

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
GENERAL PSYCHOLOGY
MASTER'S PROGRAM**

MASTER THESIS

**THE RELATIONSHIP BETWEEN BULLYING AND DEPRESSION AMONG
ADOLESCENT IN JUNIOR SECONDARY SCHOOL, SOUTH WEST NIGERIA**

Kayode AJAYI

**NICOSIA
2016**

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NICOSIA 2016

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES**

**General Psychology Master's Program
Thesis Defence**

The Relationship between Bulling and Depression among Adolescent in Junior Secondary
School, South West Nigeria

We certify the thesis, is satisfactory for the award of degree of Masters of General Psychology

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ÖZET

Güney Batı Nijerya'da Ortaokul Ö rencilerinde Akran Zorbalı ı ve Depresyon arasındaki İlişkinin İncelenmesi

Hazırlayan: **Kayode Ajayi**

Ocak, 2016

Okulda zorbalık tüm dünyada ciddi bir problem haline gelmiştir ve öğrencilerin psikolojik sağlıklarını olumsuz yönde etkilemektedir. Bu araştırmanın temel amacı Güney Batı Nijerya'da ortaokula giden öğrenciler arasında zorbalık ve depresyon arasındaki ilişkinin incelenmesidir. Örneklem, Ilorin'de bir özel ve diğeri ikisi şehirde ve köyde yer alan devlet ortaokullarına gitmekte olan 120 öğrenciyi içermektedir. Öğrencilere uygulanan anket formunda Demografik form, Olweus Zorba/Kurban Anketi ve CES-Depresyon yer almaktadır. Araştırmanın sonuçları zorbaların, kurbanların, zorba/kurbanların ve izleyici olmayanların depresyon ortalama puanlarının yüksek olduğunu göstermektedir. Bu sonuçlara göre zorbalık durumundan sadece bir grup değil, tüm öğrenciler olumsuz yönde etkilenmektedir.

Keywords: Zorbalık, Okul, Depresyon

ABSTRACT

The Relationship Between Bulling and Depression among Adolescent in Junior Secondary School, South West Nigeria

Prepared by **Kayode Ajayi**

January, 2016

Bullying in school became a serious problem all over the world and has negative effects on students psychological health. The main prupose of this is study to understand the relationship between bullying and depression in adolescent in junior high schools south west, Nigeria. The sample includes 150 secondary school students in a private and the other two were public school in the city and village part in Ilorin. The questionnaire form which applied to the students includes, demographic form, Olweus Bullying Questionnaire (OBQ) and Centre for Epidemiology Studies Depression Scale (CES-D). The result of the study showed that bullies, victims, bully-victims and non-bystanders had higher mean score of depression. According to the results of the study, not just one group of student , but all students are adversely affected from bullying situation.

Keywords: Bullying, School, Depression

Dedication

To God Almighty

ACKNOWLEDGMENT

Firstly, I would like to express my sincere gratitude to my adviser Dr. Deniz KARADEMIR for her continuous support, patience, motivation, and immense knowledge. Her guidance helped me throughout the research and writing of this thesis Dr. You are one in million. I am extremely grateful and indebted to all my teachers especially Assoc. Prof. Dr. Ebru CAKICI. for their support, sincere , valuable guidance and encouragmnet extended to me. I use this opportunity to record my sincere thanks to all the faculty members of the Deparment of Psychology for their encourgment. I thank all the students and school teachers for their participation and assistances throughout the research work.

To my family, especially to my parents, sisters, brother, nephew, niece, uncle and cousin for their moral and financial support throughout the study, you “ll reap the fruit of your labour.

To all my friends, especially, Moses Gbala, Temmy bol, Rotimi, Lawrence, Margret, the lists continue, may God favour you in all your endeavour. To all my respondents for their full cooperation that made them a big part of this study. I also place on record, my sense of gratitude to all who, directly or indirectly have lent their helping hand in this venture. I say a big thank you.

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1. INTRODUCTION

1.1 Bullying among Adolescent

School is an establishment to give all the citizens of any country a formal education; Students acquire relevant knowledge, skills, positive behaviour, competencies, values and abilities for useful living in the society at school. Students have the courage to socialize with others for their positive development as they work in groups. If the student do not see school environment as friendly, safe and secure, Positive development morally, socially, intellectually, emotionally and physically cannot take place (Ifeoma 2015).

Bullying have a negative life long consequences both for students who bully and the victims, it is a global problem that can have a rejection consequences on the general climate and on the right of students to learn in a secure environment without fear. according to (Egbochuku 2001), it have been noted and discussed everywhere that formal schooling environments exist, though much of the formal research on bullying has taken place in Scandinavian countries, Great Britian, and Japan.

