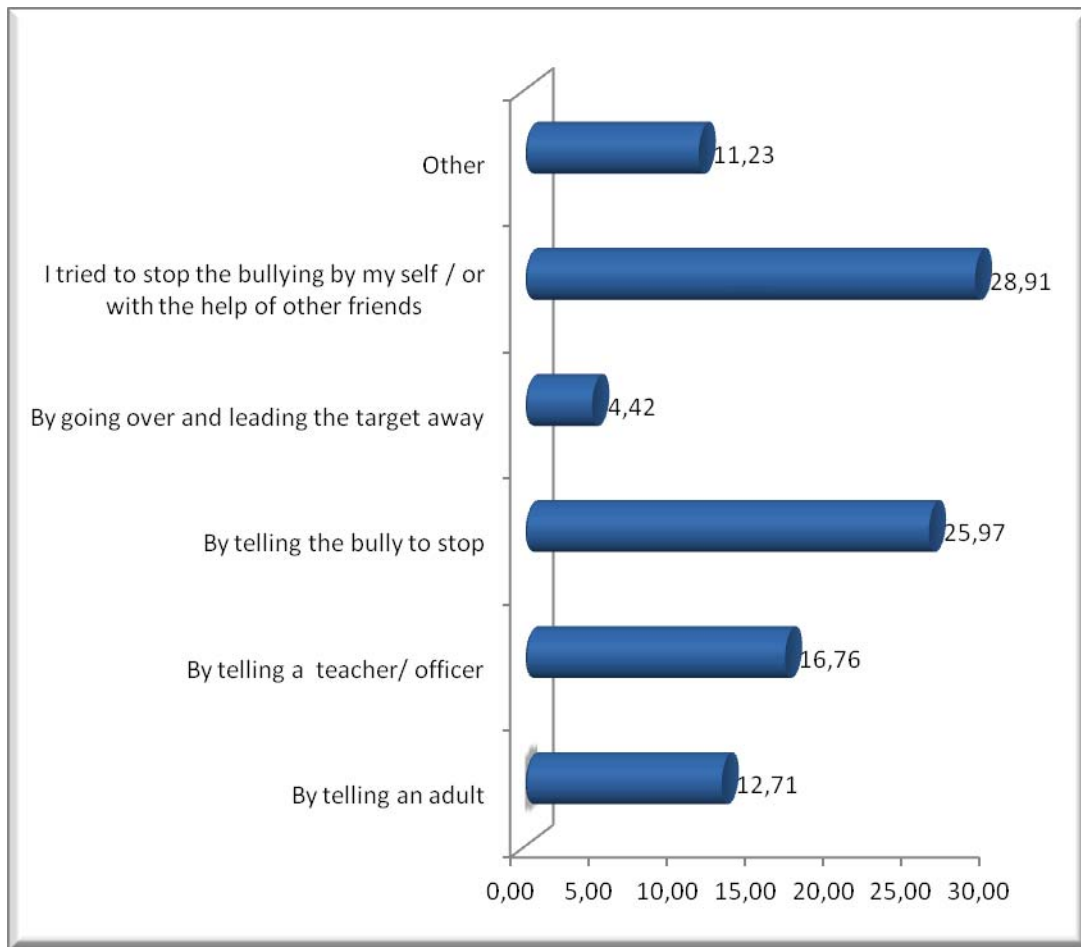
The following question in the questionnaire is aimed at profiling the emotions of students that become observers to a school bullying incident. In their majority, students that become observers feel pity for the victim (34.1%) and anger (23%), while 25% stated that they felt disapproval. A small percentage finds these incidents entertaining (3%) or indifferent (3.3%).

*Table 94. Emotions from the school bullying incident*

<b>Emotions brought on from a school bullying incident</b>	<b>Percentage</b>
Fear	10.3%
Anger	23.0%
Pity for the victim	34.1%
Unconcern	3.3%
Disapproval	25.0%
Fun	3.0%
Helplessness	10.6%
Admiration for the bully	2.8%
Envy for the bully	3.6%

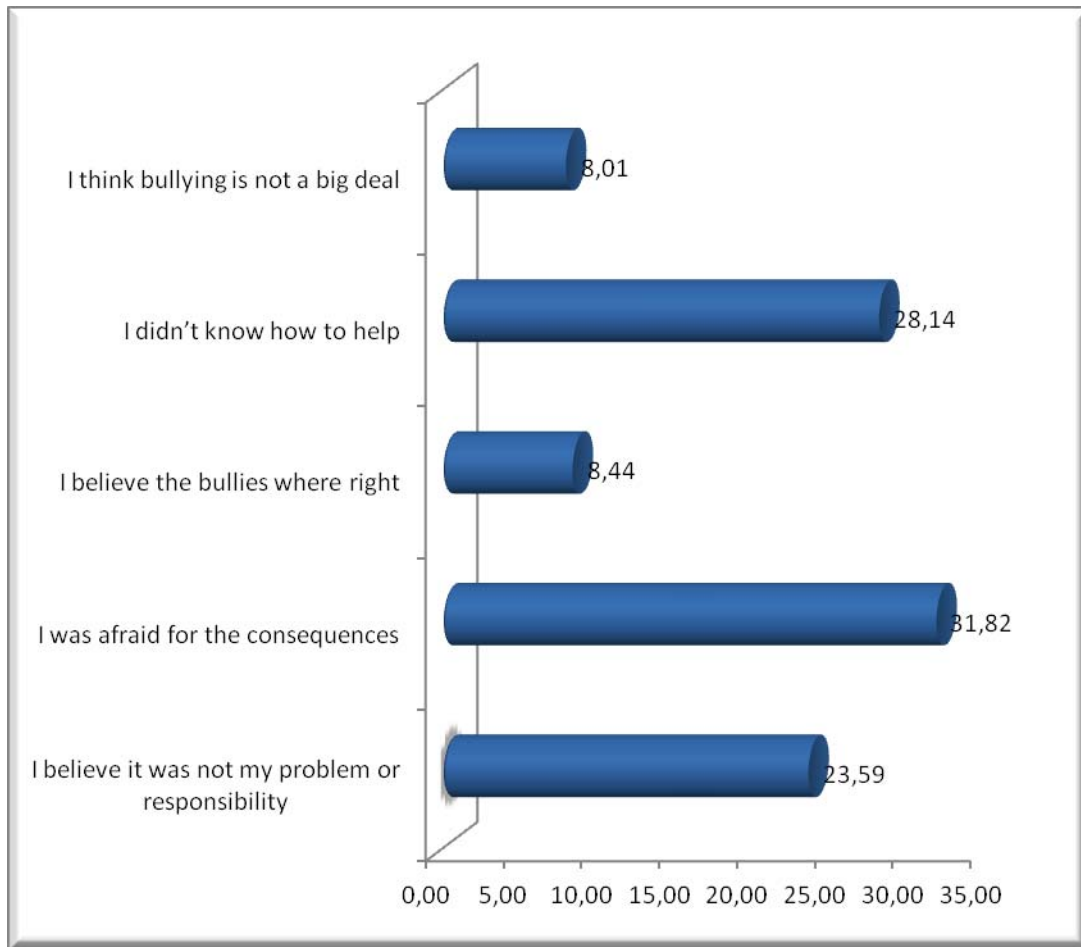
Out of the students that intervened in a school bullying incident to assist a victim, 28.91% stated that they tried to stop the bully with the assistance of friends, 25.97% asked the bully to stop and 16.76% reported the incident to an adult or police officer.

*Graphic 255. If you helped, what did you do?*



On the contrary, in the case where students did not try to stop the bullying, 28.17% stated that they did not know how to help and 31.82% that they feared the consequences. Lastly, a relatively large percentage (23.59%) stated that it was not their responsibility.

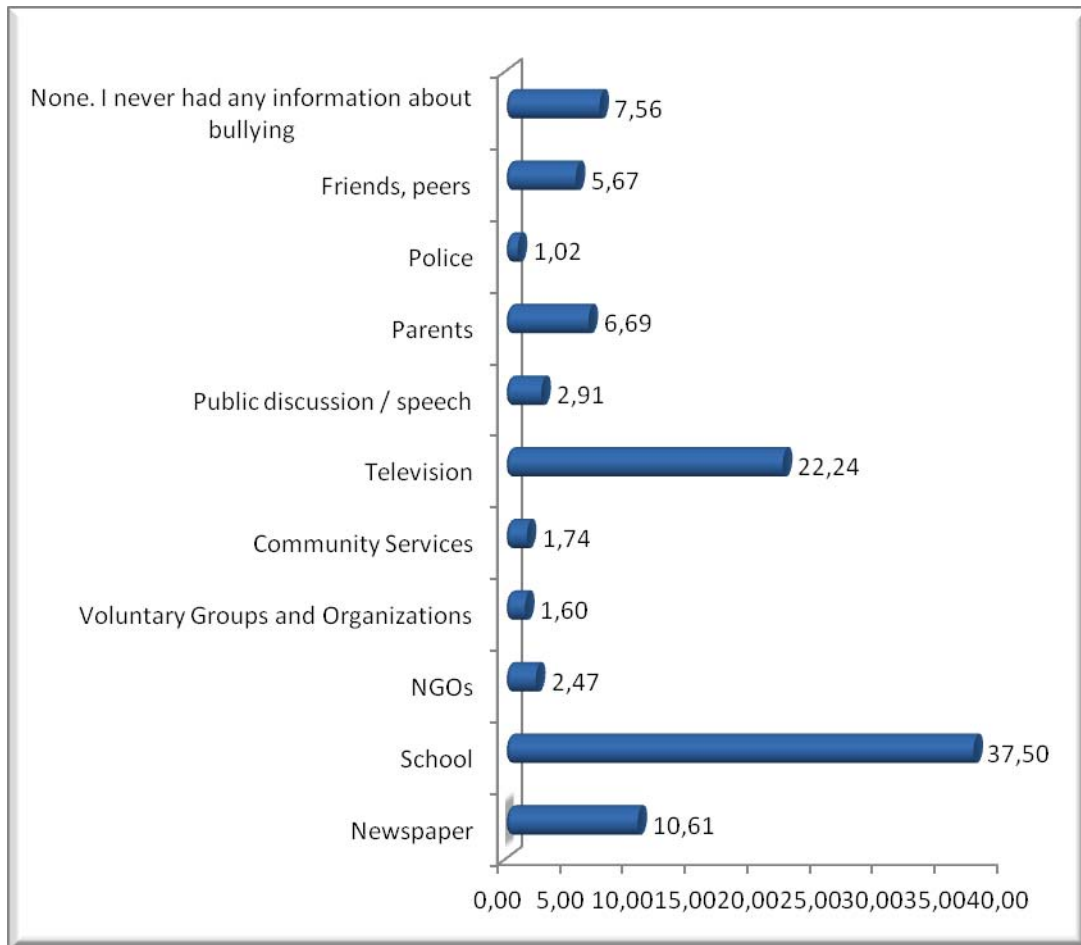
Graphic 256. If you did not help, why not?



