

**EMOTIONAL PROFILE INDEX AS ITCORRELATES TO BULLYING
VICTIMIZATION AMONG ADOLESCENTS IN MAHIKENG, NGAKA MODIRI
MOLEMA DISTRICT**

BY

KEITUMETSE EUNICE LOUW

21438404

**MINI DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL SCIENCES IN
CLINICAL PSYCHOLOGY AT THE NORTH-WEST UNIVERSITY, MAHIKENG
CAMPUS**

SUPERVISOR: DR. M. P. MAEPA

CO-SUPERVISOR: DR. P. ERASMUS

DECLARATION

I, Keitumetse Eunice Louw, declare that the dissertation submitted by me for the Master of Social Sciences degree (Clinical Psychology) at the University of North West is my own independent work and has not been previously submitted at another University or Faculty.

Keitumetse Louw



April 2015

ACKNOWLEDGEMENTS

My gratitude goes to the following significant influences in my life for their assistance and contribution in the completion of this study: God, who created me and his unconditional love, for giving me wisdom, patience and courage to persevere throughout the study.

My Supervisor, Dr. Mamikie Maepa, for her guidance, insight and patience. Her constructive criticism has been appreciated. Her dedication inspired me to even work harder.

My co-supervisor, Dr Erasmus, for her invaluable input and support.

Dr. Oluyinka Ojedokun, for his invaluable statistical knowledge and advice.

My son, Leano, my motivation to complete.

My family for their prayers and support.

My friends, Thato and Mmapula, for their encouragement, support and for believing in me

I would like to thank the learners who participated in this study.

Abstract

Aim: The aim of the study was to explore Emotional Profile Index (EPI) as it correlates to bullying victimization amongst adolescents in Mahikeng, Ngaka Modiri Molema District.

Method: The study was quantitative in nature and employed correlational design. A total of two hundred and twenty eight (N=228); males (100) and females (128) adolescents with ages ranging from 15 to 20 years who were sampled through convenience sampling, participated in this study using the Bullying Questionnaire of the North West university, Psychology department- Mafikeng Campus (BQPM) and the Emotional Profile index.

Results: The results showed a significant positive relationship between the dyscontrol dimension (Emotional Profile Index) and verbal bullying (BQPM). Furthermore, the results did not reveal significant differences between males and females on bullying victimization.

Conclusion: The study concludes that there is no relationship between Emotional Profile Index and bullying victimization. It is therefore recommended that children be monitored closely in schools to reduce bullying behaviour.

Keywords: adolescents, Bullying Questionnaire (BQPM), Emotional Profile Index (EPI), bullying victimization, Gender.

Contents

Declaration.....	i
Acknowledgements.....	ii
Abstract.....	iii
Contents.....	v
List of Appendices.....	ix
List of Tables.....	x
CHAPTER ONE.....	1
1. INTRODUCTION	1
1.1. Introduction and background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Aim of the study.....	6
1.4. Objectives.....	6
1.5. Scope of the study.....	7
1.6. Significance of the study.....	7
1.7. Conclusion.....	7
CHAPTER 2.....	8
2. THEORETICAL PERSPECTIVES.....	8
2.1. Introduction.....	8
2.2. Theoretical perspectives.....	8
2.2.1. Adolescents development.....	8
2.2.1.1. Moral development.....	8

2.2.1.2. Psychosocial development theory.....	9
2.3. Human reaction – Differential Susceptibility Theory (Belsky, 1997).....	10
2.4. Psychoevolutionary theory of emotions (Plutchik, 1980).....	11
2.5. Theoretical Framework.....	12
2.5.1. Social Ecological Theory (Bronfenbrenner, 1979).....	12
2.6. Operational definition of terms.....	15
2.16. Conclusion.....	16
CHAPTER 3.....	17
3. LITERATURE REVIEW.....	17
3.1. Introduction.....	17
3.2. Bullying behaviour.....	17
3.2.1. Subtypes of bullying behaviour.....	18
3.2.1.1. Physical bullying behaviour.....	18
3.2.1.2. Verbal bullying behaviour.....	19
3.2.1.3. Relational bullying behaviour.....	20
3.2.1.4. Cyber bullying behaviour.....	21
3.3. Prevalence of bullying behaviour	21
3.3.1. International prevalence of bullying	21
3.3.2. Prevalence of bullying in South Africa	22
3.3.3. Age differences in bullying.....	23
3.4. Causal factors to bullying behaviour.....	24
3.5. Role of parents and teachers regarding bullying victimization.....	25
3.6. Gender differences and impact of bullying behaviour.....	26
3.7. Family characteristics of adolescents involved in bullying behaviour.....	27
3.8. Relationship between victim bullying and EPI.....	28

3.9. Hypotheses.....	30
3.10. Conclusion.....	30
CHAPTER FOUR.....	31
4. RESEARCH METHODOLOGY.....	31
4.1. Introduction.....	31
4.2. Method.....	31
4.2.1. Research Design	31
4.3. Participants and Sampling	31
4.4. Measuring Instruments.....	32
4.4.1. BQPM of NWU, Psychology Department Mafikeng Campus.....	32
4.4.2. Emotional Profile Index.....	33
4.5. Ethical consideration	34
4.6. Procedure.....	35
4.6.1 Statistical methods used.....	35
4.7. Conclusion.....	36
CHAPTER FIVE.....	37
5. RESULTS.....	37
5.1. Introduction.....	37
5.2. Results of the study.....	37
5.2.1. Hypothesis one.....	37
5.2.2. Hypothesis two	39
5.2.3. Hypothesis three.....	40
5.3. Conclusion.....	41
CHAPTER SIX.....	42
6. DISCUSSION OF RESULTS AND CONCLUSION.....	42

6.1. Introduction.....	42
6.2. Discussion of results	42
6.2.1. Hypothesis one.....	42
6.2.2. Hypothesis two	43
6.2.3. Hypothesis three.....	44
6.3. Implication of findings	45
6.4. Study Limitations.....	46
6.5. Recommendations.....	47
6.6. Directions for future research.....	47
6.7. Conclusion.....	48
References.....	49

LIST OF APPENDICES

Appendix A: Bullying Questionnaire (BQPM).....	62
Appendix B: Emotional profile Index.....	68
Appendix C: Permission Letter.....	72
Appendix D: Letter from Editor.....	74

LIST OF TABLES

Table 1: Correlation Showing the Relationship among the Variables of Study.....	38
Table 2: Summary of Multiple regression Showing the Independent and Joint Influence of EPI on Bullying Victimization.....	39
Table 3: Summary of t-test analysis showing the difference on bullying behaviour among female and male adolescents.....	40

CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION AND BACKGROUND OF THE STUDY

Bullying behaviour is characterized as goal-oriented, pro-active aggression, in which a stronger or more powerful child attacks a weaker or less powerful one, often without provocation from the victim (Olweus, 1994). Bullying behaviour is an unfavourable form of behaviour that occurs before an audience of peers and sometimes-in secret places e.g. toilets and bathrooms (Coertze & Bezuidenhout, 2013).

Bullying behaviour can be described as an intentional or repeated action, involving words or an individual or individuals against other individual or individuals; it may involve the use of other forms of behaviour. The behaviour can be direct or indirect, and it can take many forms, which include physical, verbal, relational, emotional and sexual bullying behaviour (De Wet, 2006). This form of behaviour can be greatly reduced by the schools and parents taking action. Schools need to inform parents about intervention strategies that exist to help their children, so that parents are supportive (Rigby, 2007).

According to Johnson (2014), the bully is an adolescent who intentionally inflicts harm by his/her actions, words, and behaviour on others. He/she feels little empathy for the victims, he/she attacks others to feel powerful and in control and being thought to be lacking attention, power, and competence. A victim of bullying is someone who is hurt or injured by somebody repeatedly over a period of time (Concise Oxford English Dictionary, 2010).

According to Olweus (1993), bullying behaviour became the focus of research in the 1970's

(Wang, Iannotti, Tonja & Nansel, 2009; Wolke, Woods, Stanford & Schulz, 2001). In the United States, around 282,000 students are victimised each through bullying (Baldry & Farrington, 2000). Statistics also indicate that about 30% of grade 6 through to grade 10 learners in the United States are involved in moderate bullying behaviour as bullies, victims, or both (Farrington & Ttofi, 2009). In a study conducted by Hammel (2008), 90% of the victims of bullying behaviour reported that they experienced negative side effects such as significant drop in grades, increase in anxiety, loss of friends and loss of social life.

Bullying behaviour in South African schools mirrors the worldwide trend. Several studies (Johnson, 2014; Memoh, 2013; Singh & Steyn, 2013) indicate that bullying behaviour is a common phenomenon in South African schools. This behaviour is reported in all South African provinces (Johnson, 2014; Memoh, 2013; Singh & Steyn, 2013). In agreement with this viewpoint, a recent study conducted in South Africa by Johnson (2014) found that 57.9% out of a sample of 296 primary school learners in the Western Cape reported that they were victims of bullying behaviour. This indicates that more than half of schoolchildren may be bullied, but as a result, authors indicated that most learners do report it to their mothers, and least to the teachers.

Bullying is not just a problem of older children bullying younger ones, it is reported by schoolchildren of all ages and among different cultural groups (De Wet, 2005). A study conducted by Memoh (2013) in Western Cape, South Africa found that 96% of high school learners reported that bullying happens at their school. The author further reported that all the different types of bullying, that is, physical, verbal, emotional, and cyber-bullying, occur at the three selected schools, and each of them is influenced by individual and contextual factors (Memoh, 2013). Consequences of bullying such as lowering of self-esteem, high rates of absenteeism, self-harm and inability to make progress, have been reported (Maharaj, 2007).

Learners may also experience negative feelings resulting from being bullied. These negative feelings include anger, worthlessness, depression and discouraged feelings (Singh & Steyn, 2013).

During bullying behaviour, the bully is most likely to be aggressive towards others by hitting or kicking and this behaviour has an effect on the classroom and school environment while the victim feels unsafe and unhappy resulting in being timid, distrustful and depressed developed by Plutchik and Kellerman (1968). The EPI explains the emotional profile of an individual, both as a cause for certain behaviour or because of certain behaviour. The EPI is based on the eight emotional dimensions, namely; trust, distrust, control, dyscontrol, timidity, aggression, gregariousness, depression and bias (Plutchik & Kellerman, 1968). Research indicates that children who are bullied experience helplessness, powerlessness and hopelessness which unintentionally provide a negative model to their emotional growth (Bolton, 2011). EPI can also be influenced by the environmental factors around an individual and family structure is also considered to have an impact on the child's EPI (Plutchik, 1980). Corbet (2004) defines family structure as a unit of people connected by natural genealogical links and this unit consists of a father, a mother with their children. Either this unit of people stay together, separated or the parents have died. A family that a child is raised in can predispose the child to bullying behaviour, both as the victim or as the bully. The bully inflicts pain on others intentionally to gain control over them and often wants to be seen as powerful. The bully responds to his shameful acts with anger, impulsivity and blames others for his/her actions (Sosland & Nelson, 2007). These bullies are more likely to be from families where there is no parental involvement, support or where parents have separated or divorced. Children who bullies are viewed to be from families where one parent is absent. The child externalises behaviour that is characterised as aggressive, defiant, impulsive,

2004). When a child is bullied at school, this can also affect the child's family because the child is anguished (Maharaj, 2007). The child's distress because of the bullying behaviour might also be affected by the child's gender. Pollastri, Estaban and O'Donnell (2010) reported that boys stand a higher chance of belonging to the group of bullies compared to girls. As such, it is important to understand the gender differences in bullying behaviour.