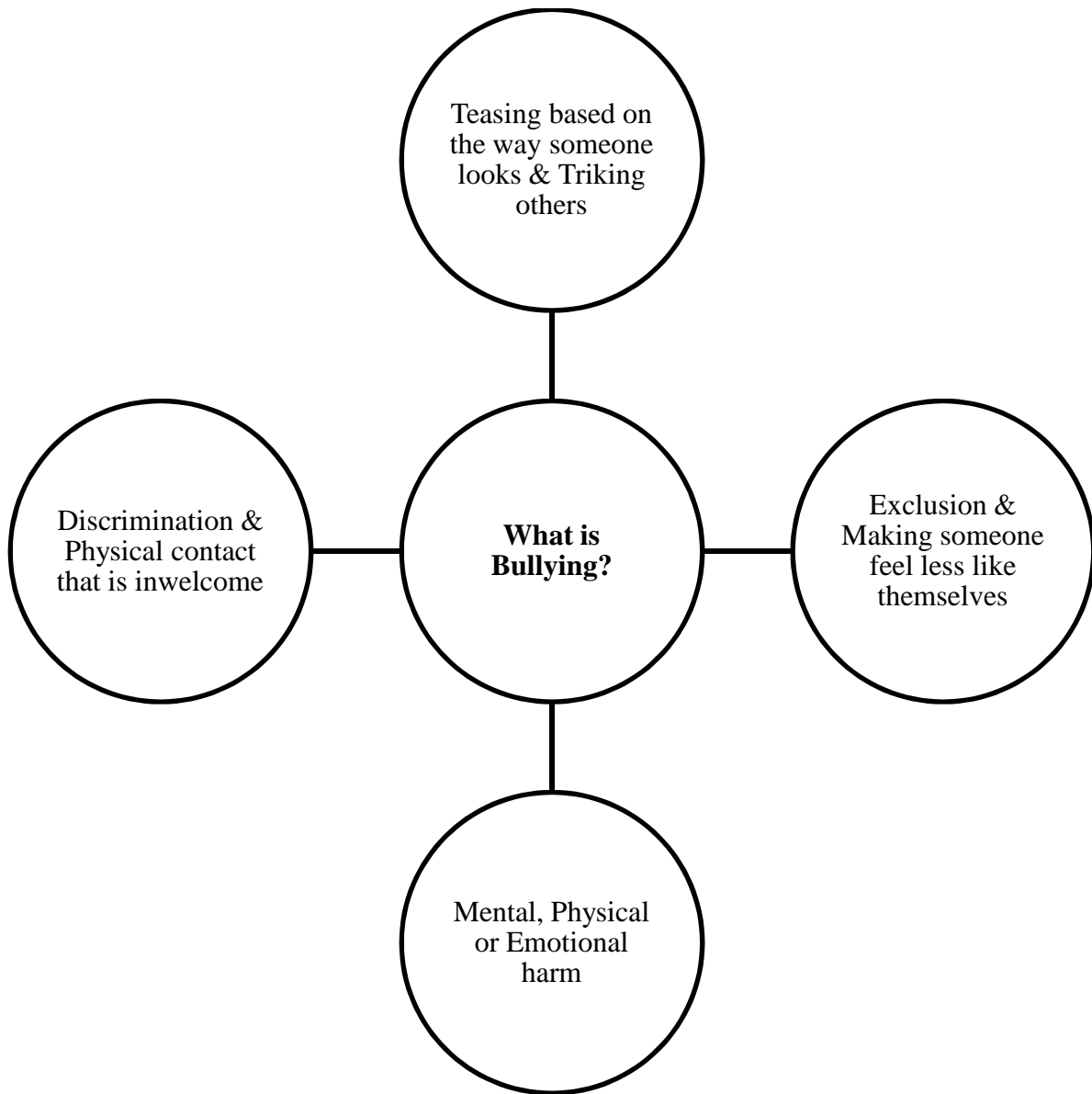
Sometimes it is seen as verbal or physical behavior intended to disturb the weak individual (Santrock, 2005). This is not to be overlooked by any society because it plays both negative and positive impact in the life of teenager students.

This implies that for individual to involve in bullying they have to be physically stronger than their victim to enable them to gain upper hand in a physical combat. So violence could be seen as undue advantage by which older or physically stronger individuals used to oppress their victim or the weaker ones. Bullying can also be explain as type of unfriendly behaviour that causes depression and injury to the ones to whom it is directed. (Martin, Carson, & Buskist 2005) described it as the oppression of the victim which can manifest in physical or psychological terms, it has to do with social exclusion because it is a process that is more pronounced as children pass through childhood to adolescent stage.

The main reason of attending school is to develop individual through acquisition of knowledge so that we may become a social being, according to (Fajoju, 2009), a school is an establishment designed for the teaching of students enrolled in it. School should be a place where students should feel free, secure and safe, and where they have the assurance and count on being treated with respect. By so doing student is expected to learn how to relate with fellow students, school teachers and significant others in the school on one hand and the other hand to live in a peaceful way (by adapting with the societal values).

(Thornberg, 2010) said, students that are affected by bullying will be at higher risk of developing symptoms of depression, mistrust of others, low self-esteem, anxiety, poor social adjustment, loneliness, poor academic achievement and poor health as compared to others. relationship between bullying by peers and a number of different dimensions of internal distress and social problems, especially as a single student who bullies can have very far reaching effects on the school and this used to create a room for intimidation and fear not only in their victim but also on the bystanders. According to the researches of (i.e. Aluede, 2006; Fajoju, et al 2008; Beran, 2009; Thornberg, 2010)

Figure 1. What is bullying?



The definition of bullying, Olweus 1993.

Olweus, (1993); Roland, 1989; Smith & Sharp, 1994) defined bullying as aggressive behavior that involves the imbalance of power or strength and it is intentional. Children are often bullied not just once or twice but repeatedly and they usually find it very difficult to defend themselves. It could take many forms, like excluding from a group, kicking, threatening others, name calling, hitting, teasing or sending mean notes or e-mails.

Children reported being victims in school, but bullying and being bullied reduced as children grow older. Girls found to be less bullied than boys in a study and findings carried out by Whitney and Smith (1993). 60% of children reported that they do not like bullying. Above all, teachers were able to identify bullies as well as the victims.

In general view and researchers' findings, it indicated that individuals are not usually comfortable with bullying and would wish it does not exist. In addition Martin et al (2007) said that girls are more likely to be psychological bullies (i.e. gossiping, name calling, and excluding others to play in their group) while boys are more likely to be physical bullies (fighting).

In controlling this, adults should be fully involved, warned against bullying, and to be made known and understood that it is not allowed in the society Olweus (1997). Taking wise decisions by schools to prevent bullying which has to do with depression, loneliness and absenteeism means that bullies exert fear and withdrawal on their victims (Juvonen, Nishina & Graham, 2000). Ujah (2006) on assessment of behavioral problems among schooling adolescents in Obollo-Afor, Nigeria, found out that the adolescents' character traits are porous and are already drawn more to negative adventures. Authoritarian style of child upbringing and poor supervision should be avoided in order to reduce and minimize bullying. Children should be assessed whether they are sensitive to emotional and social events and conducive environment should be created manipulation is necessary and awareness to social cognition (Martin et al, 2007). In minimizing and controlling bullying traits among children, it means

that both nature, in relation to emotions and nurture which has to do with environmental influences must take effect.

Its impact also extends to the peer group, school and community and far beyond the bully and the victim. Those who regularly witness and who are not directly involved in bullying at school, suffer from a less secure learning environment because they believed and fear that the bully may target them next and the knowledge that teachers and other adults are either or unwilling to control bullies behaviour. The psychological fear generated by bullying often lingers for years. According to (Clarke & Kiselica, 1997) evidence indicates that "feeling of isolation and the loss of self-esteem that victims experience seems to last into adulthood. Though as adults these individuals were no more harassed socially isolated than a control group (Nansel et al., 2001).

Unfortunately, this violence act is very common during the elementary and middle school years. In a study of fourth to sixth graders, 25% percent of students admitted to bullying another student two or more often during the school period (Melton et al., 1998). Another study found that 80 percent of middle school learners reported involving in many forms of bullying during the past 30 days, with 15 percent doing so frequently (Bosworth et al., 1999). In a general study of more than 15,000 learners in grades 6 through 10, 17 percent reported having been bullied "many times" and this occurred during the school period, and 19 percent reported bullying others "sometimes" or more often (Nansel et al., 2001).