### 2.8.6 Information about school bullying

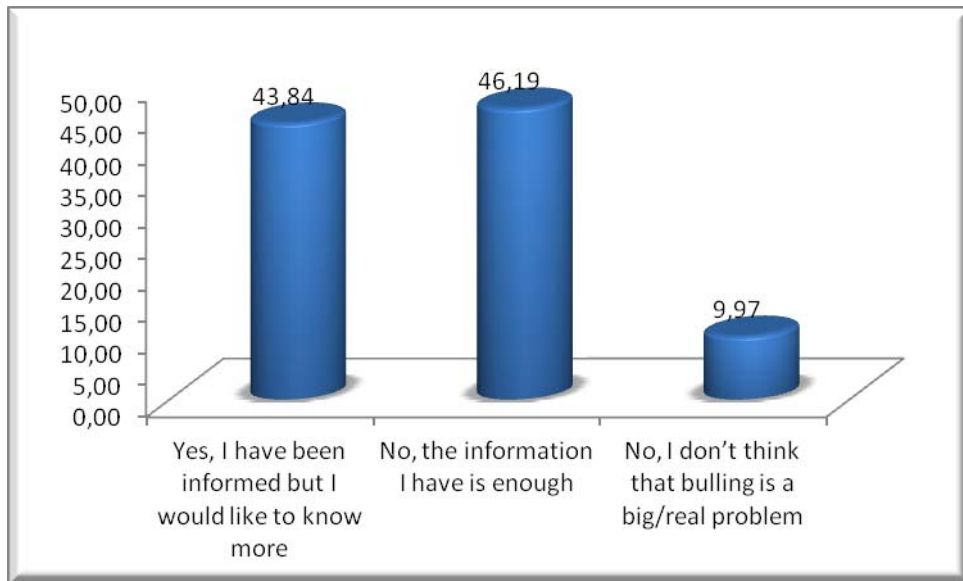
According to 37.5% of the respondents, school is the most important source of information for students. Television is the second most important source. Government services, volunteer groups and NGOs received a small percentage (a total of 5.77%) since they offer minimal information to students of the issue.

*Graphic 257. Source of information about the school bullying phenomenon*



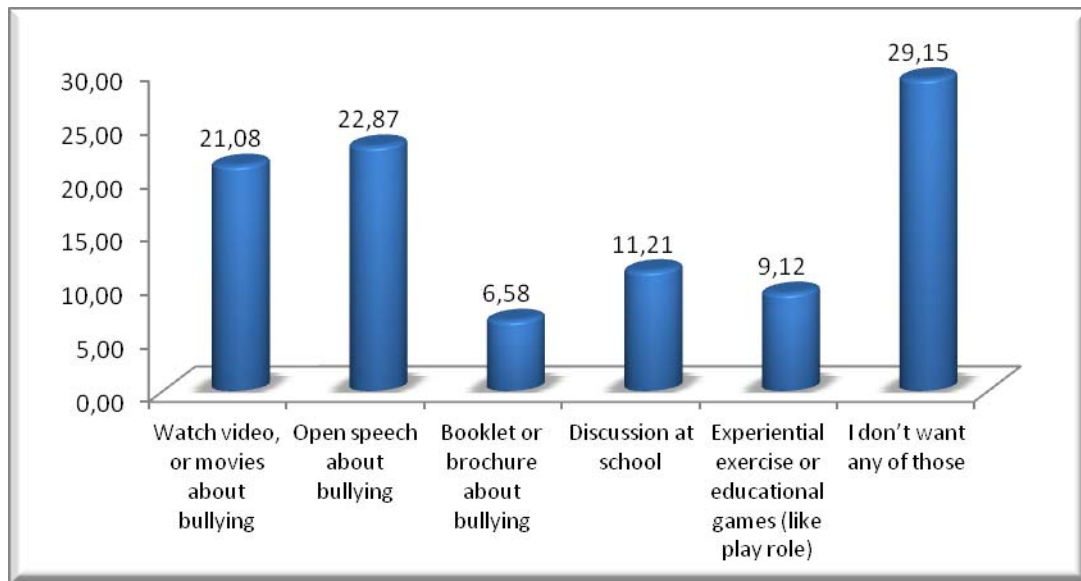
The majority of participating students (46.19%) states that it does not need further information on the school bullying phenomenon, while an equally significant percentage (43.84%) states that it has information, but would like to learn more.

*Graphic 258. Need for more information about school bullying*



With respect to the ways they would like to receive the information about bullying, the students prefer open discussions (22.87%) and videos or films about bullying (21.08%). On the contrary, they do not show preference to booklets / brochures and educational games (6.58% and 9.12%, respectively). Finally, a troubled 29.15% of the respondents stated that they did not find any of the above methods to be adequate.

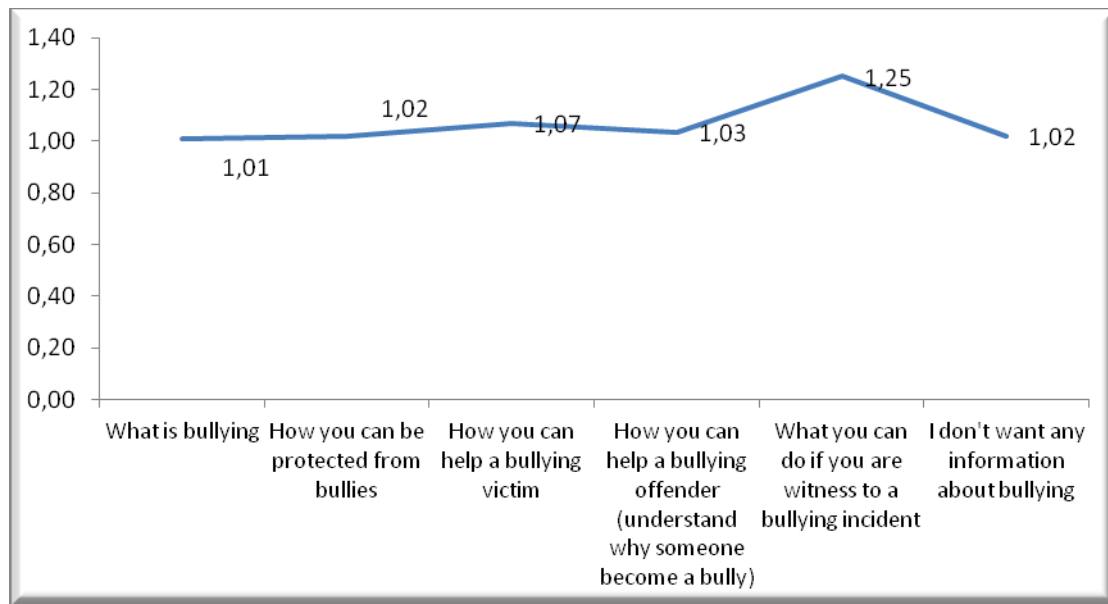
*Graphic 259. Form of information*



In the following two questions the students were asked to respond by order of preference on the type of information they would like and the most suitable source. According to their responses, top preference was given to “what is bullying and which forms are included in the phenomenon” (average 1.01) as well as “how can I be protected from bullies” (average 1.02). These were followed by “interpreting – understanding a bullies motives” (average 1.03) and “how to help a bullying victim” (average 1.07).

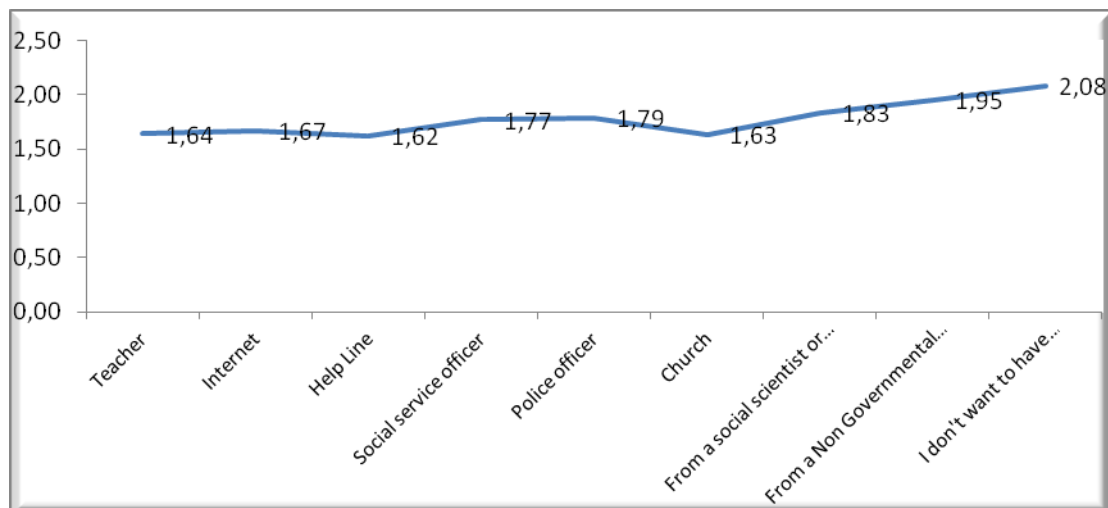
*Graphic 260. Type of information*





According to the students, the most suitable source of information would need to be the telephone help line (average 1.62). Church came second (average 1.63). Teachers (average 1.64) and the internet (average 1.67) followed. Last in order of preference were non-government – volunteer organizations (1.95), social scientists and psychologists (average 1.83).