1.2. STATEMENT OF THE PROBLEM

Little research has been done on bullying behaviour and the emotional profile of adolescents, as a result, the current study aims to explore bullying victimization as it correlates to the dimensions of the emotional profile index amongst adolescents. Neser, Ovens, Van der Merwe, Morodi and Ladikos (2004) state that the school plays an essential role in a child's socialisation and it is important for the school to provide a safe environment in which learning and development can take place. According to Bolton (2011), mental health problems have been found to contribute to the onset of bullying behaviour, and bullying behaviour can also result in an individual having mental problems, for example, depression and Post Traumatic Stress Disorder (PTSD). Yen (2010) further indicated that bullying behaviour and being victimised by bullies have been recognised as health problems for school children and adolescents especially a wide range of adjustment problems, including psychological problems and violent behaviour often reported during these developmental phases.

Victims of bullying behaviour are described as more anxious, careful and insecure (Thomas, 2012) than their non-bullied peers (De Wet, 2005). They are not aggressive but tend to have a negative self-image (Maharaj, 2007). Bullying behaviour has a devastating impact on adolescents and can threaten the school environment and the child's life. Victims of bullying

them is truancy (Field, 2007). They develop low self-esteem and suffer from related issues such as, self-mutilation, and fall under the category of rejected learners in their schools (Newman, 2009; Wimmer, 2009). Learners are often unable to concentrate on their schoolwork because of their experience of aggression resulting in their school performance being negatively affected (Jacobs, 2006).

Effects can include suicide attempts or completed suicide due to depression on the victim and they may find it difficult to face the bullies (Kotlolo, 2012). Furthermore, the victims' relationship with peers and family relationships can be compromised (Hawker & Boulton, 2000). A child who is being bullied often experiences conflicting emotions, feelings of anger towards his parents, educators, and classmates. Such feelings may be prominent because of his inability to react or believing that he is responsible for the bullying behaviour experienced (De Wet, 2006).

Later on in their lives, frequent bullies are said to persist in patterns of aggressive behaviour that can include domestic violence (Liang, Flisher, & Lombard 2007). If immediate and appropriate action is not taken, these tendencies could become habitual in bullies and could lead to criminal behaviour that includes delinquency and substance abuse, and confrontation with the law later in life (Ma, Stewin & Mah, 2001). These reports indicate that both the bully and the victim need some sort of intervention. For a relevant intervention to be provided more research in this area is needed.

According to Krige, Pettipher, Squelch and Swart (2000), there are several contributors that make an individual vulnerable to being bullied. Personal attributes, for example, can contribute to an adolescent being a victim of bullying including lack of assertiveness, low self-esteem and specific disabilities. Perpetrators often look for those children who tend to be

Existing South African studies (De Wet, 2005; Greeff, 2004; Idemudia, 2013) show a high level of bullying behaviour, which indicates that bullying is indeed also a problem in South Africa. In the North-West Province, Idemudia (2013) and Kruger (2010), revealed that limited studies have been conducted focusing on bullying behaviour. Although these studies strive to explain bullying behaviour, they focus on the prevalence, incidence and the suggested intervention methods for bullying behaviour creating a knowledge gap. In order to curb the bullying behaviour phenomenon, an understating of both the bully and the victim's profile is needed to help formulate appropriate intervention strategies.

1.3. AIM OF THE STUDY

The aim of this study was to explore the dimensions of EPI as it correlates to bullying victimization amongst adolescents in Mahikeng, Ngaka Modiri Molema District.

1.4. OBJECTIVES

The study had the following objectives:

- To explore the dimensions of the Emotional Profile Index as it correlates to bullying victimization amongst adolescents.
- To investigate the influence of the dimensions of Emotional Profile Index on bullying victimization.
- To compare gender differences on bullying victimization.

1.5. SCOPE OF THE STUDY

This study was conducted in Mahikeng, Ngaka Modiri Molema district in the North West Province, South Africa. The participants were from the Grade 11-12 learner participants of

1.6. SIGNIFICANCE OF THE STUDY

The literature on bullying behaviour has grown significantly over the last decade. However, limited research has been conducted in this area in the North-West Province. The current study involved 228 participants (N=228) from one high school in a district of the province, the findings will benefit other institutions in terms of which areas of research to focus on. It hopes to contribute to the existing psychological knowledge, and existing theories related to this behaviour. The study will benefit victims of bullying, the school and the parents by clarifying the adolescent's emotional problems that exist when a child is bullied. The findings of this study may assist policymakers at provincial and national level to formulate and implement intervention strategies to address and attempt to prevent bullying victimization at schools. All role players, the Department of Education, Department of Health, Clinical psychologists, Educational psychologists and parents can gain an understanding of bullying behaviour and its impact on the victim and formulate prevention methods.

1.7. CONCLUSION

Studies regarding bullying are still in their early stages, as more still needs to be done especially in South Africa. Its effects cannot be ignored as it has long-term effects as severe crime etc. However, the next chapter focuses on theoretical perspectives and operational definition of terms to help in understanding the bullying phenomenon.

CHAPTER TWO

THEORETICAL PERSPECTIVES

2.1. INTRODUCTION

Adolescent development encompasses physical, cognitive, moral and psychosocial domains. Moral Development Theory of Lawrence Kohlberg (1958) and the Psychosocial Development Theory (1968) of Erik Erikson are used to explain adolescent development, However, Human reaction-Differential Susceptibility Theory (Belsky, 1997) and Psycho-Evolutionary theory (Plutchik, 1980) is used just as the Social Ecological theory (Bronfenbrenner, 1979, 1995) which serves as the theoretical framework for this study. Lastly, the operational definition of terms as used in this study is also discussed.

2.2. THEORETICAL PERSPECTIVES

2.2.1. Adolescent development

2.2.1.1. Moral development

Kohlberg (1958) supports the view that adolescents who have the ability to solve societal problems, are better able to empathise and can deal with interpersonal problems. All these tendencies may foster moral development (Papalia & Feldman, 2011). Kohlberg (1958) describes three levels of moral reasoning, i.e. pre-conventional morality, conventional morality and post- conventional morality. In Pre-conventional morality, by the age of four, children learn moral characters that are both positive and negative, the child is responsive to cultural rules and labels of right and wrong and he/she interprets the labels in terms of reward and punishment. Children are also more concerned with being liked by their peers and making friends. During the conventional morality stage, the child is very strict about rules

personal expectations, that is, he/ she earns approval of others by being nice and respectful. Post-conventional morality, the final stage of moral development, takes place between the ages of nine and thirteen. During this period, children learn by observing what their parents and older people are doing. According to this theory (Kohlberg, 1958), when children can recognise what is right and wrong, they will be more concerned with the principles that make a good or bad society. Socially shared perspectives become important because their behaviour is based on the likelihood of being approved or disapproved. This theory indicates that a victim of bullying makes sense of himself/herself, others and the environment through experiences of being bullied. The child will make interpretations that the school is unsafe. He/she tends to blame him/herself, thinking that being bullied is morally right and that she did something wrong to be bullied (Wilton, Graig & Pepler, 2000).

2.2.1.2. Erik Erikson's psychosocial development theory

According to Erik Erikson's Psychosocial Development Theory (1968), the main task of the adolescence depends on what is done to him/her. An adolescent stage is a stage where the child attempts to find his/her own identity, struggles with social interactions and discovers who he/she is as an individual separate from the family of origin. While an individual is searching for his/her new role, peers are one of the main influential factors in this search (Erikson, 1968). Adolescents who resolve the identity crisis adequately develop their virtue of fidelity and if the adolescent is unsuccessful in navigating this stage, he/she will experience role confusion (Papalia, Olds & Feldman, 2009).

As an adolescent seeks to establish a sense of self, he/she may also experiment with different activities and behaviours. According to this theory, the adolescent negotiates how to act in terms of his/her peer relationships. The bully is confronted with her social roles, while the

positive future path, identity confusion pertains (Erikson, 1968). Children who bully may suffer from uncertainty, which creates more struggle of self-identification. Victims of bullying are described as insecure, introverted, quiet and isolated (Mash & Wolfe, 2010).

2.3. Human reaction - Differential Susceptibility Theory (Belsky, 1997)

This theory explains human behaviour in terms of the individual's reactions to situations. Differentiation refers to the way people manage their individuality (Kerr, 1981). The theory also aims to explain gender difference in these reactions. The assumption of this theory is that individuals' different characteristics vary not only in whether they are negatively affected by environmental stressors and adversity, but also to the extent to which they are influenced positively by environmental resources and supports (Ellis, Shirtcliff, Boyce, Dearing & Essex, 2011)

This theory postulates that people with a high level of differentiation are less liable to have intense relationships. It acknowledges developmental experiences that play a role in determining individual differences in neurobiological susceptibility, and genetic susceptibility factors. Serotonin is known to regulate impulses, aggression and have emotional impacts that operate through neurobiological processes. Dysfunction in serotonin leads to emotional instability and impulsivity behaviours such as bullying behaviour, and other forms of violence (Ellis et al., 2011).

Belsky and Pluess (2009) further argue that there are three categories of the susceptibility factors, behavioural factors (example infant temperament), physiological factors (physiological stress reactivity) and genetic factors (serotonin transporter). These factors assist in understanding why other people are resilient while others are not, for example, why other victims of bullying are able to cope well after being bullied and others not.

This theory further argues that both males and females are victims of bullying behaviour,

variables that affect psychosocial female development (Rudolph, 2002). Graham, Bellmore and Joanne (2003) found that girls are more likely than boys to be bullied at school and to identify themselves as victims.

However, types of victimization differ between boys and girls. While boys are more susceptible to physical victimization, girls are more susceptible to emotional or verbal victimization (e.g., rumour-spreading or gossiping). This is the reason why the study seeks to explore the relationship between the dimensions of the emotional profile and bullying victimization and make comparisons according to gender.

2.4. Psycho-evolutionary theory of emotion (Plutchik, 1980)

Robert Plutchik developed this theory in 1980. This theory was extended to provide the basis for an explanation for psychological defence mechanisms, for example, the assumption of the theory is that emotions are an essential part of who individuals are and how they survive. It further states that emotion is a complex chain of loosely connected events that begin with a stimulus and includes feelings, psychological changes, impulses to action and specific goal-directed behaviour.

