BULLYING IN LOWER SECONDARY SCHOOLS IN GJAKOVA

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Abstract

School bullying has become a media highlight, a serious concern for the school staff and parents who are concerned about the safety and wellbeing of their children. Bullying has also been a subject of numerous scientific studies and research. Bullying has been defined as a worldwide problem and a major concern which is also accompanied by physical, social and psychical effects which unfortunately can lead the victims in most cases to commit suicide.

This research aims at making deep analysis of the presence and the frequency of bullying activities among low secondary schools in the town of Gjakova.

The research hypothesis applied in this study are:

- Bullying frequency and characteristics
- Feelings of victims who were subjected to bullying
- Student position over school staff and parents reaction to prevent bullying

This research has involved students from VI to IX grade of lower secondary schools in Gjakova with the total number of $n = 300$ students.

When we look at the results deriving from the applied questionnaire, it indicates that bullying is present in Gjakova lower secondary schools. This research shows that 39.3% of students have been subject of bullying and 33.3% are aggressors. As far as the gender is concerned, 6 % of those involved in the research have stated that the aggressor was indeed a female, while 11% stated that they were victims of a male aggressor. This shows that the percentage of male aggressor is higher. According to the victims, they were being directly bullied with 49% of the cases, 33% were virtually bullied and 16% were bullied in both forms. According to the statements from the aggressors involved in bullying, 56% of them have bullied other directly, 12% virtually and only 4% in both forms. Students who were subject of bullying expressed negative feelings 19.7% of which were felt sad, 10.03% angry and 10.03% distressed. 7.03% of students who were being bullied reported to have missed classes due to this fact.

Key words: bullying, aggressive behaviour, victim, aggressor, aggressor-victim.

MALTRETIRANJE U SREDNJIM ŠKOLAMA U GJAKOVICI

Apstrakt

Školsko maltretiranje postalo je medijskim isticanjem, ozbiljna briga za školsko osoblje i roditelje koji su zabrinuti za sigurnost i dobrobit svoje djece. Maltretiranje je takođe predmet brojnih naučnih istraživanja i istraživanja. Maltretiranje je definisano kao svetski problem i glavni problem koji je praćen i fizičkim, socijalnim i psihičkim efektima koji nažalost mogu dovesti do toga da žrtve u većini slučajeva počine samoubistvo.

Ovo istraživanje ima za cilj da napravi duboku analizu prisutnosti i učestalosti vršnjačkih aktivnosti među srednjim školama u gradu Đakovici.

Hipoteza istraživanja primenjena u ovoj studiji je:

- Učestalost i karakteristike nasilničkog ponašanja
- Osjećaji žrtava koji su bili izloženi zlostavljanju
- Reakcija učenika na školsko osoblje i roditelje da spreče nasilje

Ovo istraživanje obuhvatilo je učenike od VI do X razreda nižih srednjih škola u Đakovici sa ukupnim brojem $n = 300$ učenika.

Kada posmatramo rezultate koji proizilaze iz primenjenog upitnika, to ukazuje na to da je u nižim srednjim školama u Đakovici prisutan bik. Ovo istraživanje pokazuje da je 39,3% učenika bilo predmet zlostavljanja, a 33,3% agresora. Što se tiče roda, 6% onih koji su učestvovali u istraživanju izjavili su da je agresor zaista žensko, dok je 11% izjavilo da su žrtve muškog agresora. To pokazuje da je procenat muškog agresora veći. Prema navodima žrtava, njih je direktno maltretiralo 49% slučajeva, 33% su bili praktično zlostavljani, a 16% su bili zlostavljani u oba oblika. Prema izjavama agresora koji su uključeni u nasilje, 56% njih je direktno zlostavljalo druge, 12% praktično i samo 4% u oba oblika. Učenici koji su bili predmet vršnjačkog nasilja izrazili su negativna osećanja, od kojih je 19,7% bilo tužno, 10,03% ljuto i 10,03% uznemireno. 7,03% učenika koji su bili zlostavljani prijavili su da su zbog toga propustili časove.

Ključne reči: nasilničko ponašanje, agresivno ponašanje, žrtva, agresor, agresor-žrtva.

UVOD

The basic concepts which are treated during this research are the following: bullying, victim, aggressor and aggressor-victim.