*Graphic 261. Which do you consider to be the best source of information*



Pursuant to the students' responses, only 20.9% of the teachers tries to protect the victim, while a slightly greater percentage (22.2%) aims at reconciling the relationship between the bully and the victim (45.54%). To this end, a very small percentage tries to resolve the problem with the victim and bully's families.

In summary, we can assume that 57.2% intervenes in one way or another to encounter the problem.

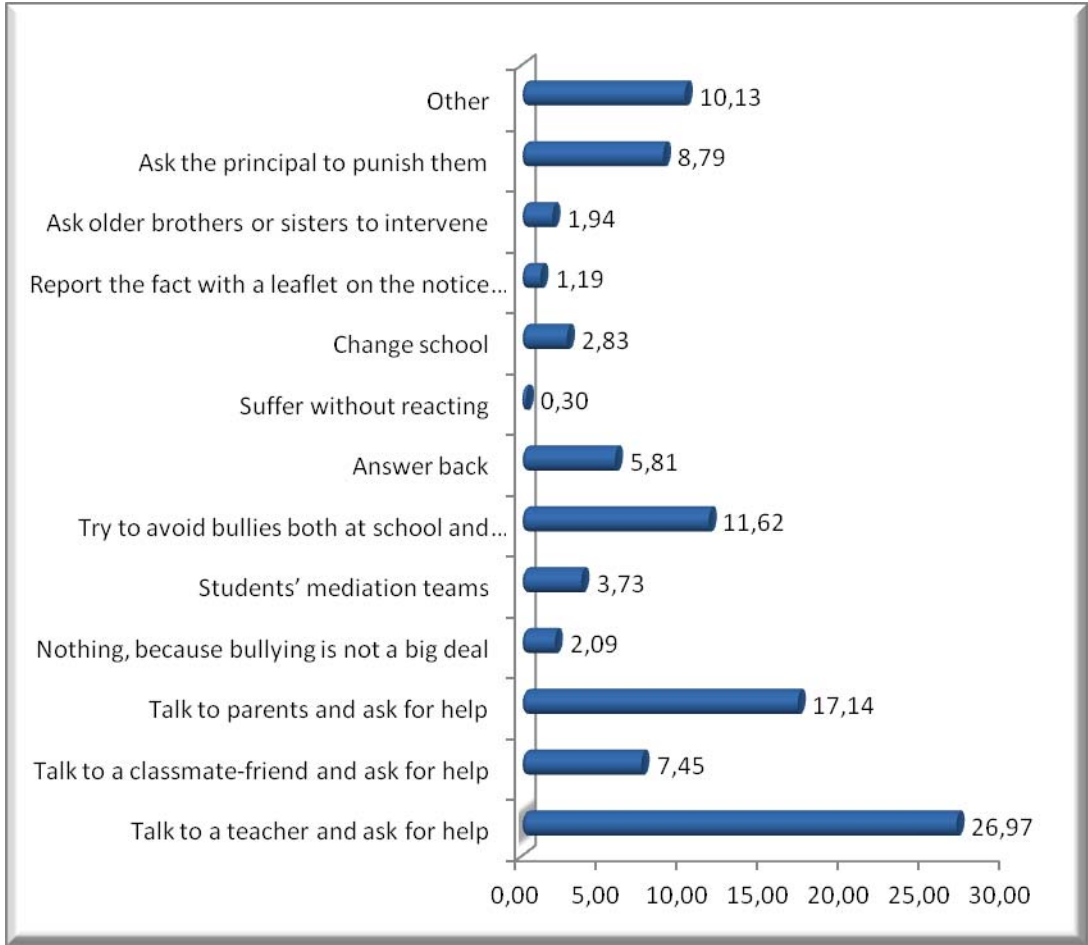
Adversely, 10.8% pretends that there is no problem, while a small, but concerning 5% of the students believe that the teachers' behavior is similar to that of the bully.

*Table 95. Teachers' reaction to bullying*

	<b>Percentage</b>
They pretend that nothing is happening	10.8%
They don't do anything due to inadequate information regarding the bullying phenomenon	5.7%
They don't do anything due to inadequate information regarding the specific bullying incident	6.4%
They intervene to protect the victim	20.9%
They listen to both the victim and the bully and act as a mediator	22.2%
They work with both the victim and the bully's family	17.5%
Their behavior resemble that of that victim	3.8%
Their behavior resemble that of the bully	5.0%

It is evident from their responses and the next question that the students consider that their teachers have or should have a significant role concerning information. Hence, according to students, the most appropriate way to combat this phenomenon is to inform the teachers (26.97%).

*Graphic 262. Best method of combating the phenomenon*



## 2.9 Comparative presentation

The following paragraph presents the comparisons of the study values.

The comparative presentation of the data offers valuable information on the common elements of the bullying phenomenon in all six countries, but also any particular conditions. This information can help to outline the main strategy in combating the phenomenon and to take specific action in the case of deviations.

### 2.9.1 Study of school bullying phenomenon

Significant deviation was observed at the level of perception of school bullying between the six participating countries. In general, students understand the main bullying forms, however, they do not fully comprehend the severity of repetition; a prerequisite that characterizes an incident as school bullying.

Table 96. School bullying behaviors per participating country

Behaviors	Greece	Italy	Lithuania	Estonia	Latvia	Bulgaria
Making fun with a way that somebody looks	67.36%	44.66%	83.10%	67.20%	57.54%	51.90%
Accidentally bumping into someone	5.23%	8.47%	6.10%	5.10%	5.98%	14.50%
Calling people names or nasty things because of the color of their skin or their ethnicity	55.50%	54.26%	71.80%	69.50%	53.17%	36.50%
Be bad with someone else (say nasty things, making fun, verbal or physical violence) only one time	30.26%	20.88%	45.10%	34.50%	47.81%	24.00%
Being bad with someone else (say nasty things, making fun, verbal or physical violence) more than one time	65.29%	65.21%	72.80%	70.00%	62.71%	58.10%
Making the other play or do things you want without use violence	10.27%	11.07%	6.50%	29.40%	9.72%	9.70%
Force others do things you want with the use of violence (verbal, physical or psychological)	67.80%	64.54%	56.30%	68.40%	56.47%	38.30%
Joking with people by "putting them down".	60.04%	14.88%	71.00%	42.70%	41.93%	32.80%
Teasing someone about the clothes he/she wears	38.22%	19.97%	56.30%	59.10%	39.61%	30.50%
Expressions of unpleasant thoughts or feelings regarding others	10.35%	9.66%	29.60%	33.00%	18.82%	22.40%
Arguments	22.88%	2.58%	13.80%	8.50%	19.27%	5.90%
A single act of telling a joke about someone	17.95%	3.21%	9.70%	9.50%	5.17%	7.80%
Not liking someone	5.05%	2.90%	22.00%	14.70%	15.52%	8.20%

Being excluded	37.84%	18.46%	36.10%	23.60%	37.02%	9.50%
Lying about someone (blaming them for a problem)	33.17%	23.48%	38.00%	53.40%	35.06%	18.20%
Making a fool of someone by playing a nasty joke	29.64%	23.03%	53.20%	52.90%	26.67%	32.00%
Using phone/email/chat/social networking/SMS to make fun of people	22.02%	26.62%	59.40%	45.50%	46.83%	29.90%
Using phone/email/chat/social networking/SMS to threaten or intimidated someone	60.98%	57.68%	48.60%	65.10%	43.50%	31.90%

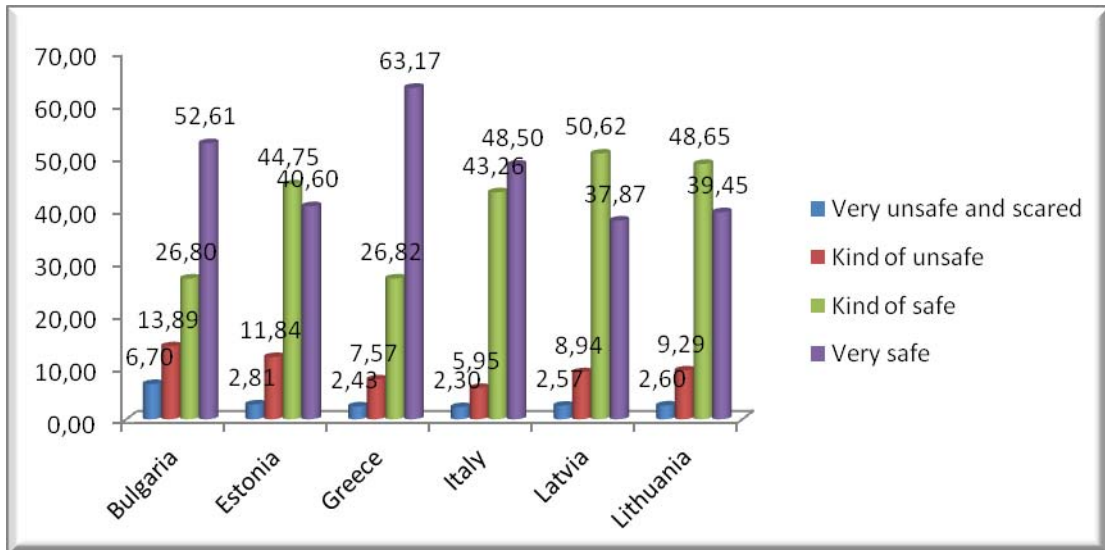
With concerns victimization factors, for most participating countries the victim's inability to fight back is in most significant. Only in Lithuania, however, did body weight constitute the primary victimization factor.