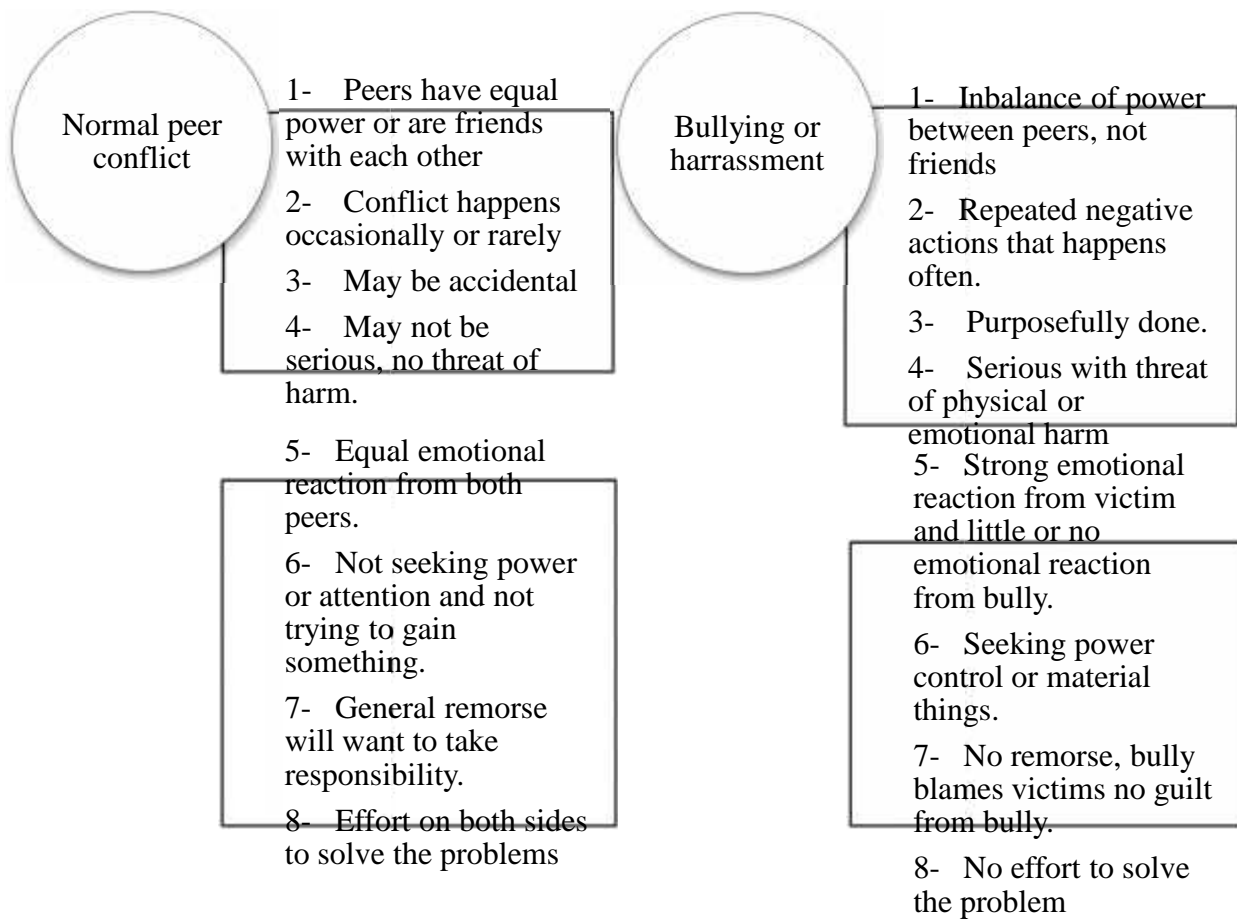
In general, the findings show that bullying is a physically harmful, socially isolating and psychologically destroying aspect of a large number of children's school experience. Studies had also made us know that children who are bullied have higher levels of stress, anxiety, depression and illness, and possibly increased the chance of suicide (Rigby, 1998; Rigby, 2001). The victims of bullying have the higher rate to think of suicide than their colleagues (Rigby, 1998). Psychological well-being had been shown to suffer with bullying, while

Loneliness and isolation from friends is also linked with victimization. Victims are typically withdrawn and anxious, its characterized by worries fears, and tenseness.. The anxiety and depression associated with victims has also been linked to lower immunity to illness.

1.1.0 Knowing the difference between normal peer conflict and bullying or harassment

It is not bulling when conflict occur between people of similar or same strenght. This clarifications is important beacuse of the effects on the occurance repeatedly threathned or attacked by a more poerful person or group are likely to differ from the effects of being attacked or threatened by someone of same power. In the former case, one is apt to feel more helpless (Fajoju, 2009).

Figure 2. The difference between normal peer conflict and bullying or harassment



The clarifications between normal peer conflict and bullying or harassment,(ABPS 2004)