-As the first concept which is used in this research is bullying. Bullying is a behaviour expressed by a student or a group of students through the force or their power, to injure, abuse or intimidate the others repeatedly. By such behaviour is caused the physical bullying, including the blows, kicking, punching, pushing, tapering the throat etc. As a consequence of bullying are also the psychological consequences especially in the emotional aspect where the victim feels ashamed, intimidated, threatened or forced, etc.

-As the second concept which is stressed out is the victim-Sullivan in his research made in 2009 has stressed that the victims of bullying tend to have low self esteem, they express uncertainty, they suffer anxiety, they are withdrawn and they are continuously sad not excluding the absence in the school, the abandoning of the school, up to the suicidal cases. The victims of bullying feel uncertain in the school due to the threats, abuse, and physical injuries.

-As the third concept which will be discussed is the aggressor, who is a student or a group of students who bully, attack or mistreat the other students who are weak in order to use their status. The aggressors by their behaviour cause physical, emotional, sexual and racial bullying.

1. BULLYING

The word bullying derives from the English word Bullyism, which is created from the English word bully, it is pronounced "bulli" which means an aggressive person who uses force or his power to intimidate, mistreat or damage the weak persons and the English suffix -ism. The term bullying is made known by the professor

psychology Dan Olweus who in 1970 or conducted an intensive study on bullying which happened between the Swedish students and from that time, the results were 17% of cases were bullying between the students.

Sullivan & Cleary , 2004 define the bullying as in order to qualify a behaviour as bullying it must be an unbalanced force (physical, verbal or psychological) or the authority between the victim and the aggressor must be a repeated behaviour for a certain time and the aggressor must have the aim to injure the victims.

According to the studies made by Sucking & Temple , 2002, and by Olweus , 1993 they have stressed the different forms of bullying : 1.Physical Bullying , 2.Verbal Bullying , 3.Social Bullying , 4. Sexual Bullying ,5. Virtual/Cybernetic , 6. Racist Bullying.

1.1. VICTIM

A victim are those students who become a victim of the aggressors behaviour, they are predisposed to express high level of anxiety and depression (Hodges & Perry, 1999), they have a low esteem and bad social skills (Egan & Perry, 1998), they don't take part actively in the school (Kochenderfer & Ladd, 1997), they express psychosomatic signs (Boulton & Smith 1994) and these signs can last for years. Another characteristic of the victim of bullying is that they suffer continuously, they percept themselves negatively, they feel defeated and ignored (Sanders & Phye, 2004). The effects of bullying are negative such as: abandoning the school, health and physical problems, feeling of exclusion, psychological problems, deterioration of the relations with the others etc. When we speak about the psychological problems we must stress that the victims feel anxiety, depression, fear, nervousness, tension, social isolation, shame, uncertainty, sadness etc. In some cases the victims of bullying express nervousness and become aggressive by starting to cause bullying to the other children. Unfortunately bullying can cause the victims to use alcohol, drug, or even chemical stuff with the suicidal consequences.

1.2.AGGRESSOR

According to the studies conducted by Hoffman in 1996, he stressed that the victims of the violence at home become aggressor at school by expressing their frustration that they feel, while the studies of Parsons in 2005 show that the school aggressors can be witness of the violence in the family, even though it could be only a verbal violence. Without ignoring the role of the family, the way of life and the treatment which is conducted within a family, Gershoff & Aber in 2006 also stress that the children who are exposed to the violence in the family tend to involve in anti social and dangerous behaviour in the school also. When we speak about the consequences of bullying we must stress that bullying causes effects to the aggressor also such as: delinquent behaviour which can lead to the arrests and punishments, they tend to involve in criminality continuously, the aggressive problems are manifested also with the psychological problems such as: uncertainty, low self esteem, loneliness and anxiety.

METHODOLOGY OF RESEARCH

THE OBJECT OF RESEARCH

The object of research is “Bullying in the lower secondary schools in Gjakova”, where the main aim of the research is among others to stress through the theoretic-empiric research the presence and the frequency, by our hypothesis:

1.The defining of the frequency and the characteristics of bullying, 2.The defining of the feelings that the students have towards the victims and the aggressors, 3.The attitudes of the students on the reactions of the school staff and the parents in order to prevent the bullying.