Table 97. Victimization factors *per participating country*

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>Sensitivity</b>	41.89	33.52	44.60	49.01	34.34	36.99
<b>Anxiety</b>	14.06	12.34	12.31	4.38	6.07	7.33
<b>Inability to fight back</b>	48.55	65.10	57.03	65.05	72.17	37.53
<b>Having what the bully values and wishes</b>	7.31	19.49	19.65	16.76	23.19	15.99
<b>Weight</b>	39.27	51.00	31.60	22.65	27.21	55.51
<b>The clothes they wear</b>	27.27	39.97	17.02	9.68	20.52	37.20
<b>Some physical disability</b>	21.56	33.02	23.88	31.89	20.79	31.73
<b>Sexual orientation</b>	26.71	20.68	25.05	29.31	21.23	21.71
<b>Religion</b>	17.43	11.65	16.06	12.26	9.28	11.39
<b>Ethnicity</b>	21.65	23.87	44.34	30.46	21.50	20.96
<b>Other</b>	12.09	17.67	10.35	10.79	27.74	14.79

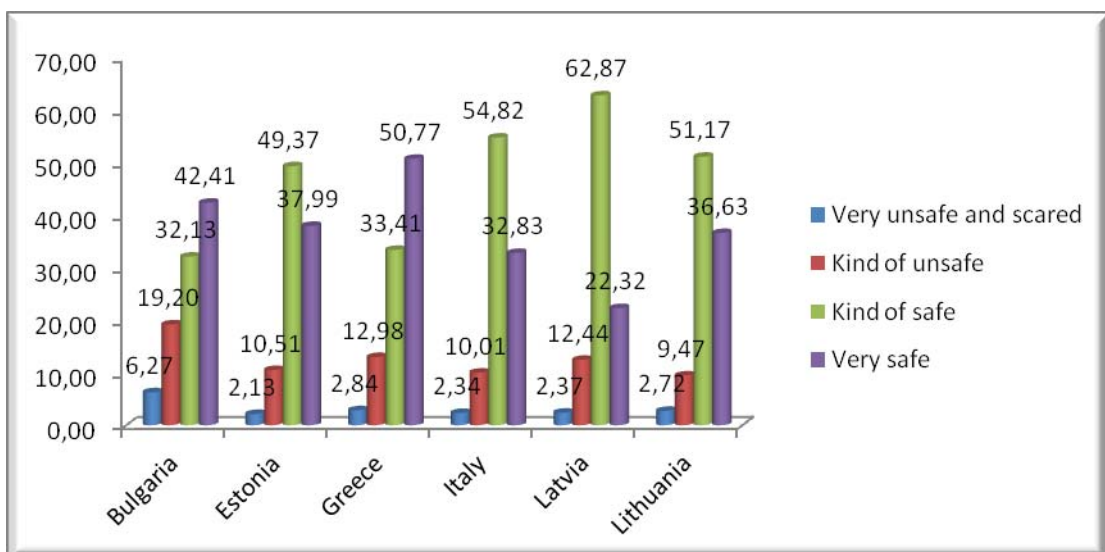
The highest classroom safety rate is in Greece with 63.17% of student stating that they felt very safe. This was followed by Bulgaria with a respective rate of 52.61%. Lithuania on the contrary, records a rate of 39.45%.

Graphic 263. Feeling safe in the classroom



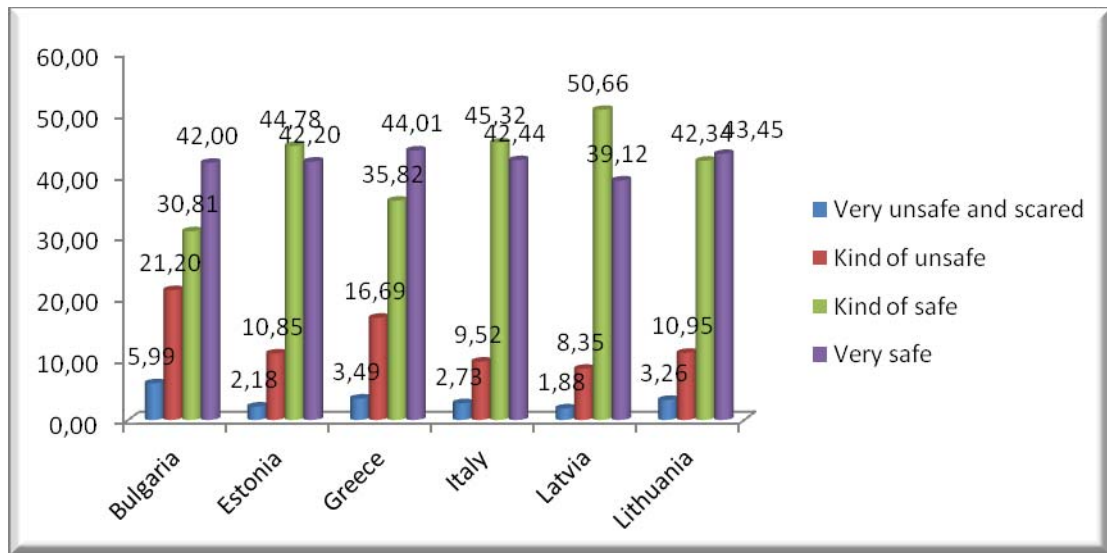
Similar results arise from the safety rate in the neighborhood and park where Greece present the highest “very safe” responses. However, Latvia presents an intense deviation between “Kind of safe” and “Very safe”, where “Kind of safe” reaches 62.87%.

Graphic 264. Feeling safe in the park-neighborhood



The participating countries noted smaller deviations in the safety factor on the way to and from school. Only Bulgaria noted a significantly high “Kind of unsafe” reaction (21.2%).

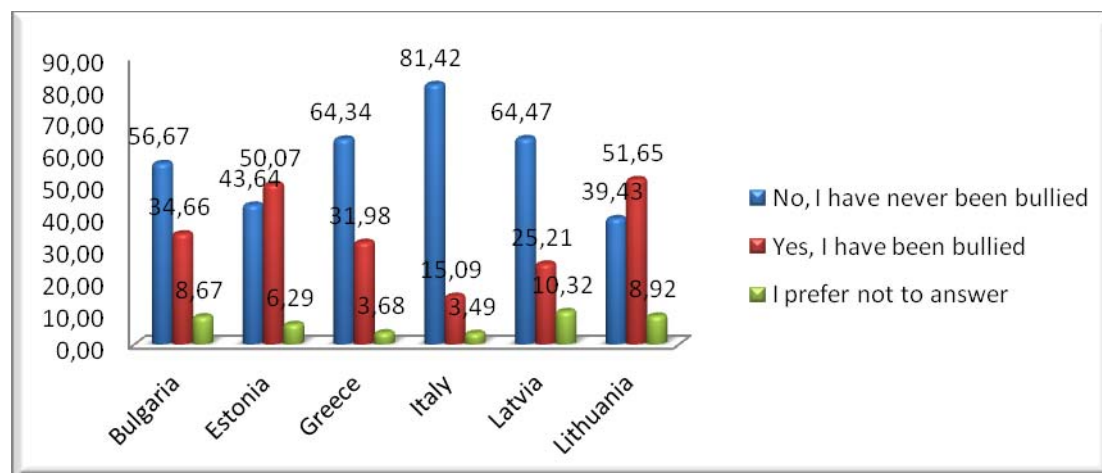
Graphic 265. Feeling safe in the street to and from school



## 2.9.2 Have you ever been a school bullying victim?

With concerns to victimization rates, intense deviations were observed among the participating countries. The phenomenon was most intense in Lithuania and Estonia, where students had fallen victim to school bullying (51.65% and 50.07%, respectively). Italy on the contrary had the lowest rate of 15.09%.

Graphic 266. School bullying victim per participating country



The classroom constitutes the most common place for the bullying to occur. In the case of Greece, however, the bullying occurs outside school.

Table 98. Kind of school bullying per participating country

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>At home</b>	7.2%	8.8%	6.41%	5.0%	11.0%	3.4%
<b>Outside school</b>	33.0%	31.8%	35.38%	31.7%	29.5%	25.0%
<b>On the web</b>	19.0%	16.1%	20.93%	11.1%	9.5%	7.7%
<b>In the classroom</b>	44.8%	59.9%	24.40%	51.6%	45.1%	45.7%
<b>On the corridors</b>	28.4%	46.5%	32.70%	27.4%	35.2%	51.7%
<b>In the dinner hall</b>	5.7%	15.3%	2.16%	5.7%	6.4%	9.2%
<b>In the playground/park/neighborhood</b>	14.9%	15.7%	21.84%	16.0%	17.0%	10.8%
<b>On the way to or from school</b>	11.2%	19.5%	13.34%	10.7%	14.8%	8.1%
<b>Other</b>	9.8%	13.6%	25.77%	13.6%	29.9%	11.8%



The most common form of bullying is name calling, however, Bulgaria, has a higher rate of physical violence.