According to Plutchik (1980), all emotions have different degrees of similarity to one another although they vary in levels of intensity. Other emotions occur because of mixtures, or combinations, of the basic emotions. In terms of this theory, basic personality dimensions have systematic relations to one another and they include trust vs distrust, timidity vs. aggression, depression vs. gregariousness, and control vs. dyscontrol. These are traits seen in bullying. Adolescents who are bullied are often described as depressed, aggressive and timid. They tend to distrust people around them and view their environment as unsafe (Garrett, 2003; Pillay, 2007).

Bullying behaviour in schools is likely to happen as a means to escape or avoid emotional distress among adolescents (Anderson, 2007). Based on the bully's ability, he/she starts to collect information and evaluate other learners, after predicting the characteristics of the learners; this enables him/her to prepare for what he/she figured out and he comes with plans to respond to his/ her prey.

According to Bond, Carlin, Thomas, Rubin and Patton (2001), a history of bullying victimization predicts the onset of emotional problems during adolescence thus, the victims' inability to defend themselves leads to fear, anxiety and depression. Contrary to this, Krige et al (2000) indicate that adolescent's personality traits determine how he/she experiences and copes with bullying behaviour. Some learners have negative attributes that bullies pick up which make them vulnerable individuals. Those cues include depression, moodiness, aggression, sensitivity and high levels of anxiety (Field, 2007). Neisser (1963) suggested that cognitive functions serve emotions and biological needs. A cognitive experience that is biologically important is connected with an emotional reaction such as fear, pleasure, pain disgust or depression. This theory places fundamental importance on considering basic emotions with their polars to understand how an individual becomes a victim of bullying behaviour.

2.5. THEORETICAL FRAMEWORK OF THE STUDY

2.5.1. Social Ecological Theory (Bronfenbrenner, 1979, 1995)

The Social Ecological Theory of Bronfenbrenner (1979, 1995) is used as a guiding framework to explore how bullying behaviour is experienced as a social problem for adolescents. This theory is about five systems consisting of the individual, the micro-, meso-, exo- and macrosystems in which the adolescent has to function (Swearer, Peugh, Espelage, Siebeker & Kingsbury, 2006). A system refers to any entity that is made up of interdependent

those of the separate components. The components are interconnected, and the system as a whole has attributes and performs functions impossible for any one part alone. The systems are discussed as follows:

The individual

According to Due, Holstein, Lynch, Diderichsen, Gabhain and Scheidt (2005), adolescence is a period of transition. The individual experiences challenges concerning control over behaviour, psychological orientation and social interaction. Children who internalise their problems, that is, those who feel isolated among their peers and have poor relationships with their parents could be at higher risk for becoming victims of bullying behaviour due to emotional immaturity (Wilton, Graig & Pepler, 2000). Difficulty in dealing with victimization may also lead to poor self-image, raised levels of stress, poor academic achievement, poor health outcomes such as anxiety and depression (Myers, 2008).

The microsystem

The microsystem is described as a pattern of activities, social and symbolic features that invite, or prevent engagement in sustained progressively more complex interactions with, and activity in the immediate environment. This includes the family, teachers, school and peer groups. Poor family functioning may promote bullying in several ways. Children from families where the parents show very little care for them may develop low empathy towards others. According to Baldry (2003), there is a relationship between family violence and the development of aggressive behaviour in children living within violent homes. The author also maintains that an adolescent who is from a home that is unstable or where children are maltreated is more likely to be a bully or be bullied. Children are vulnerable to being bullied because of poor emotional development caused by poor parental-child relationship (Jeynes, 2008).

The mesosystem

The mesosystem, on the other hand, refers to relationships between the microsystems and their influence on each other, for example parents and peers. The peer group is a powerful force in contributing to bullying behaviour among adolescents, because they influence each other over time. Furthermore, due to the transition from primary school to middle school in United States of America, learners often engage in aggressive behaviour in order to belong to a group and to establish dominance because they are influenced by their changing circumstances (Swearer et al., 2006). Children, who fail to establish dominance and do not belong to a group due to their emotional profile, are more vulnerable to bullying victimization.

The exosystem

The exosystem refers to those settings not directly involving the individual, but which still exert an impact on him/her, for example, the school. The school is an essential institution for the determination of the intensity and extension of bullying behaviour. Individuals interact with their peer groups for the majority of the day in the school setting. Teachers may lack knowledge on bullying and their ability to respond to bullying has implications for the learners' perception of intervention. In addition, how teachers treat children in schools can contribute to bullying victimization, for example, a negative teacher-child relationship makes children vulnerable to being bullied and not to talk about it, and this results in emotional distress (Newman, Horne & Bartholomucci, 2000).

The macrosystem

The macrosystem refers to the cultural values and societal regulations prevalent in the adolescents' community and include aspects such as socio-political change, crime and religion (Abrams, Theberge, & Karan, 2005; Beekrum, 2008). The characteristics of the

community within which the adolescents live and go to school also have a direct and indirect influence on bullying behaviour. For example, adolescents who grow up in communities where violence is prevalent and they are not taught to differentiate between right and wrong are more likely to engage in deviant behaviour including bullying victimization. This theory explains that for children to be bullied it is because of the interaction between the child (his/her) and the environment.

2.6. OPERATIONAL DEFINITION OF TERMS

Bullying behaviour refers to an intentional or systematic hurtful act, in which the individual uses words or other behaviour against another individual (De Wet, 2006). In this study, bullying behaviour is defined as high or low scores on the Bullying Questionnaire developed by the Psychology Department of North West University (Mahikeng Campus).

Victim in this study refers to the one who experiences bullying behaviour and scored higher scores on the Bullying Questionnaire developed by the psychology department of North West University (Mahikeng Campus, 2012). The questionnaire is described in detail under chapter 4.

Emotional Profile Index in this study refers to eight emotional dimensions which include trust, distrustful, control, dyscontrol, timidity, aggression, gregariousness, depression and bias where the participant scores high or low scores on the EPI Questionnaire (Plutchik and Kellerman, 1968). The questionnaire is discussed in detail under chapter 4.

Adolescence in this study refers to participants' age ranging from 15 to 20 year olds. Erickson (1968) describes adolescence ranging from 15-20 as older adolescents.

Gender refers to biological sex and the state of being male, female (Cardwell, 1996).

Family structure in this study refers to a unit of people connected by natural genealogical links and this unit consists of a father, a mother with their children. This unit of people may stay together, be separated or the parents may have died (Corbert, 2004).

2.7. CONCLUSION

In this chapter theories that help explain study variables, Moral Development Theory of Lawrence Kohlberg (1958) and the Psycho-social Development Theory (1968) of Erik Erikson, Human reaction-Differential Susceptibility Theory (Belsky, 1997), Psycho-Evolutionary theory (Plutchik, 1980) and The Social Ecological theory (Bronfenbrenner, 1979, 1995) including bullying victimization have been discussed. In the following chapter, existing literature on bullying behaviour and victimization including a discussion on the prevalence of bullying behaviour internationally and in South Africa, types of bullying and hypotheses of the study are discussed.

CHAPTER THREE

LITERATURE REVIEW

3.1. INTRODUCTION

There is an agreement in terms of the definition of bullying behaviour as a subset of aggressive behaviour that involves an intention to hurt another person (Camodeca, Goossens, Schuengel, and Meerum-Tergwogt, 2003; Coertze & Bezuidenhout, 2013). This intentional behaviour can be displayed physically and can be subtle and elusive. However, some authors such as Parson (2005) approach the definition as a chronic, pervasive and harmful behaviour experienced by many learners. This behaviour is a form of violence that occurs mostly in schools and in neighbourhoods that requires two or more participants (victims and perpetrators) and.

3.2. BULLYING BEHAVIOUR

According to James (2010), perpetrators are more aggressive than other victims are or other learners in general, some of them have poor social skills, while others have advanced social competence, which enables them to manipulate others leading to difficulties in managing positive relationships. Consequences associated with bullying behaviour include loneliness, poor academic achievement and being convicted of crime. Children who are from families where they feel neglected are more likely to resort to bullying behaviour because they want to belong; they also start to abandon their schoolwork that may lead to poor academic achievement. Being a bully at a young age may result in delinquency and when you are older, you become a gangster and end up in prison (James, 2010).

Bullying victims are described as passive or provocative, and may have poor self-esteem (Griffin & Gross, 2004; Hawker & Boulton, 2000). Olweus (1993) recognized two types of

majority of the victims can be passive victims where they seem anxious, insecure, appearing to do nothing to provoke attacks, and appearing not to defend themselves.

Olweus (1993) however, describes this type of victims as lonely, abandoned and often without many friends. They are not aggressive, do not tease, and are likely (if boys) to be physically weaker than other kids their own age. They do not invite attacks; randomly they are selected by a bully looking to have fun at others' expense. Provocative victims are described as hot-tempered, restless, and anxious, and ones who will attempt to retaliate when attacked. They perpetuate the conflict but never win. These children usually lack in social skills as well, and may tend to irritate and annoy their peers (Scaglione & Scaglione, 2006).

3.2.1. Subtypes of Bullying Behaviour

There are different sub-types of bullying behaviour. Bullying behaviour can be either direct or indirect. It can be physical, verbal and can include other behaviour such as social exclusion (Fekkes, Pijpers and Verloove-Vanhorick (2005). According to Lee (2004), direct bullying can be carried out face-to-face and can be defined as relatively open attacks on a victim, while indirect bullying usually involves third parties, and can be subtle and includes social isolation or cyber-bullying which usually involves using technology to harass someone, and it is done anonymously. Four sub-types of bullying have been identified. These include the following:

3.2.1.1. Physical Bullying behaviour

Physical bullying includes actions such as hitting, and pushing. This type of behaviour can be considered as a direct form of bullying behaviour (Sullivan, 2000). Physical bullying behaviour may also occur in indirect forms, such as taking one's possessions or damaging one's property. Anderson (2007) adds that extortion, intimidation and threatening gestures are

Hawker and Boulton (2000) and Lutzker (2006) suggest that physical bullying has long-term effects on the victim of bullying. Children who are bullied react in different ways and in most cases it is difficult for a child to remain calm and relaxed. Victims of physical bullying are more susceptible to mood disorders or anxiety disorders. The victims tend to have the following symptoms, depressed mood, somatic complaints (headache, backache, stomachache), bed wetting, nightmares (Hannish & Guerra, 2000), social withdrawal and they tend to be less comfortable in the company of the opposite sex (Lutzker, 2006).