TECHNIQUES- MEASURING INSTRUMENTS AND THE ANALYSIS OF DATA

The main instrument of the study is standardised questionnaire created by Dan Olweus. This questionnaire is called “The reviewed questionnaire of Aggressor/Victim from Olweus” (short PAVO) Olweus 1996. First the questionnaire is translated and adopted by the professionals of English and Albanian language who have translated it in Albanian. PAVO is separated in two parts. The first apart (question 1-3 are the data from the participant in the research, from question 4 up to 25 it has to do with the students who are victims of bullying, while the second part (from the question 26 up to 40 it has to do with the students victim- aggressor or aggressor too. This questionnaire contains totally 43 questions to measure the bullying. The questionnaire uses mainly the scale Likert 2 with 5 with the possibility to select: “1-Never, 2-Once or twice, 3-two up to three times, 4-About once a week, 5 many times during a week. Tests are analysed by the SPSS programme and from this are taken some data which will be used by this research such as: average, standard deviation, variances, importance etc.

POPULATION AND THE REPRESENTING GROUP

The population is heterogenic and it is comprised of all the adolescents of the lower secondary schools of Gjakova and due to the big number of the participants the research was conducted as sample. The selection of the sample was done casually and it is composed of (300) participants in five lower secondary schools, 30 students from each school and from each class(VI, VII, VIII, and IX) the questionnaire was filled by 15 students.

INTERPRETATION OF RESEARCH RESULTS

The results which are taken from the research are presented by statistic parameters, average and descriptive values such as: Average (M), Standard Deviation (DS), Significance (P) variance, and importance etc.

Tabel no.1. The average and standard deviation of the participants in the research according to the classes, gender and ethnicity.

Classes

Classes	Mean	N	Std. Deviation
Sixth Class	1.0267	75	.16219
Seenth Class	1.0000	75	.00000
Eighth Class	1.0800	75	.39456
Nine Class	1.0400	75	.19728
Total	1.0367	300	.23560

Gender

Gender	Mean	N	Std. Deviation
Female	2.5933	150	1.10579
Male	2.4067	150	1.12981
Total	2.5000	300	1.11990

Ethnicity

Ethnicity	Mean	N	Std. Deviation
Albanian	1.6770	291	1.04656
Egyptian	1.3750	8	.74402
Other	1.0000	1	.
Total	1.6667	300	1.03882

The frequency of bullying during the last month and the gender of the aggressor. Referring the results, it is documented that the frequency of bullying also as a characteristic it is seen that the males are the aggressors of bullying through the schools although with a small difference.

Graphic no 1. In this graphic are presented the collected results regarding the frequency of bullying in the latest months.

Table no.2. The average and the standard deviation of two genders regarding the frequency of bullying and gender of aggressors.

		N	Mean	Std. Deviation	Std. Error
P3	Female	150	4.2867	0.96472	0.07877
	Male	150	4.1267	0.94334	0.07702
	Total	300	4.2067	0.95586	0.05519
	Female	150	2.2667	1.54862	0.12644
	Male	150	1.98	1.50823	0.12315
	Total	300	2.1233	1.53274	0.08849

Table no. 3. The average and standard deviation of classes regarding the frequency of bullying and gender of the aggressors.

		N	Mean	Std. Deviation	Std. Error
P3	Class VI	75	4.7333	0.55345	0.06391
	Class VII	75	4.3333	0.82746	0.09555
	Class VIII	75	3.9333	1.00449	0.11599
	Class IX	75	3.8267	1.08271	0.12502
	Total	300	4.2067	0.95586	0.05519
	Class VI	75	1.9067	1.37716	0.15902
	Class VII	75	2.24	1.51426	0.17485
	Class VIII	75	2.2267	1.6731	0.19319
	Class IX	75	2.12	1.55928	0.18005
	Total	300	2.1233	1.53274	0.08849

2. Feelings that the victims of bullying have suffered and the fear of being a victim. The results have shown that the negative feelings have been higher at the females, but not excluding the males also. The fear of being a victim of bullying is higher at the females although there is a small difference compared with the males.

Graphic 3. The evidence shows the feelings that have suffered the victims of bullying.

Table 4. The average and standard deviation of two genders regarding the feelings that have suffered the witness children and the victims.