*Table 99. Forms of school bullying per participating country*

	Greece	Italy	Lithuania	Estonia	Latvia	Bulgaria
<b>Name calling</b>	60.69%	59.90%	78.30%	68.90%	72.00%	42.20%
<b>Left out or excluded by other students</b>	27.40%	46.10%	32.40%	44.90%	35.60%	22.10%
<b>Punched or pushed</b>	45.39%	40.40%	31.40%	38.20%	42.80%	44.00%
<b>Forced to do something using physical violence</b>	21.91%	17.70%	16.10%	25.00%	25.00%	24.40%
<b>Nasty stories told about me</b>	27.60%	44.30%	52.10%	36.60%	43.90%	39.90%
<b>Sexual teased, rumors or soft abuse</b>	21.06%	21.10%	16.00%	25.40%	20.50%	25.00%
<b>Asked to give up money or belongings</b>	19.69%	10.30%	15.70%	17.30%	15.90%	29.30%
<b>Being sent nasty text messages or e-mails</b>	19.16%	21.10%	18.50%	22.30%	20.80%	18.40%
<b>Forced to do something I didn't want to</b>	20.54%	17.70%	14.80%	25.70%	21.20%	22.40%
<b>Teased about the way I look</b>	36.30%	46.60%	40.90%	47.30%	37.90%	29.90%
<b>Upload or threaten to upload humiliating videos or photos of you on the internet</b>	14.26%	12.00%	15.20%	16.90%	15.20%	13.80%
<b>Been sent humiliating videos or photos of you by cell phones</b>	12.82%	8.90%	11.00%	10.90%	12.50%	14.40%
<b>Other</b>	27.60%	23.00%	20.70%	26.40%	30.70%	24.10%

In all the countries, without exception, the victims chose to talk to someone about their experience, the difference was in the suitability of the person. In the case of Bulgaria, Greece and Latvia, most students chose to talk to a friend/classmate, whereas in Estonia, Italy and Lithuania they chose to speak to their parents.

Graphic 267. Did you talk to someone about what happened?

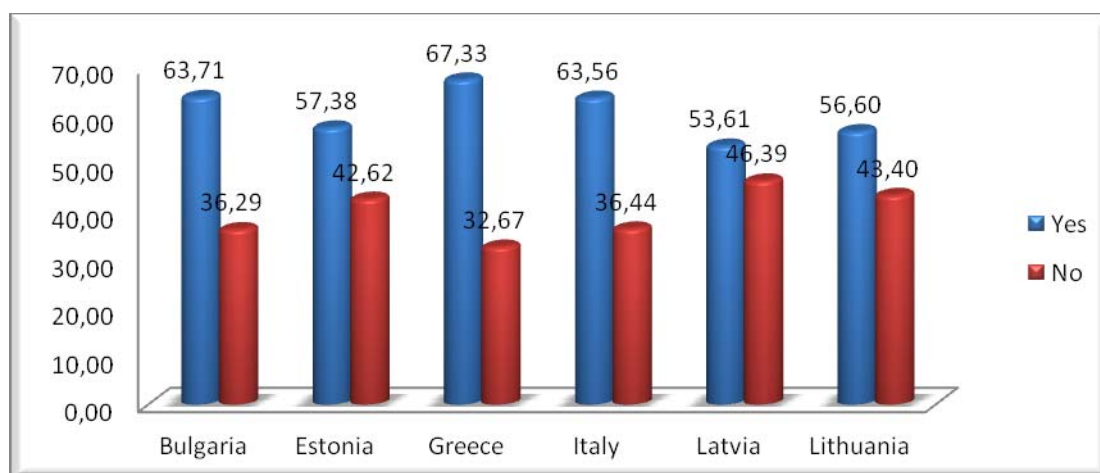


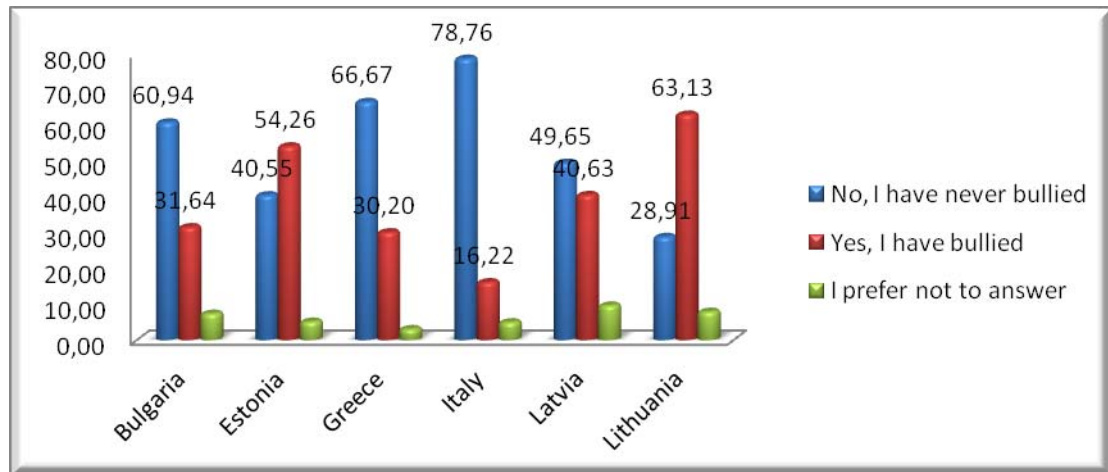
Table 100. Whom did you speak to about the bullying incident

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>Friend/classmate</b>	33.68%	25.82%	36.78%	23.51%	29.49%	26.84%
<b>Adult friend</b>	11.34%	4.91%	7.94%	9.47%	5.13%	7.25%
<b>Family member (not parent)</b>	3.44%	6.55%	7.11%	3.51%	5.45%	7.84%
<b>Father/mother</b>	28.87%	34.91%	28.36%	39.69%	28.53%	31.93%
<b>Teacher</b>	6.87%	9.09%	5.31%	12.67%	4.81%	5.00%
<b>Police officer</b>	1.03%	1.27%	1.93%	2.29%	3.21%	1.76%
<b>Social service, non-government organization, volunteer organization</b>	1.37%	2.55%	0.69%	1.07%	1.60%	2.25%
<b>Other</b>	13.40%	14.91%	11.87%	7.79%	21.79%	17.14%

### 2.9.3 Have you ever been a school bully?

The school bully rates are similar to the corresponding victims. Lithuania and Estonia present the highest bully rates (63.13% and 54.26%, respectively). Italy on the other hand appears to take last place with only 16.22% of the students admitting to being school bullies.

Graphic 268. School bullying victim per participating country



Pursuant to the responses of students that admitted they had been bullies, all countries note abusive expressions and teasing as the most common form of bullying. The differentiation is in the second most common form of bullying, where physical violence comes second in all countries, except Lithuania.

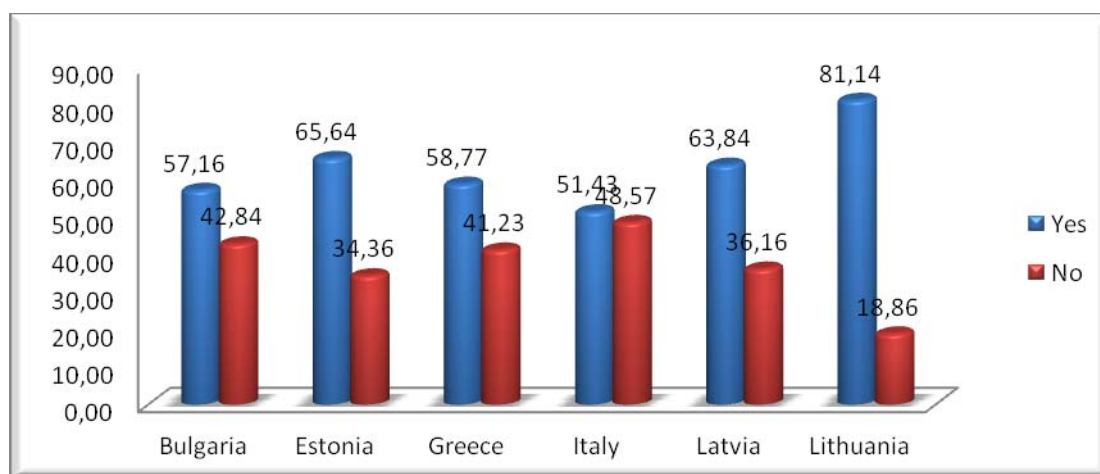
Table 101. Forms of school bullying per participating country

Forms of school bullying	Greece	Italy	Lithuania	Estonia	Latvia	Bulgaria
Using physical violence on others	61.22%	52.10%	31.50%	37.10%	50.70%	56.90%
Saying mean things, teasing or calling names to others	77.08%	84.50%	67.80%	77.40%	70.00%	60.10%
Spreading mean rumors about others	45.56%	45.20%	34.50%	34.70%	35.60%	41.20%
Leave other persons out of group activities	39.97%	50.10%	44.80%	50.40%	35.60%	37.30%
Use your cell phone, video cam or camera to take nasty or humiliating photo or video of others? (or other forms of cyber bullying)	34.80%	28.70%	22.30%	22.70%	20.00%	27.00%
I prefer not to say	20.61%	16.80%	21.90%	21.30%	22.00%	23.50%
Other	24.67%	19.90%	29.20%	28.70%	32.00%	27.00%

#### 2.9.4 Observer of School bullying

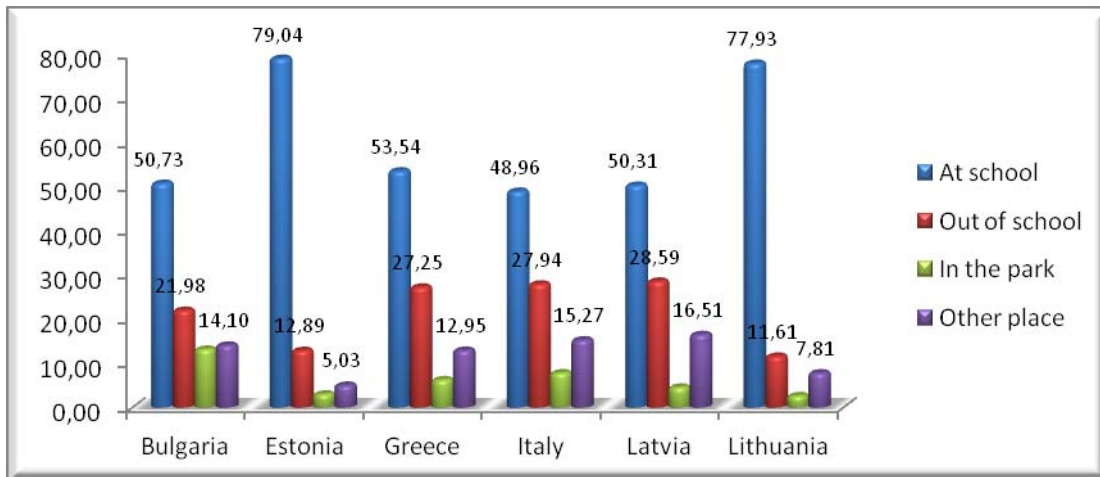
As expected, the countries with the highest school bullying incidents present the highest observer rates. Having said this, Lithuania and Estonia take the lead (81.14% and 65.64% , respectively).