1.2 Types Of Bullies

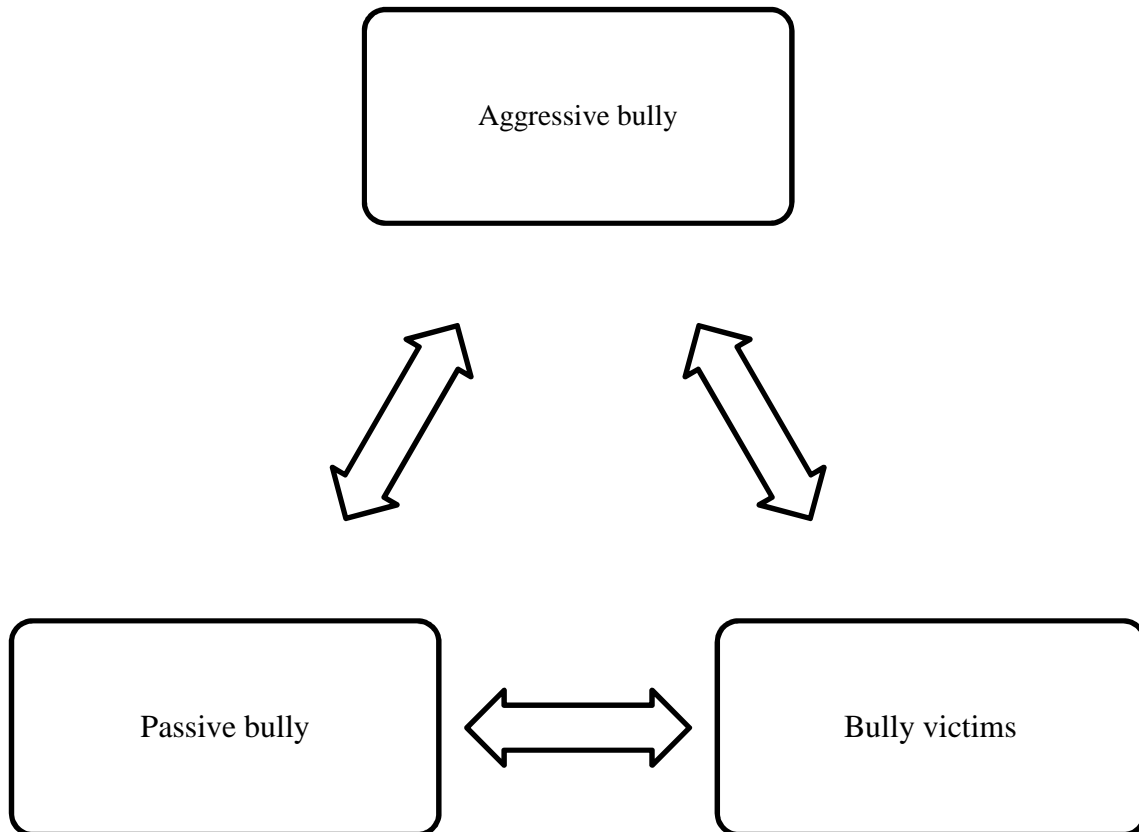
These are the three types of bullying: the aggressive bully, the passive bully and bully victims describes by Olweus (2003)

Aggressive bullies: this type of bullies are physically strong, impulsive, hot tempered, belligerent, fearless, coercive, and confident and lack empathy for their victims. They have the desire to dominate others.

Passive bullies: they are insecure and tend to have low self esteem and unhappy home lives. This set of people find it difficult to concentrate at school, they exhibit temper-tantrums which can lead to unhealthy interpersonal colleague friendship, they tend to adjust themselves and pretend to be loyal to more powerful aggressive bullies.

Bully victims: are those who had been bullied seriously in the past. They are easily aroused and may provoke others who have little physical strength or energy than them, they have the propensity to be depressed and anxious.

Figure 3. Types of bullies



Three types of bullying stated by Olweus, 2003.

1.3 Signs and Symptoms of bullying

Generally, children of any age can be bully targets- youth and kindergarten. They may be reluctant to tell parents because of fear and shame. They may decide to be absent from school. They may complain of headaches or stomach aches, and may have signs of anxiety and unhappy, sudden drop in school performance, lack of self esteem, trouble eating or sleeping, aggressive behavior, or sometimes displays of temper. Attimes they may have conflicts with siblings or playmates. They may have unexplained injuries, damage or loss of personal belongings.

Evidence gotten from the literature said that adverse socio emotional growth may be experience by bullies target. They may be anxious, depressed, isolate themselves from group and absent from school (Berthold & Hoover, 2005; Slee, 1994; Walker, Ramsey & Cresham, 2005). Moreover, it can create an environment of fear, which may distract academic learning and may even affect the whole school population (Whitted & Dupper, 2005). Affected individual can be angry, ashamed, embarrassed and even afraid about going to school. The signs may not be visible if the student can adapt with the aftermath of bullying. The acts might take place without parents and teachers ever knowing about them.

1.4 Depression

Depression is a common but serious mental illness typically marked by sad or anxious feelings. Most secondary school students sometimes feel anxious or sad, but these emotions usually pass quickly—within fews days. If depression is not treated it last for a very long time, it affect day-to-day activities and is much more than just being “unhappy or feeling down”.

This is an illness that is not totally understood, and may have a variety of causes, but sometimes it have a relationship with bullying. Both bullies and their victims are more likely to suffer from depression than adolescent who does not take part in bullying. This connection can be long-lasting: people who are bullied as tenager have the probability to suffer from depression as an adult than children not involved in bullying. (Ms. Stowers 2014).

About ten years ago, headlines in Nigeria media appeared to heighten public interest in this sensitive aspect of bullying. Colleges, guidance and children started demanding investigations and intervention to conquer this, seemingly large and serious challenge. Most of the time bulling prevalence are underestimated because the victims find it difficult to explain or tell othesr. Direct bullying seems to increase during tenage years, peak in the middle school/junior high school years, and nomally reduce during the high school years (Olweus, 1993a). Depression can have a number of serious effects on a person’s life.

1.5. Other Problems that Link Bullying and Depression

Low self esteem, Anxiety, Physical illness and High rates of absence from school. Children that ususally commit suicide often suffer from depression, Experts hesitate to say that bullying is a exact causes of suicide, but it may be a factor in a teen’s depression. Parents, friends, and other concerned individual should be vigilant on signs of depression in children and teens, especially those who have been bullies or bully victims.

1.5.1 How does depression affect college students?

In 2009, the American College Health Association-National College Health Assessment (ACHA-NCHA)—a nationwide survey of college students at 2- and 4-year institutions—found that nearly 30 percent of college students reported feeling “so depressed that it was difficult to function” at some time in the past year. Depression can affect your academic performance in college. Studies suggest that college students who have depression are more likely to smoke. Research suggests that students with depression do not necessarily drink alcohol more heavily than other college students. But students with depression, especially women, are more likely to drink to get drunk and experience problems related to alcohol abuse, such as engaging in unsafe sex. It is not uncommon for students who have depression to self-medicate with street drugs.

1.6. Signs of Depression

Long enduring trouble or peevishness, including unexplained upheavals of crying or outrage, Sudden loss of enthusiasm for exercises the individual more often than not appreciates , Withdrawal from others ,Changes in rest designs, either dozing a ton or not having the capacity to rest ,Sudden changes in hankering or dietary patterns ,Always feeling drained or moderate ,Being eager, on edge, or stressed ,Not having the capacity to focus or think unmistakably, Feeling useless, liable, vulnerable, or sad ,Aches and torments without any undeniable physical reason ,Thinking or discussing passing or suicide, for example, saying that the world would be better without them or that they wish that they were dead, Giving without end prized belonging or saying farewell to individuals can be indication of self-destructive musings or aims

In the event that a man is experiencing misery, a visit to a specialist or advocate can begin them making a course for recuperation. In the event that a man is having self-destructive considerations or has endeavored suicide thought.