3.2.1.2. Verbal Bullying behaviour

Verbal bullying behaviour may be direct or indirect and is often referred to as emotional or psychological bullying. Girls in particular tend to use this tactic by victimising other girls (Pillay, 2007). Direct verbal bullying behaviour is done face to face. Examples include name-calling, insults, put-downs, harassment and deliberately ignoring an individual. Indirect verbal bullying behaviour is done behind the victim's back and includes acts such as gossiping, writing insults in the toilet, which may result in lowered self-esteem and influence the opinion of others about the victim (Jacobs, 2006).

According to Sullivan (2000), verbal bullying behaviour includes abusive phone calls, forcing the victim to give money or material possessions, making threats, name-calling, racist remarks, and spreading false or malicious rumours about the other person. Regardless of the type of bullying behaviour experienced, it is important to note that all bullying behaviours share common characteristics. These characteristics are outlined by Sullivan (2000) as inclusive of elements such as systematised bullying behaviour, occurring over a period of time and is intended to cause harm, unjust use of power or imbalance of power and the victim of bullying behaviour can be hurt physically or psychologically (Sullivan, 2000).

Although verbal bullying is often unseen, parents and teachers can underestimate its harmfulness. Verbal bullying can cause a victim of bullying to be truant, lead to a sense of helplessness and can be emotionally harmful and distressing. In some cases, verbal bullying can reach a point where the victim is so depressed, and wants to escape so badly, that he or she may turn to substance abuse or in some extreme cases attempt suicide (McGraw, 2008).

3.2.1.3. Social bullying behaviour

Social bullying occurs when relationships are used as means of harm. Social bullying can also be referred to as relational bullying (Juvonen & Graham, 2001). There are two types of relational bullying; they are reactive and instrumental relational bullying (Wang, Iannotti & Nansel, 2009). For example, victimised adolescents may have friends who control them through their friendship, or they may also be the target of hostile rumours via e-mail or social networking. By contrast, instrumental relational bullying is characterized as manipulating relationships to get what one wants, for example, being excluded from important social activities (e.g. a birthday party) especially when a peer seeks retaliation for some perceived fault (Little, Jones, Henrich & Hawley, 2003).

According to Besag (2006), social bullying is as hurtful as physical bullying. Adolescence is a stage where the child attempts to find his/her own identity, struggle with social interactions and while an individual is searching for his/her new role, peers are one of the main influential factors in this search (Erikson, 1968). Therefore, if the victim is excluded from social activities, he/ she often feels rejected and unloved and this offers enormous potential for emotional damage (Little, Jones, Henrich & Hawley, 2003).

3.2.1.4. Cyber-bullying behaviour

According to Bolton and Graeve (2005), cyber-bullying is any violent act done using technology. Cyber-bullying is also the most anonymous form of bullying, because the bully can pretend to be someone else. It includes instant messaging, websites, social networks and abuse using e-mail. The author's further state that, because of lack of parental supervision, cyber-bullying can easily go undetected as perpetrators can pretend to be someone else (Bolton & Graeve, 2005).

Bullies use this form of behaviour to harass their victims. This type of bullying victimization is described as vicious because victims receive offensive messages or images about themselves, which spread quickly and can be seen by other, people as well (James, 2010). According to Alfred (2013), cyber-bullying is growing in South Africa, and this is demonstrated by the chat portal "outoilet" where youth from various schools and universities are exposed to personally humiliating messages. It appears, as cellphone and internet use increases in South Africa, so will cyber-bullying increase.

3.3. THE PREVALENCE OF BULLYING

3.3.1. International prevalence of bullying

Internationally, the prevalence of bullying behaviour ranges from 9% to 54% and boys are more likely to bully than girls are (Wang et al., 2009). Boys bully the largest percentages of girls, while the majority of boys are bullied by other boys (Olweus, 1994). Boys are encouraged to kick and punch their negative feelings away, while parents discourage physical aggression from girls and girls are taught to avoid direct confrontation (Turkel, 2007). According to Bully B'ware (2004), the prevalence of victimization has occurred in diverse settings, including Norway, Sweden, Denmark, Finland, Germany and Canada including 40%

of all children in the United States of America being involved in bullying behaviour over the past decade.

A study conducted in Finland among primary school learners (grade 1-5) reported that the prevalence of bullying varies from a low of 11, 3 % to a high of 49,8 % (Dake, Price, & Telljohann, 2003). Hazemba, Siyiza, Muula and Rudatsikia (2008) reported 20% (23% males, and 17% females) of school attending adolescents in Beijing who reported that they have been bullied.

3.3.2. Prevalence of bullying in South Africa

In South Africa, the number of studies focusing on bullying behaviour in schools increased significantly over the last decade (De Wet, 2005; Idemudia, 2013; Serrao & Rossouw, 2005; Wolke & Samara, 2004). A study conducted by De Wet (2005) revealed that 54.2% of the participants in a research project in the Free State Province among adolescents from Grade 8-Grade 12 (mostly 13-18 years old), indicated that they had been the victims of bullying at some time or another during their school career.

According to Nesor, Ovens, Van der Merwe, Morodi and Ladikos (2003), included adolescents from primary school to secondary school (Grade 6- Grade 11 learners). From the sample, 60.9% of the 207 participants in Gauteng province reported that they were victimised during the 2002 school year. Kruger (2010) conducted a study in a North West High School among teachers, wherein the study showed that 52% of the participants reported to have been victims of bullying and 21.76 % of the victims reported being bullied once/twice per month. Most of the studies mentioned above indicate that more than half (54.2%, 60.9%, and 52%) of the learners have been victimised through these aggressive tendencies. However, studies conducted in Limpopo, Western Cape and KZN indicate that bullying behaviour is prevalent

3.3.3. Age differences in bullying

A study conducted by Hasekiu (2013) results revealed that 48% of the 7-10 year olds had committed acts of physical bullying and 28% of them had committed verbal bullying in the last three months in school. Among the learners who are between ages 10-15 years old, 18% claimed to have committed acts of physical bullying, and 57 % of them claimed to have committed acts of verbal bullying in the last three months in school. The results also show that when children grow up, they tend to use more verbal forms of bullying behaviour, and less direct and physical forms of bullying. In Denmark, Kristensen and Smith (2003) reported that 12-16 years old, reported that they were victims of bullying.

Age differences have been found in bullying studies (Nishina, Juvonen & Witkow, 2005; Olweus, 1996; Rigby, 2007). Such studies found significant differences with regard to age in identifying bullying behaviour. The incidence of bullying behaviour is twice as high among elementary as in secondary school learners and bullying decreases after the ninth grade when children reach approximately 14 years. However, learners moving from primary to secondary schools are at the greatest risk for bullying behaviour, but adolescents report being bullied less often as they get older (Olweus, 1996).

Adolescents are more likely than younger children not to report bullying behaviour because as children grow older, they learn different ways of social interactions (Rigby, 2007). If bullying behaviour occurs, he/she feels ashamed about being bullied and they feel the need to deal with their own problem. Nishina, Juvonen and Witkow (2005) suggest that in older children, indirect and more subtle forms of bullying tend to occur. Physical aggression tends to decrease, whereas verbal aggression tends to increase.

Fekkes, Pijpers and Verloove-Vanhorick (2005), conducted a study in a Dutch elementary

on a regular basis during the current school term; that is, a few times a month or more often. More than 10% of the children indicated being bullied at least once a week or more frequently. With regard to active bullying, almost 6% (an average of one child in every classroom) reported to being bullied several times a month to almost daily.

James (2010) reported that bullying behaviour decreases with age, although there is an initial increase when learners change from primary to secondary school. The author further states that, as children grow older they develop enhanced social skills, which seem to protect them against bullying behaviour. Pollastri, Estaban and O'Donnell (2010) reported that for boys, to belong to the group of bullies or become a bully/victim increases with age, as they grow older they engage in aggressive tendencies more often than when they were young.

A study conducted by Demaray and Malecki (2003) with grade 6 to grade 8 Hispanic middle school learners, found that there was no difference in age with regard to the prevalence of bullying behaviour.

3.4. Causal factors to bullying behaviour

Research into the causes of bullying victimization hypothesizes that psychosocial factors can contribute to the onset of bullying behaviour. Children who have been victims of physical or sexual abuse or neglect at home, or those who suffer from disabilities, are also more likely to be bullied by their peers (Pillay, 2007). With respect to physical attributes, victims tend to be physically weaker than the perpetrators, because children who bully tend to have stronger bodies, and the victims cannot defend themselves (American Psychological Association, 2009).

Adolescents are more likely to be the victims of perpetrators if they are shy, demonstrate aggressive behaviour for example, those children who do not develop the verbal skills to

express feelings and resolve issues are more often bullied, and due to victims of aggressive nature, victims attract hostility from others (Arseneault, Bowes & Shakoor, 2010; Hammel, 2008; Pillay, 2007).

Bullying behaviour results in negative outcomes for those who have been victimised. It results in poor academic performance (because bullying behaviour affects the victim's desire to do well at school) low self-esteem, unhappiness and poor health (Kruger, 2011). In addition, victimised children also experience clinical problems, for example bed-wetting, sleep difficulties, anxiety, depression and school phobia (Maharaj, 2007).

Kumpulainen and Räsänen (2000) in their study found that being a victim of bullying behaviour predicted delinquency in boys and self-harm in girls. Sweeting, Young, West and Der (2006) found that being a victim of bullying behaviour at age 8 predicted psychiatric symptoms at age 15.

3.5. Role of parents and teachers regarding bullying victimization

Bullying behaviour is viewed as a primarily proactive form of aggressive behaviour with concepts such as intention, motivation and punishment; all playing a role in its complex process (Thompson, Arora & Sharp, 2002). According to Dake, Price, and Telljohann (2003), the accuracy of children reporting bullying behaviour to teachers, or parents is influenced by the child's perception of what constitutes bullying behaviour. These perceptions may become contributing factors that help to decrease or promote the destructive behaviour, for example, a learner who witnessed the bullying may tend to agree that victims brought on the bullying behaviour themselves. In contrast, other learners may usually hold negative views towards the bully and sympathetic views towards the victim (Dake, Price, & Telljohann, 2003).

Bullying behaviour can also affect the family structure, because if a child is emotionally distressed this will result in disharmony within the family (Veenstra, Lindenberg, Oldehinkel, De Winter, Verhulst, & Ormel, 2008).

If parents are aware that the child is being victimised, they can report bullying to the school so that teachers intervene. The teachers' awareness and responses when they ascribed meaning to the incidents are said to be influenced by the nature of the school environment and organization support, and this also appeared to influence whether the teachers viewed an incident as normal or problematic (Mishna, Scarcello, Pepler & Wiener, 2005).

3.6. Gender differences and influence on bullying behaviour

According to Wimmer (2009), there are differences in the ways that males and females bully, how they are bullied, and what they are bullied about. Several researchers (Besag, 2006; Garrett, 2003; Selekman & Vessey, 2004; Sullivan, Cleary & Sullivan, 2002) have agreed that there are differences in the ways genders are exposed to different types of bullying. Rodkin and Berger (2008) found that boys were more likely to be perpetrators and bully/victims, and girls were more likely to be victims.