Graphic 269. School bullying observer per participating country



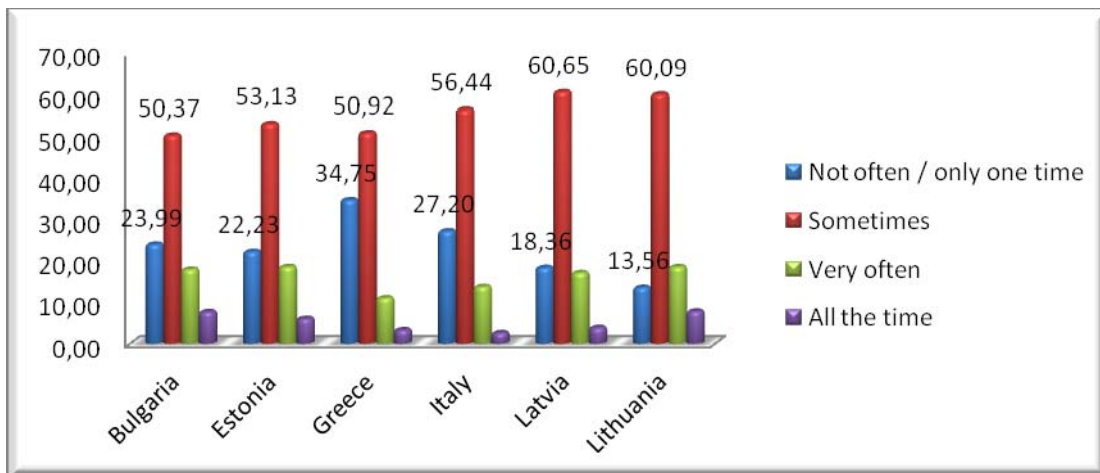
Confirming the previous findings, the school is the main place of bullying incidents. The percentages recorded in Lithuania and Estonia are remarkable (77.93% and 79.04% respectively). In the remaining countries the school ranges in the 50% mark.

Graphic 270. Place where it occurred per participating country



With concerns the frequency of bullying incidents, these appear on and off. The small percentages in all the countries depict corresponding phenomena, either very often, or repetitively.

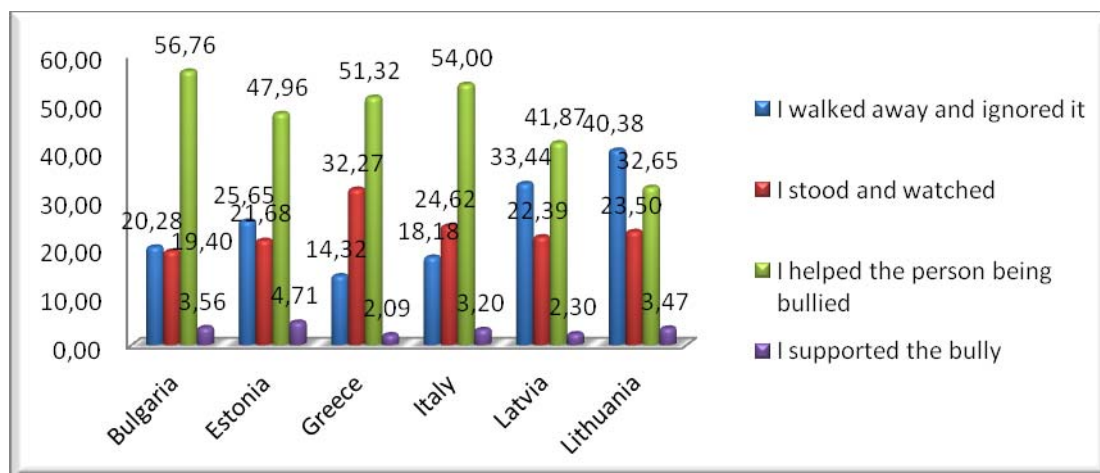
Graphic 271. Frequency of incidents per participating country



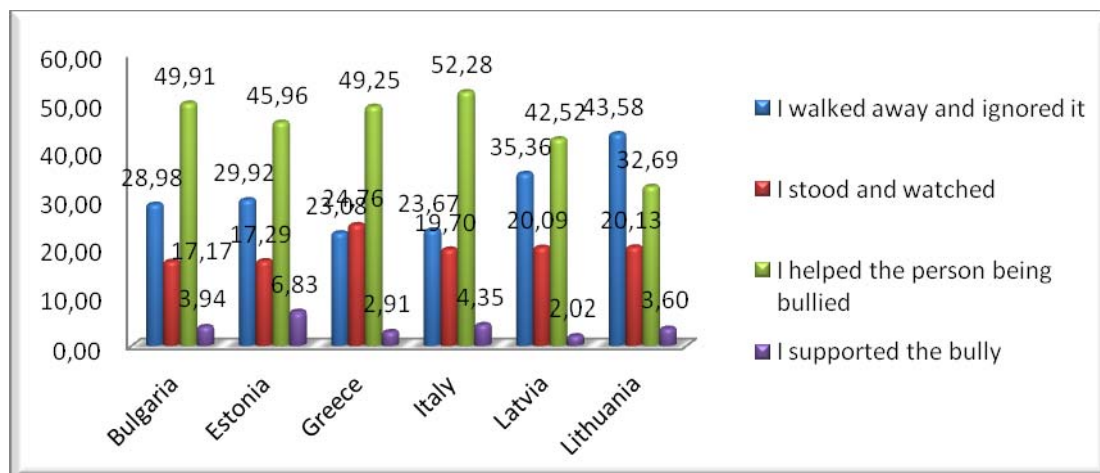
### 2.9.5 Reaction to a school bullying incident

In all countries, with the exception of Lithuania, the students/observers of school bullying incidents chose to help the victim. Both in verbal and physical violence, the intervention rates and assistance given to the victim was significant.

Graphic 272. Reaction to physical violence incident per participating country



Graphic 90. Reaction to a teasing incident per participating country



With concerns assistance to the victim, the intervention with the help of friends was the most dominant reaction for Bulgaria, Estonia, Greece and Italy. In Lithuania, however, intervention was verbal by asking the bully to stop.

Table 102. Method of assistance in a school bullying incident per participating country

	Reporting the incident to an adult	Reporting the incident to a teacher or police officer	Asking the bully to stop	Trying to distance the victim	Tried to stop the bully on my own/with the help of friends	Other
<b>Bulgaria</b>	12.71%	16.76%	25.97%	4.42%	28.91%	11.23%
<b>Estonia</b>	10.56%	10.68%	28.52%	6.19%	29.73%	14.32%
<b>Greece</b>	13.71%	9.19%	24.40%	15.32%	28.06%	9.33%
<b>Italy</b>	11.94%	9.93%	25.74%	13.10%	26.79%	12.49%
<b>Latvia</b>	19.15%	13.90%	18.64%	11.19%	16.95%	20.17%
<b>Lithuania</b>	10.24%	7.51%	35.24%	6.20%	15.82%	25.00%

The comparative table indicating the reasons for non-intervention was of particular interest. In Estonia and Italy a large number of students stated that they did not know how to help, whereas in the remaining countries, fear of the consequences was the most significant reason for non-intervention.

Table 103. Reasons for non-intervention to a school bullying incident per participating country

	Not my problem or responsibility	Fear of consequences	The bully is right	I did not know how to help	I do not believe these incidents are significant
<b>Bulgaria</b>	23.59%	31.82%	8.44%	28.14%	8.01%
<b>Estonia</b>	23.45%	27.42%	8.08%	35.18%	5.86%
<b>Greece</b>	19.23%	35.83%	5.29%	34.64%	5.01%
<b>Italy</b>	22.33%	31.38%	4.72%	35.45%	6.03%
<b>Latvia</b>	28.63%	37.40%	6.49%	24.05%	3.44%
<b>Lithuania</b>	30.02%	33.69%	3.06%	28.56%	4.67%

### 2.9.6 Information about school bullying

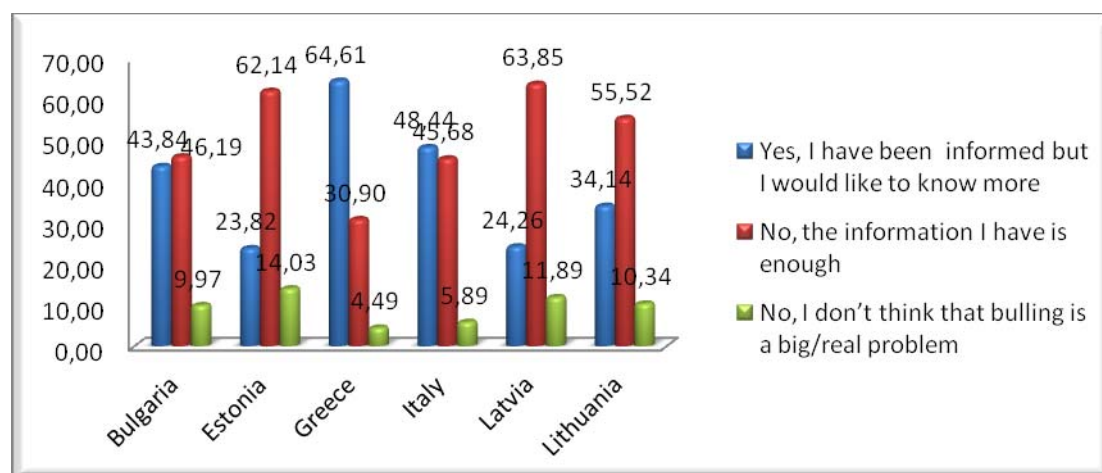
In most countries participating in the study, the school constitutes that main source of information about the bullying phenomenon with television coming second in line.