1.7. Who is bullied?

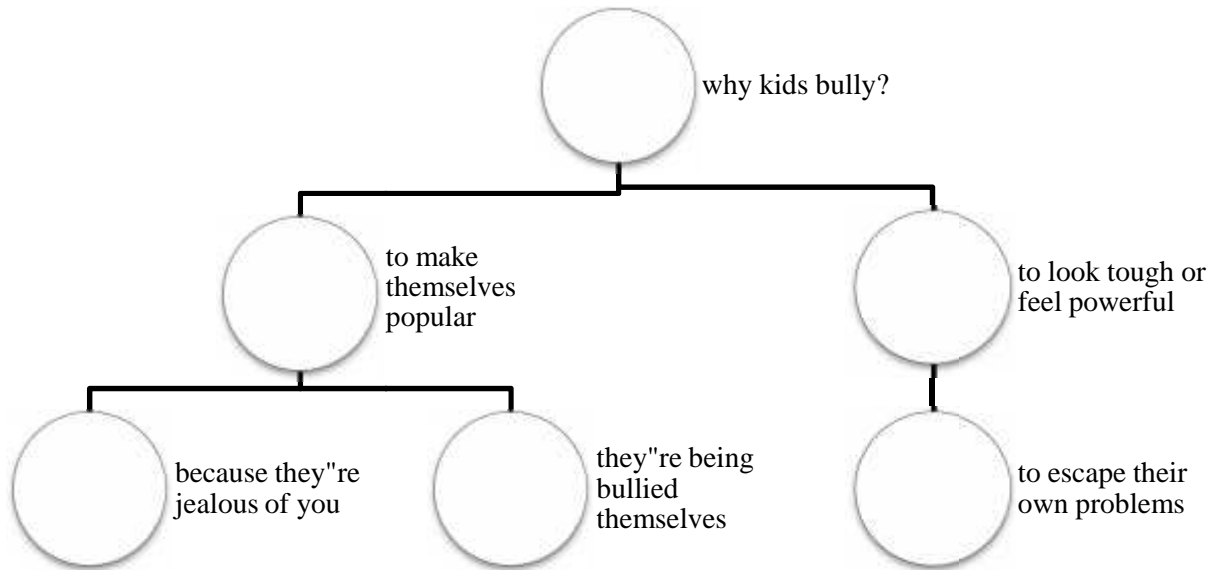
Any child can be bullied. It is important not to blame or look for faults in children who are bullied, because nobody deserves to be abused by their peers. However, understanding some common characteristics of children who are bullied may help adults identify children who are likely targets of bullying and help protect them from abuse. Research indicates that children who are bullied tend to be more socially isolated than other children (Espelage & Asidao, 2001, Nansel et al., 2001). These children may seem to be easy targets for bullying because they have few friends to help protect them. They also may be shy, sensitive, or insecure children (Olweus, 1993). Boys who are bullied are often (though not always) physically weaker than their peers. Educators, parents, and others should be especially watchful for bullying of children with disabilities, as these children are often bullied by their peers.

1.8. What causes a student to start bullying?

There is no one single cause of bullying among children and youth. Rather, there are many factors in a child's environment (his or her family, peer group, classroom, school, neighborhood, and society) that can contribute to bullying behavior. Students who bully are more likely to witness violence in their home, have little parental supervision, and lack warmth and involvement from their parents (Olweus, 1993). Children who bully also are likely to "hang out" with others who bully and feel that they gain their popularity or "coolness" by teasing other students (Pellegrini et al., 1999). Bullying thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and

where there is little supervision of students—especially during lunch, bathroom breaks, and recess. Negative models of bullying behavior are also prevalent throughout society—especially in television, movies, and video games.

Figure 4. Reasons for bullying among kids.



The Different Reasons why kids bully, Craig, W. (1999).

1.9. How to reduce bullying in school

The good news is that much can be done to stop bullying in our schools. A single school assembly, PTA meeting, or social studies lesson on bullying won't solve the problem, however. What is needed is a team effort by students, teachers, administrators, parents, and other staff to change the culture or climate of schools. Many schools are meeting this challenge.

1.9.1. Statement of the problem

Bullying is a very serious problem in primary and secondary schools. If not seriously tackled, bullying can lead to absence from school, damage to school property and even death. Some students had been hospitalized as a result of bullying which consequently affected their academic performance. In some cases, the victims of bullying do not report incidences of bullying to their parents, guardians and teachers and end up being emotionally depressed and truants. Students with special needs are worse hit because by their very nature, they are very vulnerable. Therefore, this study was designed to know the relationship between bullying and depression among schooling adolescents. There is the need to be able to identify some bullying traits among schooling adolescents and techniques that could be adopted to curb or substantially reduce bullying among schooling adolescents in order not to lead to depression.

2. METHOD

2.1 The aim of the study

The aim of this study was to determine the relationship between bullying and depression among adolescent, in Nigeria secondary schools. To confirm whether bullying cause depression or vise versa.

2.2 Participants

The study adopted a survey design. A sample of 150 secondary school students was selected using sex and classes' level as strata from three different secondary schools. A private school and the other two were from public schools in the city and village part respectively in Ilorin, Kwara State, the south western geopolitical zone of Nigeria.

2.3 Materials

2.3.1 Demographic Form

This Includes questions about gender, Class and classroom which were prepared by the researcher and the other two scales for depression and bullying as follow:

2.3.2 Olweus Bullying Questionnaire(OBQ)

Thirty-nine questions were asked in bullying scale Instrument title "bullying Behaviour Questionnaire" (BBQ) Olweus 1993, herethere are some questions about being bullied by other students. First we explain what bullying is. We say a student is being bullied when another student, or several other students About being bullied by other students say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names - completely ignore or exclude him or her from their group of friends or leave him or her out of

things on purpose hit, kick, push, shove around, or lock him or her inside a room tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her and do other hurtful things like that When we talk about bullying, these things happen more than just once, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased more than just once in a mean and hurtful way. But we do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

2.3.3 Centre for Epidemiology Studies Depression Scale (CES-D)

Twenty questions from centre for epidemiology studies depression scale (CES-D) was used in the research. The CES-D is a screening test for depression and depressive disorder. The CES-D measures symptoms defined by American Psychiatric Association Diagnostic and Statistical Manual (DSM-V) for a major depressive episode. This showed how they feel when they experience bullying. For example I was bothered by things that usually don't bother me. Not at all, a little, some, a lot and so on

2.4 Procedure

The participants were asked to sit in their various classrooms with the help of their class teacher in each school and the research assistant, the questionnaire was administered to them and the questions took about fifty minutes (50mins) to one hour (1hour) to read and answer the questions. The research assistants were there to attend to the various questions that might arise during the process. After the entire student in the classroom finished answering the questions, the research assistance collected the questionnaires for data analysis.