Males usually bully both genders whereas the females tend to bully other females, and can be bullied by both genders. Males are generally more violent and destructive (overtly aggressive) in their bullying behaviour than females are, making greater use of direct physical means of bullying behaviour because males are more concerned about muscle masses which give him a physical sense of power because boys seek dominance (Garrett, 2003; Neser, Ladikos & Prinsloo, 2004). Similarly, Sullivan, Cleary and Sullivan (2002) found that physical and verbal bullying is more common in boys than in girls. Furthermore, Sullivan, Cleary and Sullivan (2002) reported the reason for this could be that girls are discouraged

Females often take on the role of a defender within the bully situation and view bullying behaviour more negatively than males (Wimmer, 2009). Besag (2006) investigated how females use language and strategies to control peer relationships, and found that relational bullying is more common in girls than in boys. Selekman and Vessey (2004) add that females are more likely to bully other females and tend to use more indirect and subtle forms of harassment, including rumour-spreading, manipulation of friendships (e.g. depriving another girl of her best friend), and name calling than boys.

Paul and Cillesen (2003) found that there were negative consequences for early adolescent females who were victimised but not for boys. They further argue that the nature of victimization that females face is usually social; this could explain the findings that girls are more perceptive than boys are and females have higher levels of depression, anxiety and negative social self-perceptions than boys do. This behaviour occurs regardless of whether it was physical abuse, being picked on in the bathroom, or when the faculty was not around (Wimmer, 2009).

3.7. Family characteristics of adolescents involved in bullying behaviour

Early socialization of children and support within the family is a crucial factor in determining an adolescent's involvement in bullying behaviour (Smit, Morita, Junger-Tas, Olweus, Catalano & Slee, 1999). Perpetrators often come from families where parents are aggressive or rejecting and where parents choose to use more physical means of discipline (Maharaj, 2007). Children from single parent families or no parent families are at greater risk of school bullying (Rigby, 2000). Bullying behaviour victims are less likely to report a father living at home and more likely to regard family members as distant (Fu, Land & Lamb, 2012).

Green, Collingwood and Ross (2010) concur with Fu, Land and Lamb's findings that

in the house are more likely to be bullied. These young people were particularly more likely to report threats of violence at all ages. Sourander, Helstelä, Helenius and Piha (2000) found that parental level of socio economic status and family composition (divorced/married) were not significantly associated with victimization or bullying behaviour. However, Bond et al. (2001), contradict Sourander's findings; the authors found that victimised adolescents were 1.5 times more likely to come from separated or divorced families than from those families where both parents are available.

Stevens, De Bourdeaudhuij and Van Oost (2002) found differences between boys and girls; boys' victimization in single parent families is associated with a negative relationship with the absent father. Mothers of male victims have been found to be overprotective, controlling and restrictive (Olweus, 1993). Girls who are victims of bullying are considered to have a negative relationship with the mother and these victimised girls reported negativism and hostility. Mothers are reported to be emotionally abusive, hostile and rejecting of their daughters, which lead to the development of depression, anxiety, and other internalising symptoms in the child (Venter, 2013). These girls become victims of bullying because they have difficulty regulating their emotions, expressing empathy and communicating effectively all of which may make them easy targets for victimization by peers. The dynamics of families and their ability to resolve conflicts through appropriate modelling are also significant. Families of bullying victims tend to have an insecure and negative parent-child relationship (Lodge, 2008).

3.8. Relationship between being a victim of bullying and EPI

According to Garrett (2003), bullying behaviour affects the emotional development of the adolescent, thus resulting in emotional problems. Another viewpoint by Krige et al. (2000)

with bullying behaviour. Some learners have negative attributes that bullies pick up which make them vulnerable individuals. Those cues include depression, moodiness, aggression, sensitivity and high levels of anxiety (Field, 2007).

Other consequences for the victim can be that a victim interprets what is being done to her/him as messages in his/her environment that the world is horrible and unsafe. Emotions are often reactions to stimuli, and individuals vary with regard to their preferred methods for inhibiting emotional expression. Each individual has a specific set of values and characteristic way of dealing with his/her conflicts (Garrett, 2003).

Bullying and victimization occur overtime and adolescent victims may come to view themselves as deserving of these peer attacks, which would contribute to the development of depression and sense of helplessness (Hawker & Boulton, 2000). Making them more vulnerable to be bullied, depression is an emotion that may reflect a child's coping style in bullying interaction (Jacobs, 2006). Ultimately, the depression may increase which may lead to an emotional reaction taking on physical manifestation causing the adolescent to start to report health problems; that is, general illnesses, somatic complaints, anxiety and suicide ideation (Craig, 1998). These are usually an indication that an adolescent is being bullied.

Victims of bullying are quiet, and defined as weaklings who are lonely (Kruger, 2011). These children are often described as being timid and also vulnerable, easily intimidated and submissive to their peers (Mudhovozi, 2012). According to Horton-James (2004), a girl's perception of unfair treatment can make it difficult for her to trust others, and as a result, she may have difficulty forming and sustaining close friendships. These relationships might serve as protective factors for future victimization.

Bullying experiences often make a victim feel afraid and angry, and this often results in

predisposes them to bullying victimization. Victimization makes them aggressive because they may display aggressive acts that are indirect to help them retaliate against the perpetrators (McGraw, 2008). Another study found that victims tend to have social problems, and may also display disruptive behaviour such as impulsivity (dyscontrol) and hyperactivity which may be difficult to control in the classroom (Paul & Cillessen, 2003).

3.9. HYPOTHESES

The following hypotheses have been formulated:

- There will be a significant relationship between the dimensions of the Emotional Profile Index and bullying victimization (verbal, social and physical bullying) as assessed by BQPM.
- There will be a significant joint and independent influence of the dimensions of EPI on bullying victimization.
- There will be a significant mean difference on bullying victimization, between male and female adolescents.

3.10. CONCLUSION

The literature relevant to bullying behaviour, victimization and the Emotional profile index with specific focus on the adolescent has been reviewed in this chapter. Study hypotheses have been formulated guided by the literature reviewed. In the next chapter, the research methodology is discussed.

CHAPTER FOUR

RESEARCH METHOD

4.1. INTRODUCTION

The research method used in this study is discussed in this chapter and it includes an overview of the study method that entails the study design, participants and sampling procedures, measuring instruments and data collection process used in this study. Finally, the specific statistical methods used in this study to test the research hypotheses are discussed.

4.2. METHOD

According to Maree (2007), quantitative study approach is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

4.2.1. RESEARCH DESIGN

The study used a quantitative research approach. A correlation design was used to explore the independent variable (Emotional Profile Index) as it correlates to the dependent variable (bullying victimization), and the differences in demographic variables (gender). Correlation design was used to determine the relationship between variables and with studying individual differences. The correlation design was used because it allows the testing of expected relationship among the variables (Goodwin, 2008).

4.3. PARTICIPANTS AND SAMPLING

The study used a total sample of 300 participants. However, two hundred and twenty eight ($N = 228$) learners were considered as the final sample as 82 incomplete data sets were excluded. Of the final sample 100 (43.9%) were boys and 128 (56.1%) were girls in

Grade 11 (45.6%) and 12 (54.6%) learners from a selected high school in Mahikeng, Ngaka Modiri Molema District. The ages of the participants ranged from 15 to 20 years (mean age 17.43 and standard deviation 0.75). Participants were, 1 (0.4%), did not indicate their race, 1 (0.4%) White, 1 (0.4%) Asian, 11(4.8%) Indian, 18 (7.9%) were Coloured, and 196 (86%) were Black. This was because data was collected in an area where Setswana speaking people are prevalent.

4.4. MEASURING INSTRUMENTS

4.4.1. BQPM- bullying questionnaire (Bullying Questionnaire of the North West University, Psychology Department – Mahikeng Campus)

The Bullying Questionnaire of the North-West University, developed by the Psychology Department, Mahikeng Campus (BQPM), is a questionnaire with 39 items used to measure bullying behaviour. This questionnaire is used to assess bullying behaviour for both the bully and the victim. The questionnaire has 3 subscales namely, verbal bullying, physical bullying and social bullying. Items on the scale include “ did you ever do any of the following (e.g. hit a person). Items are scored on a 4 point likert format 0 = Never, 1 = 1-2 times, 2 = 3-5 times, 4-6 times. High responses indicate high bullying behaviour. The Cronbach Alpha of the scale in the current study was $\alpha = 0.789$.

Content validity of the bullying questionnaire (BQPM)

To ensure content validity, a comprehensive literature review was done. Bullying questionnaires that were used in international studies were used to select items that should be included in the BQPM. A provisional version of the questionnaire was presented to a number of practicing clinical psychologists, a headmaster and teacher of a school as well as lecturers in the psychology department for their comments and input before finalizing the BQPM.

Reliability of the bullying questionnaire (BQPM)

A pilot study involving 20 secondary school learners (Grade9 & 11) yielded a good consistency for the scale. Consistency coefficient for the scale was $\alpha = 0.90$.

4.4.2. Emotional Profile Index by Plutchik and Kellerman (1974)

The Emotional Profile Index (EPI) by Plutchik and Kellerman (1974) is based on eight emotional dimensions on an individual's emotional function. The EPI assesses the relative importance of these eight basic emotions in a person's life. The EPI is a 62-item test, composed of 12 trait terms, which are paired in all possible combinations, for example, the individual will choose personality traits as descriptive of himself or herself, and thus they are automatically revealing something about the underlying emotions that are theoretical components of the traits.

The test is scored in terms of the eight categories, trust, distrustfulness, control, dyscontrol, timidity, aggression, gregariousness, depression and bias. There are nine columns following each list of the nine scoring columns. The circles in the columns are used to indicate those dimensions being scored for that term, and only those terms circled by the participant are scored.

The emotion circle indicates the relative strengths of each of the basic emotions, as well as how they interact with each other. The circle can further be interpreted by looking at what kind of person is implied by either a high or a low score on each of the eight dimensions. According to Plutchik and Kellerman (1974), the reliability of the EPI was found to be over +0.90. In the current study the EPI was found to be reliable with cronbach alpha of $\alpha = 0.701$.

Reliability and Validity of the Emotional Profile Index

According to Plutchik and Kellerman (1974), the reliability of the EPI was initially estimated

control subjects. The test-retest reliability was determined three days later on the same subjects. The product-moment correlation was found to be over +0.90. Plutchik and Kellerman (1974) also reported that the validity of the EPI was assessed by comparing the EPI scales with other tests including the Minnesota Multiphasic Personality Inventory (MMPI) and the Edwards Personal Preference Schedule (EPPS).