Table 104. Source of information about school bullying per participating country

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>Newspapers</b>	10.61%	8.96%	3.82%	14.79%	9.43%	4.40%
<b>School</b>	37.50%	34.85%	39.05%	30.50%	45.17%	33.25%
<b>Non-government organizations</b>	2.47%	0.76%	2.21%	0.54%	1.53%	0.93%
<b>Volunteer groups-organizations</b>	1.60%	0.99%	2.45%	1.84%	1.30%	2.00%
<b>Government services</b>	1.74%	0.38%	0.33%	0.98%	1.53%	1.22%
<b>Television</b>	22.24%	16.63%	20.23%	33.00%	16.63%	11.49%
<b>Public discussions-discussions</b>	2.91%	2.51%	2.12%	0.69%	0.94%	5.87%
<b>Parents</b>	6.69%	3.19%	11.91%	3.90%	6.60%	7.29%
<b>Police</b>	1.02%	2.73%	1.61%	1.35%	1.77%	2.25%
<b>Friends</b>	5.67%	13.36%	9.00%	8.61%	8.02%	26.75%
<b>None. I have never been informed about the phenomenon</b>	7.56%	15.64%	7.28%	3.80%	7.08%	4.55%

The students in Greece believe that the information they receive is inadequate. In all the other countries, the students believe that they receive adequate information about school bullying.

Graphic 94. Need for more information about school bullying per participating country





Based of the students' responses in Estonia, Greece, Latvia and Lithuania, movies and films about bullying constitute the most effective method of information. In Bulgaria they prefer open discussions, while the students in Italy prefer a general discussion about the issue at school.

Table 105. Form of information per participating country

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>Video, films</b>	21.08%	24.55%	27.56%	27.86%	22.88%	45.04%
<b>Open discussions</b>	22.87%	11.22%	24.00%	17.17%	16.48%	8.10%
<b>Booklets</b>	6.58%	4.55%	8.00%	3.25%	5.90%	5.14%
<b>Discussion at school</b>	11.21%	14.67%	26.28%	30.29%	19.43%	11.58%
<b>Educational games and activities</b>	9.12%	8.86%	5.03%	5.60%	5.78%	4.57%
<b>None of the above</b>	29.15%	36.16%	9.13%	15.84%	29.52%	25.56%

The students from all the countries believe that the most effective way to combat school bullying is to inform teachers.

Table 106. Most appropriate solution for combating school bullying per participating country

	Bulgaria	Estonia	Greece	Italy	Latvia	Lithuania
<b>Talk to a teacher and ask for help</b>	26.97%	24.41%	30.29%	28.76%	23.41%	27.75%
<b>Talk to a classmate/friend and ask for help</b>	7.45%	12.60%	6.64%	6.33%	3.19%	5.45%
<b>Talk to parents and ask for help</b>	17.14%	13.07%	23.73%	21.86%	17.40%	14.32%
<b>Nothing, because bullying is not a big deal</b>	2.09%	3.17%	0.89%	0.94%	1.35%	1.83%
<b>Students' mediation teams</b>	3.73%	1.66%	7.33%	2.46%	2.21%	6.84%
<b>Try to avoid bullies both inside and outside school</b>	11.62%	7.69%	6.11%	6.33%	7.23%	5.35%
<b>Answer back</b>	5.81%	13.63%	3.70%	17.91%	9.31%	11.79%
<b>Suffer without reacting</b>	0.30%	1.11%	1.48%	0.60%	0.74%	1.14%
<b>Change school</b>	2.83%	3.80%	1.42%	0.92%	2.45%	2.33%

<b>Report the fact with a leaflet on the notice board</b>	1.19%	0.71%	1.37%	0.84%	12.13%	2.82%
<b>Ask older brothers or sisters to intervene</b>	1.94%	2.14%	1.93%	1.69%	0.98%	1.24%
<b>Ask the principal to punish them</b>	8.79%	4.60%	7.50%	5.32%	6.99%	7.53%
<b>Other</b>	10.13%	11.41%	7.62%	6.04%	12.62%	11.60%

### Chapter 3: Summary – conclusions

Pursuant to the responses given by the students of all six countries, the perception level concerning the definition and the nature of the different forms of school violence is satisfactory. The countries that marked a high perception level were Italy and Greece, while Lithuania recorded the lowest.

All the countries appeared to be unclear on the prerequisite of repetition and the duration over time for an act to be considered a bullying act.

In the same time, a large number of respondents, mainly in countries such as Lithuania, Latvia and even Estonia, but to a smaller degree, fail to perceive the distinction between making fun and bullying or threatening someone on the telephone and internet.

Although the element of repetition and duration over time is a prerequisite for the definition of the research used in the present study as well as in the main concepts that were described, some researchers argue that it is not obligatory that an act of bullying has a certain time duration and is repeated over time; it may refer also to one and only incident that the victim experiences with such an intensity that could cause a psychological trauma<sup>49</sup>.

Until recently, most studies sustained that the bully chooses his/her victim based on individual or social/racial-ethnic characteristics that differentiate them from the general public<sup>50</sup>. In the present study, although with a high rate of incidence, these are not the main criteria of choice.

---

<sup>49</sup> Randal 1991, *The Prevention of School Based Bullying*, Hull: University of Hull, Stepherson and Smith 1987, *Anatomy of the playground bull*. *Education* 18, 236-237

<sup>50</sup> Cullingford C and Brown, G, 1995. *Children's perceptions of victims and bullies*. *Education* 3-13. June 1995. Vol 22. No2, Lee, C., (2006). *Preventing Bullying in Schools. A Guide for Teachers and Other Professionals*. London: Paul Chapman Publishing

According to the responses of the participating students, in the majority of the countries, the victim's inability to fight back constitutes the main criterion by which bullies select their victims. This confirms most of the definitions that refer to the inequality of power between the bully and the victim and the manner in which the power of authority is formed between them<sup>51</sup>. Estonia is the only country that refers to body weight as the main criterion. These are followed by the victims sensitivity as well as other characteristics such as ethnicity, appearance (weight, dress sense), physical disabilities and sexual preferences; elements that evidently differentiate the victim from its classmates. According to the majority of respondents, religion, anxiety, stress and the possession of items that the bully may want are elements that are not particularly important.

Based on the responses of the European students that participated in the research, the majority feel safe in the classroom and the school environment. The highest and lowest safety rates were recorded by Greece and Latvia, respectively. In all the countries, the safety rate was reduced as we distance ourselves from the school environment.

As anticipated, the school bullying victims present a higher percentage of insecurity, as expected both within and outside the school environment. On the one hand, this is due to the fear of being victimized again and on the other to the victim's negative post-traumatic feelings that are created or persist even after the traumatic experience. It is interesting to note that in many countries such as Greece and Italy, school bullies also present a high rate of insecurity. In these cases, the insecurity is interpreted as a concern for possible reactions/consequence for their actions and as a result of their own victimization.

---

<sup>51</sup> Rigby, K., (2005). Why Do Some Children Bully at School?: The Contributions of Negative Attitudes Towards Victims and the Perceived Expectations of Friends, Parents and Teachers. *School Psychology International*, 26, 147 – 161

The lowest victimization rates were recorded in Italy, where only 15.09% admitted to being school bullying victims. The highest rate (51.65%) was observed in Lithuania followed by an equally high rate in Estonia (50.07%).

According to the responses of the participating students, with the exception of Estonia and Lithuania, the majority of school bullying victims were boys.

With the exception of Estonia, where foreigners are victimized more, ethnicity does not appear to affect any other country. With respect to the area of residence, this does not appear to be intensely associated with the incidence of school bullying. Even in cases where this does occur, such as in Lithuania, there were more incidents in the rural areas rather than the large urban centers as stated in most studies.

According to students from Italy, Greece, Estonia, Latvia and Lithuania, name calling is the most common form of school bullying. The differentiation is in Bulgaria, where physical violence takes the lead. The remaining school bullying forms vary from country to country.

### *3.1. The profile of the victim*

Studying the profile of the families of school bullying victims, we conclude that the common characteristic for all participating countries are the serious problems within the family, whether these are financial or problems that affect the family's relationships (bad relationship between parents, children and parents, anger control problems, alcoholism, problems with the law, etc). In all these cases, the children experience a state of emotional or financial insecurity and uncertainty that is accompanied by the lack of emotional and moral support; they feel that there is a lack of family support and protection, which not only affects their self image, but also the relationships that they will form and the manner in which they will manage the relationships with their peers.

This study revealed that the primary victimization factor was the victim's inability to fight back and defend himself. Children that come from a family environment with the above characteristics, have low self-esteem and on occasion feel inferior. These feelings are perceivable from their entire behavior making them as particularly weak and vulnerable victims in the eyes of a bully.

Finally, according to the responses given, the majority of the victims came from a family environment where the opinion of the strongest prevails. This together with the above characteristics, lead on the one hand to the child's familiarization with use of violence and the acceptance of authoritarian relationships based on power. On the other hand, the realization and acceptance of such relationships outside the family environment, namely in relationships with classmates and peers, which make him/her unable to defend and help himself/herself when he/she realizes that the bullies are more powerful.

Continuing with the profile of the school bullying student/victim and studying the manner in which the relationships with classmates are formed, we made the observation in all countries that these are dysfunctional confirming the findings of other studies that want student/victims to be socially cut-off from their peers and to have a particularly introverted and lonely personality.

This could be seen from two perspectives:

- The first concerns the manner in which the bully selects his victims. Relatively isolated children without friends to support or help them out are easy targets and do not carry the risk of intense reactions by observers.
- The second concerns the manner in which the victims perceive their victimization and the way this affects their relationships with their classmates. The feeling of shame felt by the victims can lead to their isolation from the classmates, while at the same time they collect feelings of anger or grievance if assistance or support is not offered. To this end, pursuant to the bibliography, through the traumatic experience the children/victims gradually

learn not to trust others and as a consequence are unable to develop strong emotional relationships with their classmates<sup>52</sup>.