2.5. Statistical Analysis

After the collection of the data in three different junior secondary schools in Nigeria, Data was analysed with the SPSS-IBM (version 20). Being bullied at school and depression problems was computed, using T-test, correlation and frequencies to analyse the data. The level of significant was set at $p < 0.05$.

3. RESULT

Table 1. Demographic Distribution of Sample

	n(%)
Gender	
Male	70(46.7)
Female	80(53.3)
Total	150(100)
Class	
1	60 (40.1)
2	50 (33.3)
3	40 (26.6)
Total	150(100)
Classroom	
A	25 (16.7)
B	40 (26.6)
C	35 (23.3)
D	25 (16.7)
E	25 (16.7)
Total	150(100)

46.7% percent of the participant were male and 53.3% of the participant were female according to their gender.

40% of the participants were in class one (1), 33.3% of the participants were in class two (2) and 26.6% of the participants were in class 3

16.7% of the participants were in classroom A, 26.6% of the participants were from classroom B, 23.3% of the participants were in classroom C, 16.7% of the participants were in classroom D and 16.7% of the participants were in classroom E.

Table 2. The distribution of the reaction of the participant about school.

	n(%)
I dislike school very much	22(14.7)
I dislike school	75(50.0)
I neither like or dislike school	36(24.0)
I like school	14(9.3)
I like school very much	3(2.0)
Total	150(100.0)

Half of the participants stated that they dislike school 75(50.0%), in addition, most of the participants indicated that they neither like school nor dislike school 36(24.0%), follow by the participants that dislike school very much 22(14.7%), only 14(9.3%) of the participants like school and 3(2.0%) of the participants like school very much.

Table 3. The distribution of the participants about good friends they have.

	n(%)
None	27(18.0)
1	59(39.3)
2 or 3	29(19.3)
4 or 5	25(16.7)
6 or more	10(6.7)
Total	150(100.0)

Table nine (9) shows the percentage of how many good friend they have, 39.3% of the participants has only one good friend, 18.0% of the participants have zero good friend, 19.3% of the participants has two or three friends, 16.7% of the participants has four to five friends, and 6.7% of the participants has six and above friends.

Table 4. The comparison of means score of CES-D between victim and non-victim

	m±sd	t(p)
Non-victim	13.67±13.05	-2.296 (0.023)*
Victim	26.76±9.72	

*P 0.05 **P < 0.023

The mean score of CES-D depression inventory was compared with “bullying Behaviour Questionnaire” (BBQ) Olweus 1993 victim subscale by using Independent sample T-test. It was found that there was significant difference between mean score of CES and Olweus subscale of victim. Victim reported higher mean score of depression than non-victim.

Table 5. The comparison of means score of CES-D between bully and non-bully

	m±sd	t(p)
Non-bully	5.20±7.26	-5.318 (0.000)*
Bully	27.24±9.16	

*P 0.05 **P < 0.000

The mean score of CES-D depression inventory was compared with “bullying Behaviour Questionnaire” (BBQ) Olweus1993 bully subscale by using Independent sample T-test. It was found that there was significant difference between mean score of CES and Olweus subscale of bully. Bully reported higher mean score of depression than non-bully.

Table 6: The comparison of means score of CES-D between bully victim and non-bully victim

	m±sd	t(p)
Non-bully victim	8.67±10.68	-4.825(0.000)*
Bully victim	27.25±9.19	

*P < 0.05 **P < 0.000

The mean score of CES-D depression inventory was compared with “bullying Behaviour Questionnaire” (BBQ) Olweus 1993 bullyvictim subscale by using Independent sample T-test. It was found that there was significant difference between mean score of CES and Olweus subscale of bullyvictim. bullyvictim reported higher mean score of depression than non-bullyvictim.

Table 7: The comparison of means score of CES-D between bystanders and non-bystanders

	m±sd	t(p)
Non-bystander	26.76±9.69	2.76 (0.006)*
bystanders	7.50±10.61	

*P 0.05 **P < 0.006

The mean score of CES-D depression inventory was compared with “bullying Behaviour Questionnaire” (BBQ) Olweus 1993 bystander subscale by using Independent sample T-test. It was found that there was significant difference between mean score of CES and Olweus subscale of bystander. Non-Bystander reported higher mean score of depression than bystander.

4. DISCUSSION

The main purpose of this research work is to ascertain the correlation between bullying and depression in adolescent in junior high schools south west, Nigeria. Whether the bullying caused depression or other way round and It was discovered that there was significant difference in the mean score of CES and “bullying Behaviour Questionnaire” (BBQ) Olweus 1993. On the relationship between bullying and depression explored in the study, it was discovered that there was a positive and significant correlation between bullying and depression. This implied that the higher the level of bullying by adolescents, the higher the level of depression suffered by them. This is done in the same way over time with previous research carried out by Craig(1998); Seals and Young (2003); Viljoen, O’Neill and Sidhu (2005); Grennan and Woodhams (2007) that similarly discover positive and significant correlation between bullying and adolescent depression. The research may best be described within the purview of social learning theory by Bandura (1977) which focus attention on differences in the adapting to the environment process between males and females in the society. This socialization process may account for behavior modeling which explains why more males were involved in bullying. Differences abound between this study and other previous studies because the present study explored the socio-economic background of bullies to ensure that interventions aimed at adolescents bullies highlight the importance of gender, location and household income in the treatment of bullies. Bullying among adolescents was highlighted in the study as a concept capable of destroying young given its adverse consequences on their psychosocial health.

Bully reported higher mean score of depression than non-bully. For the victim it was also found that there was a significant difference between victim and non-victim in the mean score

of CES and “bullying Behaviour Questionnaire” (BBQ) Olweus 1993. Victim reported higher mean score of depression than no victim.

In the case of bully victim, the mean score of CES-D depression inventory was compared with “bullying Behaviour Questionnaire” (BBQ) Olweus 1993 bullyvictim subscale by using Independent sample T-test. It was found that there was significant difference between mean score of CES and Olweus subscale of bullyvictim. bullyvictim reported higher mean score of depression than non-bullyvictim. Bystander report was found that there’s a significant difference in compared the mean score of CES-D depression and “bullying Behaviour Questionnaire” (BBQ) Olweus 1993 bystander subscale by using independent sample T-test. Bystander reported higher mean score of depression than non-bystander.