4.5. ETHICAL CONSIDERATIONS

Ethics in research determines the working relationship between the researcher, the subjects, colleagues and society. Ethical guidelines serve as standards, and as bases upon which each researcher ought to evaluate his/her conduct. This aspect should be borne in mind continuously (De Vos, Strydom, Fouche & Delpont, 2011).

The Research Committee of the Faculty of Human and Social Sciences of the North West University granted ethical approval for this study, and the approval number is 00029-14-59. Further permission to conduct the study was granted by the North West Provincial Department of Education. The following ethical points were considered during the data collection process:

- Informed consent and assent: The learners, teachers and the principals granted permission for the study to be conducted.
- Provision of information: The participants were informed about the nature and purpose of the study.
- Confidentiality and anonymity: Participants were informed that the information gathered from them would be kept confidential and will be used only for the purpose of this study. In this study, the names of the participants were not linked to the questionnaire as numbers were assigned to the questionnaires.

- Voluntary participation was also stressed to participants, whereby participants were given the freedom to discontinue participating at any point during the study.
- Safekeeping of data: Data is kept safely in the data capturing room from 2012.

4.6. PROCEDURE

After permission was granted, arrangements were made with the school principal to explain the aim of the study and to request access to the school. Learners under the age of 18 signed assent form and those over the age of 18 signed consent forms before participating in the study. Student psychologists in the presence of teachers in the learners' respective classes collected the data. The administration of questionnaires took place during a 2-hour session and the participants were given a short break of 30 minutes in between the process. Data was collected during 2012 by the Department of Psychology on days that were arranged with the participating school.

4.6.1. Statistical methods used

Data was analysed using the Statistical Package for Social Sciences (SPSS- version 20). The Pearson-*r* correlation, multiple linear regression and independent sample *t*-test were utilised to test the study hypotheses.

Multiple linear regression is an extension of simple linear regression analysis. It assumes that more than one independent variable can influence the outcome of the dependent variable. Multiple linear regression also allows you to determine the variance explained of the model and the relative contribution of each of the predictors to the total variance explained (Wegner, 2007).

The aim of the independent sample t-test is to explain if bullying victims differ with regards the different dimensions of the EPI. T-tests are used to compare two independent groups based on their average score (Maree, 2007).

4.7. CONCLUSION

This chapter focused on explaining the research methodology and design, participants, sampling method, measures, ethical considerations and study procedure and data analysis method used in this study. The next chapter focuses on presenting the study results.

CHAPTER 5

RESULTS

5.1. INTRODUCTION

This chapter presents the results of the study for the hypotheses tested. The hypotheses of the study were tested using Pearson-*r* correlation coefficient, linear multiple regression and independent sample *t*-test. Results are presented in tables below.

5.2. RESULTS OF THE STUDY

5.2.1. Hypothesis one

Hypothesis one stated that there will be a significant relationship between the dimensions of the Emotional Profile Index and bullying victimization (verbal, social and physical bullying) as measured by BQPM). This hypothesis was tested using Pearson-*r* correlation coefficient. The results of the analysis indicated that there was a significant positive relationship ($p < 0.05$) between dyscontrol and verbal bullying.

The results of the analysis also indicated that trustful ($r = -.041$, $p = ns$), dyscontrol ($r = .051$, $p = ns$), timid ($r = -.093$, $p = ns$), depressed ($r = .012$, $p = ns$), distrustful ($r = .110$, $p = ns$), control ($r = -.004$, $p = ns$), aggressive ($r = .062$, $p = ns$) and gregarious ($r = -.042$, $p = ns$). The results did not reveal a significant statistical relationship with bullying victimization (which includes verbal bullying, social bullying, and physical bullying) (see Table 1 below). This means hypothesis one was partially accepted because only one dimension of the EPI (dyscontrol) had a significant relationship with verbal bullying.

Table 1: Correlation Showing the Relationship among the Variables of Study (n=228)

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. BV	1											
2. VB	.669**	1										
3. SB	.772**	.401**	1									
4. PB	.626**	.325**	.491**	1								
5. Trustful	-.041	.053	-.044	-.010	1							
6. Dyscontrol	.051	.137*	-.081	.050	.187**	1						
7. Timid	-.093	-.112	-.072	-.030	.374**	-.126	1					
8. Depressed	.012	-.020	.083	.013	-.206**	-.212	-.044	1				
9. Distrustful	.110	.120	.053	.034	-.262**	.098	-.217	.048	1			
10. Control	-.004	-.010	-.036	-.009	.170**	.129	.544**	-.041	.101	1		
11. Aggressive	.062	.061	.056	.044	-.425**	.198**	-.385**	.545**	.535**	-.376**	1	
12. Gregarious	-.042	.089	-.046	-.03	.781**	.245**	.059	-.131*	-.18**	.079	-.23**	1

* p<.05, **p <.01

Key: BV = bullying victimization, VB = verbal bullying, SB = social bullying, PB = physical bullying

5.2.2. Hypothesis two

Hypothesis two which stated that there will be a significant joint and independent influence of the dimensions of EPI on bullying victimization was tested using simple linear multiple regression analysis. The results are presented in Table 2.

Table 2: Summary of Multiple regression Showing the Independent and Joint Influence of EPI on Bullying Victimization

Variables	R	R ²	F	P	B	t	P
Trustfulness	.154	.024	.664	n.s	.076	.526	n.s
Dyscontrol					.065	.633	n.s
Timid					-.111	-1.055	n.s
Depressed					.063	.525	n.s
Distrustful					.123	1.056	n.s
Control					.002	.015	n.s
Aggressive					-.085	-.460	n.s
Gregarious					-.100	-.824	n.s

n.s = not significant

The result showed no significant joint influence of trustfulness, dyscontrol, timid, depressed, distrustful, control, aggressive, and gregarious on self-reported bullying victimization $R^2 = .024$, $F(8, 219) = .664$; $p = n.s$ (See Table 2 above). This means a combination of all the EPI variables did not contribute significantly to predict self-reported bullying victimization among adolescents.

The independent influences also indicated that trustfulness ($\beta = .076$; $t = .526$; $p = n.s$), dyscontrol ($\beta = .065$; $t = .633$; $p = n.s$), timid ($\beta = .111$; $t = -1.055$; $p = n.s$) and depression ($\beta = .063$; $t = .525$; $p = n.s$) did not contribute significantly to self-reported verbal bullying. Furthermore, the study results revealed that distrustful ($\beta = .123$; $t = 1.056$; $p = n.s$), control ($\beta = .002$; $t = .015$; $p = n.s$), aggressiveness ($\beta = .085$; $t = -.460$; $p = n.s$) and gregarious ($\beta = -.100$; $t = -.824$; $p = n.s$) did not contribute significantly to self-reported verbal bullying. This indicates that EPI dimensions do not influence self-reported bullying victimization. This means hypothesis 2(two) is rejected.

5.2.3. Hypothesis three

Hypothesis three stated that there would be a significant difference on bullying victimization, (social bullying, verbal bullying and physical bullying) between male and female adolescents. This hypothesis was tested using independent sample *t*-test analysis. The results are presented in Table 3 below.

Table 3: Summary of t-test analysis showing the difference on bullying behaviour among female and male adolescents

Dependent Variable	Male		Female		T	Df	P
	M	SD	M	SD			
BV	9.800	6.182	9.710	6.178	.108	226	n.s
VB	5.55	2.657	4.66	2.476	2.619	226	<.01
SB	3.48	3.416	4.41	3.488	-2.025	226	<.05
PB	1.76	2.026	1.88	2.012	-.427	226	n.s

Key: BV = bullying victimization, VB = verbal bullying, SB = social bullying, PB = physical bullying

The results revealed no significant statistical difference on bullying victimization between male and female adolescents, $t(226) = .108$, $p = \text{n.s}$. However, the descriptive statistics indicated that males ($\bar{X} = 9.800$, $SD = 6.182$) scored higher on bullying victimization compared to females ($\bar{X} = 9.710$, $SD = 6.178$).

Even though no significant statistical differences were found between males and females on bullying victimization, the study results showed a significant statistical difference on verbal bullying between male and female adolescents, $t(226) = 2.619$, $p < .01$. An observation of the mean differences indicated that males ($\bar{X} = 5.55$, $SD = 2.66$) reported higher scores on verbal bullying when compared to the females ($\bar{X} = 4.66$, $SD = 2.48$).

Additionally, the study results further revealed a significant statistical difference on social bullying between male and female adolescents, $t(226) = -2.025$, $p < .05$. An observation of the mean differences indicated that females reported higher on social bullying ($\bar{X} = 4.41$, $SD = 3.488$) when compared to males ($\bar{X} = 3.48$, $SD = 3.416$).

The study results indicated no significant statistical difference on physical bullying among female and male adolescents, $t(226) = -.427$, $p = \text{n.s.}$ Therefore, hypothesis 3(three) was partially accepted.

5.3. CONCLUSION

The study results indicated that there is no significant relationship between bullying victimization and the emotional profile index. However, there is a significant relationship among dyscontrol and verbal bullying. These results are discussed in the next chapter.

CHAPTER SIX
DISCUSSION, CONCLUSION AND RECOMMENDATIONS
DISCUSSION OF RESULTS

6.1. Introduction

The primary aim of this study was to explore the relationship between bullying victimization and emotional profile index amongst adolescents in Mahikeng, Ngaka Modiri Molema District, South Africa. The findings of this study are instructive. As some of the findings have been demonstrated in other contexts, emotional profile index did not play a major role in bullying victimization amongst in-school adolescents.

The study had the following objectives:

- To explore the dimensions of the emotional profile index as it correlates to bullying victimization amongst adolescents.
- To investigate the influence of the dimensions of Emotional Profile Index on bullying victimization.
- To compare gender differences on bullying victimization.

6.2. Discussion of results

6.2.1. Hypothesis one: Relationship between Emotional Profile Index and bullying victimization (verbal, social and physical bullying).

Hypothesis one which predicted that there will be a significant relationship between the dimensions of the Emotional Profile Index and bullying victimization (verbal, social and physical bullying) as assessed by BQPM was partially accepted because only the dyscontrol dimension of the EPI had a positive significant relationship with verbal bullying. Louw (2004) reported that if an adolescent scores high on the dyscontrol dimension, this indicates that the person is impulsive and intrusive. Paul & Cillessen (2003) found that victims of

verbal bullying tend to have social problems, and may also display disruptive behaviour such as impulsivity and hyperactivity which may have an effect on the victim and other learners in the classroom. Perhaps there is a need for research on the relationship of bullying victimization and the Emotional profile in South African.

In line with the current study results, James (2010) reported that bullying behaviour is associated with loneliness and being convicted of crime. Being involved in criminal behaviour is associated with aggression, which is an index of EPI. Furthermore, victims of bullying are considered to be passive which is associated with anxiety and insecurity. Scaglione and Scaglione (2006) further indicated that anxiety which leads to poor social skills associated with bullying victimization.