		N	Mean	Std. Deviation	Std. Error
P25	Female	150	3.0133	2.04311	0.16682
	Male	150	2.5867	2.09885	0.17137
	Total	300	2.8	2.07872	0.12001
	Female	150	2.3667	1.26075	0.10294
P42	Male	150	1.9467	1.21394	0.09912
	Total	300	2.1567	1.25327	0.07236

Table 5. The average and standard deviation of the classes regarding the feelings that have suffered the children and the victims.

		N	Mean	Std. Deviation	Std. Error
P25	Class VI	75	2.5733	2.00117	0.23108
	Class VII	75	2.9333	2.00899	0.23198

	Class VIII	75	3.12	2.24788	0.25956
	Class IX	75	2.5733	2.03465	0.23494
	Total	300	2.8	2.07872	0.12001
	Class VI	75	1.9467	1.21803	0.14065
	Class VII	75	2.64	1.35208	0.15612
	Class VIII	75	2.1467	1.17051	0.13516
	Class IX	75	1.8933	1.14577	0.1323
P42	Total	300	2.1567	1.25327	0.07236

3.The attitudes of the children regarding the family members and the staff of the school in stopping the bullying in the school. In this field it is registered a lower attitude of efforts of parents without any difference in gender and in classes compared with the attitudes of children towards the staff of the school.

Graphic no.4. Presentation of the results regarding the attitudes of children for the families and their efforts to stop the bullying.

Graphicno.5. Presentation of the results regarding the attitudes of children for the staff of the school and their efforts to stop the bullying.

Table no.6. The average and standard deviation of two

genders regarding their attitudes for the families and the school staff in stopping the bullying.

		N	Mean	Std. Deviation	Std. Error
P22	Female	150	1.8467	1.079	0.0881
	Male	150	1.5467	0.93827	0.07661
	Total	300	1.6967	1.02052	0.05892
	Female	150	2.94	1.19972	0.09796
	Male	150	2.88	1.26873	0.10359
P43	Total	300	2.91	1.233	0.07119

Table no. 7. The average and standard deviation of classes regarding their attitudes for the families and staff of the school in stopping the bullying.

		N	Mean	Std. Deviation	Std. Error
P22	Class VI	75	1.6267	0.99693	0.11512
	Class VII	75	1.8533	1.08669	0.12548
	Class VIII	75	1.72	1.03402	0.1194
	Class IX	75	1.5867	0.95992	0.11084
	Total	300	1.6967	1.02052	0.05892
P43	Class VI	75	2.92	1.30239	0.15039
	Class VIII	75	3.16	1.18595	0.13694
	Class VIII	75	2.96	1.22408	0.14134
	Class IX	75	2.6	1.17404	0.13557
	Total	300	2.91	1.233	0.07119

Table 8. The average and the standard general deviation of all the questions in this questionnaire.

Mean	Std. Deviation	N
2.0016	1.041	300

CONCLUSION

The results of this research prove the frequency of bullying by giving also the results of its characteristics. We don't have obvious differences in this aspect concerning the gender, the differences are stressed in the characteristics of bullying by making obviously the male gender as more frequent aggressor. More regarding the victims of bullying, the association of negative feelings was more obvious at the females compared with males.

Concerning the attitudes of children on efforts of the parents to stop bullying the results are low compared with the attitudes of children regarding the school staff.

We can say that bullying is present in lower high schools in Gjakova but referring the results in general we can see an average and low standard deviation.

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RESUME

Rezultati ovog istraživanja dokazuju učestalost zlostavljanja davanjem i rezultata njegovih karakteristika. Mi nemamo očigledne razlike u ovom aspektu u pogledu pola, razlike su naglašene u karakteristikama vršnjačkog nasilja tako što očigledno muški spol kao češći agresor. Što se tiče žrtava vršnjačkog nasilja, povezivanje negativnih osećanja bilo je očiglednije kod žena u odnosu na muškarce.

Što se tiče stavova djece o naporima roditelja da zaustave zlostavljanje, rezultati su niski u odnosu na stavove djece u pogledu školskog osoblja.

Možemo reći da je vršnjačko nasilje prisutno u nižim srednjim školama u Đakovici, ali u odnosu na rezultate općenito možemo vidjeti prosječnu i nisku standardnu devijaciju.