In Nigeria, though cases of bullying had been reported in many schools, this deviant act is not always given any desirable attention. Furthermore, there are no available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. This lack of statistical facts and absence of well documented evidence have made it difficult for us to appreciate the prevalence of bullying behaviour in Nigeria (Aluede&Fajoju, in press; Umoh, 2000).

Despite the absence of documented evidence of the prevalent rate of bullying in Nigeria, Egbochuku’s (2007) study on some Nigerian students in Benin City revealed that almost four in every five participants (78%) reported being bullied and 85% of the children admitted to bullying others at least once. Using moderate criteria, the study further indicated that more than half of the students (62%) were bullied and 30% bullied others. Similarly, Aluede and Fajoju’s (in press) study on secondary school students in Benin metropolis of Nigeria revealed that majority of the respondents (62.4%) have been victims of bullying, while 29.6% of the respondents indicated that they have bullied others within the academic session.

Another factor that was highlighted by more than half of the students was feeling older than others. It is possible that if there is a wide gap in the age of the students in the same class, it is more likely that the older students will bully those who are young. The older students may feel the younger students are rude and disrespectful while the younger ones may be teasing the older one because they are in the same class. Consequently, the older students may bully these young ones to force them to respect them. The findings further indicated the consequences of bullying. Many of the students who participated in the study were unhappy. These unhappy students could be those that were bullied and those that were happy could be those that that bullied others and they were happy doing so. Other consequences exhibited by the students were fear, loneliness, depression and lack of confidence. These findings are in line with those of Hawker & Boulton (2000). They also found that students who are bullied suffered from anxiety, loneliness and depression. In order for the bullied students not to continue to be bullied, they adopted some strategies which they were using in coping with being bullied. The top three strategies being used by the students were reporting to the school authority/counsellor, telling their parents and avoiding the person.

5. CONCLUSION

In cessation, bullying affects the bullies themselves and not only the victim of its incidents. It also lead to the prediction of depression even amongs bullies according to the research. The act equally leads to other behaviours like involvement in violent acts, smoking and drinking in the later life (Smokowski and Kopasz 2005). Available data shows that bullying concept is more among teenagers (Kowalski 2003). However, despite the alarming rise of bullying occurrence in most nations, deliberate policies has yet been implemented by countries in combating the threat.

Bullying is a universal issue and this can be found in every school, all over the world. It is too often seen a way of life for adolescent in any group. It has a lot of negative consequences on the children when bullying is not well tackled. The children suffer anguish and intimidation. It can cause life-long damage to the bullied and the bullies. If the college relent to tackle this, it can jeopardize the safety of all the students and teachers. Consequently, everyone should see bullying as their responsibility including the government, educators, policymakers, police, parents, community, organizations, religious and teenagers themselves. The pitiable condition bullies find themselves originate from the fact that symptoms of depression for them remain latent and as such maybe very tough to determine. The interference of been unable to diagnose depression among bullies early maybe catastrophic and in some cases it may lead to suicide by the bully. Therefore, emotional support and care should be made larger to both bullies and the victims of the bullying phenomenon, but also to bullies. In summary, the study has contributed deeply to entire body of the knowledge because it highlighted the fact that bullying and victimization can become a vicious revolution of distress for both victims and their bullies by establish the dangers of bullying even to adolescents bullies.

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APPENDIX

This questionnaire form is a part of the scientific research about bullying and its effect on children. The present questionnaire will apply junior secondary school in Southwest Nigeria.

This research will involve your participation questions that will take about 30 minutes to 1 hour to answer.

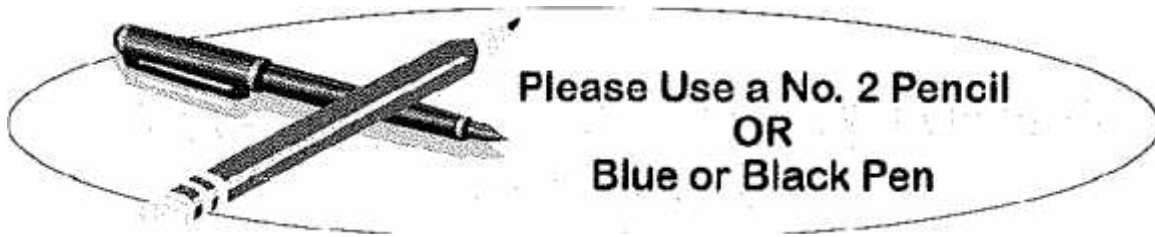
Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate all the services you receive at school will continue and nothing will change.

Please do not write your name. Your information will remain confidential.

You do not have to answer any question if you don't wish to do so, and that is also fine.

The results of this study will be used for the benefit of the community.

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact any of the following: [Kay, +905488256435, kayusforregnat@gmail.com]



Date.....

Name of school.....

Class: 3 4 5 6

Classroom: A B C D E

You will find questions in this booklet about your life in school. There are several answers below each question. Answer each question by filling in the circle next to the answer that best describes how you think or feel. In question 1 below, if you really dislike school, fill in the circle next to ‘I dislike school very much’, if you really like school, fill the circle next to ‘ I like school very much,’ and so on. Fill only one of the circles for each questions. Try to keep your mark inside of the circle.

Now, fill in the circle next to the answer that best describes how you feel about school

1. How do you like school?

() I dislike school very much

() I dislike school

() I neither like nor dislike school

() I like school

() I like school very much

Don’t put your name on this boolet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand. Most of the questions are about your life in school in the past couple of months, that is the period from start of school, after holiday

vacation until now.. when you answer, you should think of how it has been during the past 2 or 3 months and not only how it is just now.

2. Are you a boy or a girl?

. Boy

. Girl

3. How many good friends do you have in your class(es)?

. None

. 1

. 2 or 3

. 4 or 5

. 6 or more

About being bullied by other students

Here are some questions about being bullied by other students. First we explain bullying is. We say a student is being bullied when another student, or several other students

. say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names.

. completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.

. hit, kick, push, shove around, or lock him or her inside a room.

. Tell lies or spread false rumors about him or her or send mean notes and try to make other other students dislike him or her.

. and do other hurtful things like that.

When we talk about bullying, these things happen more than just once, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased more than just once in a mean and hurtful way.

But we do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

4. How often have you been bullied at school in the past couple of months?

- (). I haven't been bullied at school
- (). Only once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways (questions 5-13)?.

5. I was called mean names, was made fun of, or teased in a hurtful way.

- (). It hasn't happened to me in the couple of months
- (). Only once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.