6.2.2. Hypothesis two: Dimensions of Emotional Profile Index and bullying victimization.

Hypothesis two, which stated that there will be a significant joint and independent influence of the dimensions of EPI on bullying victimization, was rejected. The findings of the present study revealed no significant joint and independent influence of trustfulness, dyscontrol, timidity, depression, distrustfulness, control, aggression, and being gregarious on self-reported bullying victimization. Contrary to the findings, Krige et al. (2000) indicate that an adolescent's personality traits determine how he /she experiences bullying behaviour, because bullies look for different cues which alert them to the vulnerable individuals. Another study indicated that negative attributes like aggressiveness, depression, timidity (indexes of EPI), internalising problems, moodiness, high levels of anxiety contribute to poor relationships (Field, 2007). The findings can be explained as a result of different settings and method of data collection. The present study used only self-reported method to gather information. According to Salmivalli (2002), self-reported measures can be too subjective and lacking in validation.

The Social-Ecological theory (Bronfenbrenner, 1979, 1995) claims that children who internalise problems, those who feel isolated among their peers and have poor relationships with their parents are at a higher risk of becoming victims of bullying behaviour due to their emotional immaturity. Field (2007) confirms that those children who internalise emotional problems are often misunderstood and unsupported.

Additionally, some learners have irritating/ negative personal habits, which may cause other learners to become negative towards them. Victims are more often bullied because they fail to establish dominance, due to their lack of verbal skills to express their feelings; they attract hostility from others and predict victimization (Hammel, 2008).

6.2.3. Hypothesis three: Gender and bullying victimization.

Hypothesis three which stated that there will be a significant mean difference on bullying victimization (social bullying, verbal bullying and physical bullying) between male and female adolescents was partially accepted. Even though the statistics did not reveal significant differences between males and females on bullying victimization, a close look into the results, referring to mean scores, indicated that males experience more bullying victimization in general than females. This is a surprising results because the gender power theory by Connell (1987) in Wingood and DiClemente (2000) relates that females are more vulnerable compared to males. This is often because females show sadness and stay away from school whereas boys react differently by denying that it bothers them.

The bullying victimization experienced by males was more in terms of verbal bullying. These results are supported by Sullivan, Clearly and Sullivan (2002) who revealed that verbal bullying is more common in boys than girls are. Contrary to the finding of this study and what was expected is reported by Pillay (2007) in Pietermaritzburg that in South Africa girls are more prone to be verbally abused than males.

Additionally, the study further indicated significant statistical differences on social bullying with females reporting higher levels of social bullying when compared to males. These results are in line with the work of Jacobs (2006), Graham, Bellmore and Juvonen (2003) reported that girls are more likely to be socially bullied compared to boys. An explanation to this finding can be because girls are more likely to experience social rejection and exclusion, and use language and strategies to control peer relationships (Besag, 2006; Sullivan, 2000). Another explanation can be that girls are likely to victimise each other socially especially using social media networks such as Facebook.

Furthermore, the results revealed no significant differences between males and females on physical bullying. The mean scores indicated that females are more likely to experience physical bullying compared to males. The results are consistent with the work of Sullivan, Clearly and Sullivan (2002) who indicated that physical bullying is more common in girls than boys. It is known that boys are more violent and aggressive in their behaviour compared to girls (Garrett, 2003). Moreover, Olweus (1993) found that physical bullying is more common among boys than girls, and they report being hit, slapped or pushed.

6.3. Implications of Findings

One finding from this research is that emotional profile index is not a significant joint and independent predictor of verbal, social and physical bullying victimization among a sample of adolescents studied. The practical implications of the findings include the following. Researchers should explore other index of emotion and personality traits e.g., emotional intelligence, perspective, and the Big-Five personality traits in predicting bullying victimization among in-school adolescents. In addition, gender differences should be given consideration when intervention to address bullying victimization is being developed, especially regarding verbal and social bullying victimization. Moreover, there are specific

patterns of behaviour that are influenced both by dispositional traits and by situational variables, this should be considered in future studies. While there is evidence that bullying may be treated as stable individual disposition, this disposition can be altered with appropriate training and support. Thus, the necessity for proper training of both male and female adolescents in basic personal interactions seems apparent. Implementing specific psychosocial training programmes that focus on developing behaviours and attitudes that minimize bullying victimization would be desirable.

6.4. Study Limitations

As always, the findings of this study must be interpreted in the light of its limitations. The following limitations of this study must be highlighted. The limitations of this study should be noted when interpreting and applying the findings.

The sample size used to pilot the Bullying Questionnaire North West University, Psychology department (BQPM) was 20 and has generalizability for a quantitative measure.

Limited literature about bullying behaviour is available in the South African context. Future research is necessary regarding this topic in the country. When the study was undertaken, only one school was used, which serves as base-line data for future research in the field. It would be helpful if in future a larger sample is used in a variety of different contexts.

The researcher could not further investigate the nature of bullying behaviour, victimization, and the significant relationship with emotional profile index scale, because only gender was considered and not the other aspects such as age and family background which may also influence the child's involvement in bullying behaviour.

The grades used are grade 11 and 12 only and age ranging from 15-20 representing older adolescents, differences in ages should be kept in mind when comparing the findings to other

researches. Only Self-reported questionnaires were used to gather information, and this could limit generalisations and comparison with other research. Questionnaires were completed in the presence of the researcher, that might have intimidated the learners, and this may have caused them to be restrained in giving honest answers. Bullies and victims were not separated. Research in which they are used separately will be useful in developing insight regarding the bullying phenomenon.

Another important limitation of this study is that it is cross-sectional in design. The cross-sectional nature of the data did not allow the investigation of the dynamics that may be present in the relationships.

6.5. Recommendations

This study has contributed towards knowledge of the prevalence of bullying victimization among adolescents in the North West province and serves as a foundation for other studies. Further studies need to be conducted using a larger sample. Children need to be monitored to reduce bullying in schools. All stakeholders, i.e. the school, parents, the Department of Basic Education, and Department of Health should come together to implement and formulate intervention strategies to manage bullying behaviour in schools.

6.6. Directions for future studies

Based on the above discussion of the theoretical contributions and of the limitations of the research, the following directions are suggested for future researches. First, future studies should use a large sample and extend to other provinces of the country. Second, similar studies with different variables should be conducted. For example, future studies may investigate the influence of personality traits and emotional intelligence on bullying victimization. It is hoped that this study will inspire further research on the important issue of bullying victimization and emotional profile index among adolescents.

6.7. Conclusion

The findings of this study may be employed as base-line data for future research in the field. The findings of this study revealed that there is a relationship between dyscontrol dimension of the EPI and verbal bullying. There was also no individual or joint influence of the EPI on bullying victimization (social, physical and verbal bullying). Although, previous literature did not indicate that bullying victimization results in emotional problems for the adolescents, but bullying victimization is prevalent amongst both boys and girls. Girls experience higher levels of social bullying compared to boys, while verbal bullying was more prevalent in boys than in girls. These differences can be attributed to the perception that verbal bullying is prevalent among boys, while social bullying is more prevalent in females (Garrett, 2003; Sullivan, Cleary and Sullivan, 2002). It is important that bullying intervention strategies be put into practice for prevention of emotional, social and psychological problems.

REFERENCES

- Abrams, K., Theberge, S. K., & Karan, O. C. (2005). Children and adolescents who are depressed: An ecological approach. *Professional School Counseling, 8*(3), 284–292.
- Alfred, D. (2013, August). Cyberbullying growing in South Africa. *News 24*
- American Psychological Association. (2009). Bullying. *APA Government Relations: Public*
<http://www.apa.org/ppo/issues/bullying.html>.
- Anderson, G. (2007). *The Impact of bullying at school on the adolescent's sense of self*. (Unpublished master's thesis), Nelson Mandela Metropolitan University, Port Elizabeth.
- Arseneault, L, Bowes, L., & Shakoor, S. (2010). Bullying, victimization in youths and mental health problems: "Much ado about nothing?" *Psychological Medicine, 40*, 717-729.
- Baldry, A.C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse and Neglect, 27*(7), 713-732.
- Baldry, A.C., & Farrington, D.P. (2000). Brief report: Types of bullying among Italian School children. *Journal of Adolescence, 22*(3), 423-426.
- Beekrum, R. (2008). *A qualitative investigation into the risk and protective factors that mediate non-fatal suicidal behaviour in Indian adolescents*. (Unpublished master's thesis). University of KwaZulu-Natal, Pietermaritzburg.
- Belsky, J. (1997). Variation in susceptibility to rearing influences: An evolutionary argument. *Psychological Inquiry, 8*, 182–186.
- Belsky, J., & Pluess, M. (2009). Beyond Diathesis: Differential Susceptibility to Environmental influences. *Psychological Bulletin, 135*(6), 18-26.

- Besag, V.E. (2006). *Understanding girls' friendships, fights and feuds: A practical approach to girls' bullying*. Maidenhead, Berkshire: Open University Press.
- Bolton, J. M. (2011). Psychological Factors Associated with Bullying Typologies in a Mental Health Population of Adolescents. *PCOM Psychology Dissertations*, Philadelphia: USA.
- Bolton, J., & Graeve, S. (2005). *No Room for Bullies*. (1st ed.). Boys Town, NE: Boys Town Press.
- Bond, L., Carlin, J.B., Thomas, L., Rubin, K. and Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*, 323, 480–484.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development*. Washington, DC: American Psychological Association.
- Bully B'ware. (2004). More information on bullying. Retrieved from [url:http://www.bullybeware.com/moreinfo.html](http://www.bullybeware.com/moreinfo.html).
- Camodeca, M., Goossens, F.A., Schuengel, C., & Meerum Terwogt, M. (2003). Links between social information processing in middle childhood and involvement in bullying. *Aggressive Behavior*, 29, 116–127.
- Cardwell, M. (1996). *Dictionary of psychology*. London: Fitzroy Dearbon Publishers.
- Coertzer, S., & Bezuidenhout, C. (2013). The perceptions of youths in early adolescence concerning the role obesity plays in bullying. *Child Abuse Research: A South African Journal* 2013, 14(1):67-8.