Most studies profile the victims as students with good school performance that are punctual with all their school obligations. In all the countries participating in this study, the majority of students show poor school performance. This is not untrue, at a first glance it is interpreted by the drop in school performance due to the students' victimization and the negative feelings that they develop with respect to the school environment, their place and role therein<sup>53</sup>. No wonder that many school bullying victims refuse to go to school after such incidents, while school failure rates are on the rise<sup>54</sup>.

In all the countries, the majority of students that had fallen victim to school bullying chose to talk to someone about what happened. The differentiation in each country is the person they chose to trust. In Greece, Latvia and Bulgaria, students/victims chose to talk to a friend/classmate. In Estonia, Italy and Lithuania the school bullying victims talked to their parents from whom they received support. In Greece, Latvia and Bulgaria talking to their parents was not the students' first choice, but the second.

The trust and expectation for support that the students/victims' seek from their parents is rather interesting given the dysfunctional relationships and other issues that arose from the relative questions and characterized the victims' families. In spite of the said issues, the children continue to trust and seek support from their families.

---

<sup>52</sup> Pepler, D., Rigby, K., & Smith, P. K. (2004). *Bullying in schools: How successful can intervention be?* Cambridge University Press.

<sup>53</sup> Flannery, D.J., Singer, M. I., & Wester, K. L. (2004). Impact of exposure to violence in school on child and adolescent mental health and behavior. *Journal of Community Psychology*, 32(5), 559–573.  
O'Moore, M. (2000). Critical Issues for Teacher Training to Counter Bullying and Victimisation in Ireland. *Aggressive Behavior*, 26(1), 99-111.

<sup>54</sup> Espelage, D., & Swearer, S.M. (2003). Research on school bullying and victimization: what we learned and where do we go from here? *School Psychology Review*, 32(3), 365-383.

Pepler, D., Rigby, K., & Smith, P. K. (2004). *Bullying in schools: How successful can intervention be?* Cambridge University Press.

On the contrary, those that are active in social services, non-government organizations (NGOs) and volunteer organizations should be concerned given that the victims' in all countries showed little trust and faith that they could be supportive.

The students in Greece and Italy that chose not to talk about their victimization did so because of embarrassment and fear and the conviction that non-one could help them. This conviction and the fear of being called a "tattletale" would burden the already troubled relationships with their classmates, at least as they have been recorded in the previous question.

In most countries, except for Greece and Bulgaria, the students were bullied by more than one person. In the majority of cases in all countries, the bully was a classmate. According to the victims' responses the majority of the bullies were the same age as the victims and in most countries, except for Lithuania, they were boys.

In all the countries, except for Greece, most school bullying incidents took place in the classroom. In Greece such incidents mainly occur outside the school grounds.

### *3.2. The profile of the bully*

The country with the highest school bully rate, according to the students' responses is Lithuania (63.13%) followed by Estonia (54.26%) and Latvia (40.63%). The lowest rate is in Italy (16.22%) followed by Greece (30.2%) and Bulgaria (31.64%).

Pursuant to responses of the students that had been bullies, the use of abusive expressions and teasing was the most common form of school bullying. The differentiation is in the case of physical violence, which is the second form of bullying in all countries, except for Lithuania.



In all countries, bullies are mostly boys. The element that is significantly differentiated among the participating countries is the degree with which the problems within the family and between its members affects the student's expression of school bullying.

In Greece, Bulgaria and Italy, problems within the family and bad relationships between its members appear to be associated with high bullying rates. In Estonia, the high bully rates are mainly linked to families whose parents encounter problems with the law, while in Lithuania and Latvia the stereotypical notion that school bully that comes from a burdened family environment is shot down.

In all the countries, school bullying is directly affected by the way that families choose to resolve their problems. Thus, the bully rates are higher in cases where the family resolves conflicts with violence, or where the opinion of the strongest prevails. As previously stated, upbringing and the use of violence for resolving family issues definitively affects the behaviors that children will develop both in the broader school environment and with their peers. These behaviors, as they are expressed by the bullies' responses, result from the behaviors that are adopted from the family environment where the power of the strongest becomes the main mean of resolving disputes and vindication. Olweus argues that for bullies, bullying is part of a generalized antisocial behavior, which arises from the way they have been raised and the relationships they have developed with acts of animosity, aggressiveness and the need to impose their desires on others<sup>55</sup>.

Pursuant to responses of the students that admitted they had been bullies, the use of abusive expressions and teasing was the most common form of school bullying. The differentiation is in the case of physical violence, which is the second form of bullying in all countries, except for Lithuania.

---

<sup>55</sup> Olweus, D. & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus bullying prevention program. *American Journal of Orthopsychiatry*, 80, 124-134.

In Latvia, Greece, Italy and Bulgaria the school bullies have bad relationships with other members of the school community, classmates and teachers. This is interpreted by their relationships with their peers, with the majority harbor feelings of hatred and fear for the bully, disapproving of and objecting to his behavior. Concomitantly, problems are also observed in their relationship with teachers and there is a drop in school performance. With concerns school bullies, high school performance and smooth intergration into the educational community is not their main concern. On the contrary, according to researchers, they aim at getting their classmates' attention and maintain a high prestige.

These characteristics do not appear to apply to Estonian students as there was no statistically significant relationship between the bully and school performance, or with their teachers and classmates.

According to responses given by students/bullies, in their majority school bullying victims are male classmates with the exception of Lithuania where most of the victims are girls.

### ***3.2. Victim and bully***

In countries that present high victimization rates, an equivalent rate applies to victims and bullies. Here too, we observe the alternating role of the victim and bully, which has been referred to by a number of researchers in relation to school bullying and juvenile delinquency in general<sup>56</sup>.

---

<sup>56</sup> Salmivalli, C., Huttunen, A., & Lagerspetz, K. (1997). Peer networks and bullying in schools. *Scandinavian Journal of Psychology*, 38, 305–312.

Stephenson, P., & Smith, D. (1989). Bullying in the junior school. In D. P. Tattum & D. A. Lane (Eds.), *Bullying in schools* (pp. 45-57). Stoke-on-Trent: Trentham Books.

Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8 to 11 year-olds. *British Journal of Educational Psychology*, 66, 447-456.

### *3.4. Observer of school bullying*

Among the countries that participated in this research, over half of the students admitted that they had been observers to a school bullying incident, mainly in the school area. As expected, the students in countries with high school bullying rates are those that become observers to such incidents (Lithuania, Estonia).

Abusive expressions and teasing is the most common form of school bullying that is perceived by observers in all of the countries. The differentiation is in the case of physical violence, which is the second form of bullying in all countries, except for Lithuania.

### *3.5. Reaction to a bullying incident*

After examining the observers' stances and opinions, but also the general stances towards the victims, researchers of the school bullying phenomenon have ascertained that in the beginning at least, younger-aged observers appear to be supportive. Their stances later change and ambivalent feelings are formed<sup>57</sup>.

In all countries, with the exception of Lithuania, the majority of students/observers of school bullying incidents chose to help the victim. In Lithuania, 40.38% admitted to walking by and ignoring the incident. The rate of intervention and assistance towards the victim is higher in the case of verbal and physical violence.

According to the respondents, the method of intervention and assistance toward the victim was to try and stop the bullying with the help of friends. The said intervention method was chosen by a large number of students that were observers in bullying incidents in Bulgaria (28.91%), Estonia (29.76%), Greece (28.06%) and Italy (26.79%). In Latvia and Lithuania, however, the intervention was verbal by asking the bully to stop (18.64% and 35.24%, respectively).

---

<sup>57</sup> Rigby K and Slee P T (1993) Dimensions of interpersonal relating among Australian school children and their implications for psychological well-being. *Journal of Social Psychology*  
Rigby 2008b, *Children and Bullying*. Victoria: Blackwell Publishing

With reference to the students that chose not to intervene in a bullying incident, the reason, in most countries, was fear and the consequences that would face for intervening. The students in Estonia (35.18%) and Italy (35.45%) claimed that they did not know how to help.

In their majority, the observers to school bullying incidents stated that they feel pity for the victim, which was a common reaction for all countries, while this feeling was followed by of anger.

### *3.6. Information about school bullying*

Pursuant to the students' responses, school is the children's main source of information. Italy is the only country that differs stating the television is the main source of information. In the remaining countries, television is the second source of information.

It is remarkable that the students did not acknowledge the role and contribution of the NGOs as a significant source of information and awareness with concerns school bullying. At this point we must note that representatives of volunteer groups, NGOs that are active in this sector participate in information and communication activities via the media, particularly television, however, their participation is not etched into the children's mind; the children are only left with the fact that the information came from the television. To a great degree, the same occurs with the school.

The students' responses to questions on whether they need further information about the school bullying phenomenon, were both remarkable and troubling. The students in Italy, Greece and Bulgaria, three of the six countries that present the lowest rates of the phenomenon, exhibit a great need for more information. On the contrary, in spite of the their high rates, the students in Estonia and Lithuania, show little interest or need for further information. Latvia also shows little interest, but at the same time has low school bullying rates.

The places and methods which the students of all the countries consider to most effective and approachable to them, but with different preference, are films, discussion about the issue within the school environment and open discussions. Specifically, the majority of students in Greece and Italy prefer discussions at school followed by films and open discussions. Students in Estonia, Latvia and Lithuania prefer films followed by discussion at school, while in Bulgaria most students choose open discussions.



## EUROPEAN BULLYING RESEARCH FINAL REPORT

Informations: [www.e-abc.eu](http://www.e-abc.eu)  
[www.antibullying.eu](http://www.antibullying.eu)  
[www.hamogelo.gr](http://www.hamogelo.gr)

Europe's Antibullying Campaign Project

Project Leader:



Project Partners:



December 2012