- (). It hasn't happened to me in the couple of months
- (). Only once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

7. I was hit, kicked, pushed, shoved around, or locked indoors.

- (). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

8. Other students told lies or spread false rumors about me and tried to make others dislike me.

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

9. I had money or other things taken away from me or damaged.

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

10. I was threatened or forced to do things I did not want to do

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

11. I was bullied with mean names or comments about my race or color.

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

12. I was bullied with mean names, comments, or gestures with a sexual meaning.

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

12a. I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

12b. If you were bullied on your cell phone or over the Internet, how was it done?

Computational basis: Those bullied "once or twice" or more according to question 12a

(). It hasn't happened to me in the couple of months

(). Only once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

13. I was bullied in another way.

. It hasn't happened to me in the couple of months

. Only once or twice

. 2 or 3 times a month

. About once a week

. Several times a week

14. In which class(es) is the student or students who bully you?

. I haven't been bullied at school in the past couple of months

. In my class

. In a different class but same grade (year)

. In higher grade

. In lower grade

15. Have you been bullied by boys or girls?

. I haven't been bullied at school in the past couple of months

. Mainly by 1 girl

. By several girls

. Mainly by 1 boy

. By several boys

. By both boys and girls

16. By how many students have you usually been bullied?

. I haven't been bullied at school in the past couple of months

. Mainly by 1 student

. By a group of 2 -3 students

. By a group of 4 -9 students

. By a group of more than 9 students

. By several different students or groups of students

17. How long has the bullying lasted?

- I haven't been bullied at school in the past couple of months
- It lasted 1 or 2 weeks
- It lasted about a month
- It lasted about 6 months
- It lasted about a year
- It has gone on for several years

18. Where have you been bullied?

- Class (teacher NOT in room)
- Way and from school
- Bus stop
- School bus
- In the lunch room
- Somewhere else in school

19. Have you told anyone that you have been bullied in the past couple of months?

- I haven't been bullied at school in the couple of months
- I have been bullied, but I have not told anyone
- I have been bullied and I have told somebody about it

19a. Who have you told?

- Your class teacher
- Your parent(s)/guardian(s)
- Your brother(s)/sister(s)
- Your friend(s) Somebody else
- Another adult at school

20. How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

- . Almost never
- . Once in a while
- . Sometimes
- . Often
- . Almost always

21. How often do other students try to put a stop to it when a student is being bullied at school?

- . Almost never
- . Once in a while
- . Sometimes
- . Often
- . Almost always

22. Has any adult at home contacted the school to try to stop your being bullied at school in the past couple of months?

- . I haven't been bullied at school in the past couple of months
- . No, they haven't contacted the school
- . Yes, they have contacted the school once
- . Yes, they have contacted the school several times

23. When you see a student your age being bullied at school, what do you feel or think?

- . That is probably what he or she deserve
- . I don't feel much
- . I feel a bit sorry for him or her
- . I feel sorry for him or her and want to help him or her

About bullying other students

24. How often have you taken part in bullying another student(s) at school in the past couple of months

- (). I haven't been bullied at school in the past couple of months
- (). It has only happened once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

Have you bullied another student(s) at school in the past couple of months in one or more of the following ways. (questions 25-33)?

25. I called another student(s) mean names and made fun of or teased him or her in a hurtful way.

- (). I haven't been bullied at school in the past couple of months
- (). It has only happened once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

26. I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her. .

- (). I haven't been bullied at school in the past couple of months
- (). It has only happened once or twice
- (). 2 or 3 times a month
- (). About once a week
- (). Several times a week

27. I hit, kicked, pushed, and shoved him or her around, or locked him or her indoors.

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

28. I spread false rumors about him or her and tried to make others dislike him or her

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

29. I took money or other things from him or her or damaged his or her belongings.

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

30. I threatened or forced him or her to do things he or she did not want to do.

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

31. I bullied him or her with mean names or comments about his or her race or color .

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

32. I bullied him or her with mean names, comments, or gestures with a sexual meaning .

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

32a. I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

32b. If you bullied another student(s) on your cell phone or over the Internet (computer), how was it done?

(). Only on the mobile phone

(). Only over the internet

(). In both ways

33. I bullied him or her in another way.

(). I haven't been bullied at school in the past couple of months

(). It has only happened once or twice

(). 2 or 3 times a month

(). About once a week

(). Several times a week

34. Has your class or homeroom teacher or any other teacher talked with you about your bullying another student(s) at school in the past couple of months?

(). I haven't been bullied at school in the past couple of months

(). No, they haven't talked with me about it

(). Yes they have talked with me about it once

(). Yes, they have talked with me about it several times.

35. Has any adult at home talked with you about your bullying another student(s) at school in the past couple of months?

(). I haven't been bullied at school in the past couple of months

(). No, they haven't talked with me about it

(). Yes they have talked with me about it once

(). Yes, they have talked with me about it several times.

36. Do you think you could join in bullying a student whom you do not like?

(). Yes

(). Yes, maybe

(). I dont know

(). No I don't think so

(). No

(). Definitely no

37. How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

(). I have never noticed that students my age have been bullied

- . I take part in the bullying
- . I dont do anything, but i think the bulling is ok
- . I just watch what goes on
- . I try to help the bullied student in one way or another

38. How often are you afraid of being bullied by other students in your school?

- . Never
- . Seldom
- . Sometimes
- . Fairly often
- . Often

39. Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?

- . Little or nothing
- . Fairly little
- . Somewhat
- . A good deal
- . much

DEPRESSION SCALE

For each statement, please place a mark in the column that best describes how you have been feeling in the past weeks.

	Not at all	A little	Some	A lot
1. I was bothered by things that usually don't bother me.				
2. I did not feel like eating, I wasn't very hungry.				
3. I wasn't able to feel happy, even when my family or friends tried to help me feel better.				
4. I felt like I was just as good as other kids.				
5. I felt like I couldn't pay attention to what I was doing.				
6. I felt down and unhappy.				
7. I felt like I was too tired to do things.				
8. I felt like something good was going to happen.				
9. I felt like things I did before didn't work out right.				
10. I felt scared.				
11. I didn't sleep as well as I usually sleep.				
12. I was happy.				
13. I was more quiet than usual.				
14. I felt lonely, like I didn't have any friends.				
15. I felt like kids I know were not friendly or that				
16. I had a good time.				
17. I felt like crying.				
18. I felt sad.				
19. I felt people didn't like me.				
20. It was hard to get started doing things.				