- Concise Oxford Dictionary. (2011). *Definition of victim*. New York: Oxford University Press.
- Corbet, A. (2004). *What is a family and why it matters?* Tasmania, Australia: Tasmanian Family Institute.
- Craig W, M. (1998). The Relationship among bullying, victimization, depression, anxiety and aggression in elementary school children. *Personality and individual differences*, 24(1), 123-130.
- Connell, R. W. (1987). *Gender and Power* In Wingood, G. M. & DiClemente, R. J. (Eds.). The Theory of Gender and Power: A social structural theory for guiding public health interventions. *Emerging Theories in Health Promotion Practice and Research*. San Francisco, CA: Jossey-Bass
- Dake, J.A., Price, J.H., & Telljohann, S.K. (2003). The nature and extent of bullying in school. *Journal of School Health*, 73(5), 173-180.
- Demaray, M.K., & Malecki, C.K.(2003). Perceptions of the Frequency and Importance of Social Support by Students Classified as Victims, Bullies and Bully/ victims in an Urban Middle School. *School Psychology Review*, 32, 471-490.
- De Vos, A., Strydom, H., Fouche, C., & Delport C. (2011). *Research at Grass Roots* (4th ed). Pretoria, S.A: VanSchaik Publishers.
- De Wet, N. C. (2005). The nature and extent of bullying in Free State secondary schools. *South African Journal of Education*, 25(2), 82-88.
- De Wet, N.C. (2006). Free State educators' experiences and recognition of bullying at schools. *South African Journal of Education*, 26(1), 61-73.
- Due, P., Holstein, B.E., Lynch, J., Diderichsen, F., Gabhain, S.N., & Scheidt, C.C. (2005). Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *The European Journal of Public Health*, 15(2), 128-132.

- Ellis, B. J., Shirtcliff, E. A., Boyce, W. T., Deardorff, J., & Essex, M. J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. *Development and Psychopathology*, *23*, 85–99.
- Erickson, E. (1968). *Identity: Youth and Crisis*. New York: Norton and Company
- Farrington, D. P., & Ttofi, M. M. (2009). School-Based Programs to Reduce Bullying and Victimization. Campbell Systematic Reviews 10.4073/csr.2009.6 (www.campbellcollaboration.org)
- Fekkes, M., Pijpers, F.I., & Verloove-Vanhorick, S.P. (2005). Bullying who does what, when and where? Involvement of children, teachers and parents in bullying behavior. *Health Education Research*, *20*(1), 1-11.
- Field, E.M. (2007). School bullying. (Accessed on 11/11/09). URL: <http://www.bullying.com.au/school-bullying>.
- Fu, Q., Land, K.C., & Lamb, V.L. (2012). Violent Bullying Victimization in Middle and High School Contexts in the United States: *Review of Social Reports and Research on Social Indicators, Social Trends, and the Quality-of-Life*, *110*, 1-11.
- Garrett, A. G. (2003). *Bullying In American Schools*. Jefferson, North Carolina: McFarland Company.
- Graham, S., Bellmore, A., & Juvonen, J. (2003). Peer victimization in middle school: When self- and peer views diverge. *Journal of Applied School Psychology*, *19*, 117–137.
- Goodwin, C. (2008). *Research in Psychology: Methods and Design*. New York: Wiley.
- Greeff, P. (2004). *The Nature and Prevalence of Bullying During The Intermediate School Phase* (Unpublished Master's thesis). University of Free State, Bloemfontein.
- Green, R., Collingwood, A., & Ross, A. (2010). *Characteristics of bullying victims in schools*. Retrieved from <http://www.natcen.ac.uk/study/the-characteristics-of-bullying-victims-in-schools>.

- Griffin, R. S., & Gross, A. M. (2004). Childhood bullying: Current empirical findings and future directions for research. *Aggression and Violent Behavior, 9*, 379-400.
- Hammel, L. R. (2008). Bouncing back after bullying, the resiliency of female victims of relational aggression. *Spotlight on graduate research, 2*(12), 1-13.
- Hasekiu, F. (2013). Age differences at bullying's acts in school age. *Journal of Educational and Social Research, 4*(9), 220-222.
- Hazemba, A., Siyiza, S., Muula, A.S., & Rudatsikira, E. (2008). Prevalence and correlates of being bullied among school adolescents in Beijing. *Annals of General Psychiatry, 7*, 1-6.
- Hawker, D.S., & Boulton, M.J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychiatry, 41*, 441-55.
- Horton-James, L. (2004). *Raising Bullywise Kids: Everything you need to know about protecting your kids from bullying*. Sydney: The Soaring Phoenix.
- Hannish, L., & Guerra, N. (2000). The role of ethnicity and school context in predicting children's victimization by peers. *American Journal of Community Psychology, 28*, 201-223.
- Idemudia, E.S. (2013). EPQ and Self-esteem scores of male and female Bullies in Mahikeng Schools, South Africa. *Gender & Behaviour, 11*(1), 1-12.
- Ipelegeng Child and Family Centre. (2012). *Bullying Questionnaire*. North West University (Mahikeng Campus).
- Jacobs, R. (2006). *The Experience of Adolescent Girls Regarding Verbal Bullying in Secondary School* (Unpublished Masters Thesis). Nelson Mandela Metropolitan University, Port Elizabeth.

- James, A. (2010). *School bullying*. Research befrieng. University of London, NSPCC.
Retrieved from: <http://www.aft.org/yourwork/tools4teachers/bullying/identify.cfm>.
- Jeynes, W. H. (2008). Effects of parental involvement on experiences of discrimination and bullying. *Marriage & Family Review*, 43, 255-268.
- Johnson, D. A. (2014). Learners understanding and experiences of bullying at a primary school in the Western Cape (Masters thesis). Cape Peninsula University of Technology, Cape Town.
- Juvonen, J., & Graham, S. (2001). *Peer Harassment in School: A plight for the vulnerable and victimised*. New York: The Guilford Press.
- Kerr, M. (1981). Family systems theory and therapy. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy Vol.1* (pp. 20 – 45). New York: Brunner/Mazel, Inc.
- Krige, K., Pettipher, R., Squelch, J., & Swart, E. (2000). *A teachers' and parents' guide to bullying* (Master's thesis). University of Johannesburg, Johannesburg.
- Kristensen, S. M., & Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology*, 44(5), 479-488.
- Kohlberg, L. (1958). The Development of Modes of Thinking and Choices in Years 10 to 16. *Ph. D. Dissertation*, University of Chicago.
- Kotlolo, M. (2012). Bullying victim's mother wants justice. Retrieved from <http://www.times.co.za/thetimes/2012/07/20/bullying-victim-s-mother-wants-justice>
- Kruger, L. (2010). *Incidence and gender differences in bullying behaviour in a South African high school* (Masters thesis). North-West University, Potchefstroom.

- Kumpulainen, K., & Räsänen, E. (2000). Children involved in bullying at elementary school age: their psychiatric symptoms and deviance in adolescence. An epidemiological sample. *Child Abuse & Neglect*, 24(12), 1567–1577.
- Lee, C. (2004). *Preventing bullying in schools: A guide for teachers and other professionals*. London: Paul Chapman Publishing.
- Liang, H., Flisher, A.J., & Lombard, C.J. (2007). Bullying, violence and risk behaviour in South African school students. *Child Abuse & Neglect: The International Journal*, 31(2), 161-171.
- Lidzhegu, M.E. (2012). A whole school approach to managing bullying behaviour among learners in schools in the Vhembe district in the Limpopo Province (Master's thesis). University of Johannesburg, Johannesburg.
- Little, T. D., Jones, S. M., Henrich, C. C., & Hawley, P. H. (2003). Disentangling the “whys” from the “whats” of aggressive behaviour. *International Journal of Behavioral Development*, 27, 122-133.
- Lodge, J. (2008). *Working with families concerned with school bullying*. Australian Family Relationships clearinghouse briefing, Retrieved March 12, 2009, from <http://www.aifs.gov.au/afrc/pubs/briefing/briefing11.html>
- Louw, C. (2004). *The presentation of self-concept and emotional profile in a cardiological population* (Master's thesis). University of Pretoria, Pretoria: South Africa.
- Lutzker, J. R. (2006). *Preventing violence, research and evidence based intervention strategies*. Washington DC: American Psychological Association.
- Ma, X., Stewin L. L., & Mah D.L. (2001). Bullying in school: Nature effects and remedies. *Research papers in Education*. 16(3), 247-270.
- Maharaj, N. (2007). *Educators perception of bullying* (Masters thesis). University of Zululand, Durban.

- Malone, P., Lansford, J., Castellino, D., Berlin, L., Dodge, K., Bates, J., & Pettit, G. (2004). Divorce and child behavior problems: Applying latent change score models to life event data. *Structural Equation Models, 11*, 401-423.
- Mash, E. J., & Wolfe, D.A. (2010). *Abnormal child psychology* (4th ed.). New York: Wadsworth Cengage Learning.
- Maree, K. (2007). *First steps to research*. Pretoria: Vanscaik Publishers.
- McGraw, J. (2008). *Life strategies for dealing with bullies*. New-York: Simon & Schuster.
- Memoh, C. N. (2013). *An investigation of the different forms of bullying amongst grade10 learners in South African schools: A case study of three schools in the Western Cape* (Masters thesis). University of Western Cape, Cape Town.
- Mishna, F., Scarcello, I., Pepler, D., & Wiener, J. (2005). Teachers' understanding of bullying. *Canadian Journal of Education, 28*(4), 718-738.
- Mudhovozi, P. (2012). *Bullies and victims at a public secondary school: The educators perspective*. University of Venda, Limpopo.
- Myers, D. G. (2008). *Social Psychology* (9th ed.). New York, New York: McGraw-Hill.
- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B., & Scheidt, M.D. (2001). Bullying behaviors among US youth: prevalence and association with psychosocial adjacement, *Jama, 285*(16), 2094-2100.
- Neisser., U. (1963). The multiplicity of thought. *British Journal of psychology, 54*, 1-14.
- Neser, J., Ladikos, A., & Prinsloo, J. (2004). Bullying in schools: An exploratory study. *Child abuse research in South Africa: A multidisciplinary Professional Journal, 5*(1), 1-18.

- Neser, J., Ovens, M., Van der Merwe, E., Morodi, R., & Ladikos, A. (2003). Peer victimization in schools: The victims. *Crime Research in South Africa*, 5. Retrieved on 28th November, 2013 from <http://www.crisa.org.za/>
- Neser J, Ovens M, Van der Merwe E, Morodi, R., & Ladikos, A. (2004). Peer victimization in schools: the victims. *Crime Research in South Africa*, 5(1). Available url.: <http://www.crisa.org.za>
- Newman, N. (2009). *Development through life, a psychological approach*. (10th ed). New York: Wads worth Cengage Learning.
- Newman, D. A., Horne, A. M., & Bartolomucci, C. L. (2000). *Bully busters: A teacher's manual for helping bullies, victims, and bystanders*. Champaign, IL: Research Press.
- Nishina, A., Juvonen, J., & Witkow, M.R. (2005). Sticks and stones may break my bones, but names will make me feel sick: the psychosocial, somatic, and scholastic consequences of peer harassment. *Journal of Clinical Child Adolescents Psychology*, 34(1), 37-48.
- Olweus, D. (1993). *Bullying at School: What we know and what we can do*. Oxford: Blackwell Publishers.
- Olweus, D. (1994). Bullying at school: Long-term outcomes for the victims and an effective schoolbased intervention program. In R. L. Huesmann predictors of bullying and victimization (Ed.), *Aggressive behavior: Current perspectives* (pp. 97–130). New York: Plenum Press
- Olweus, D. (1996). *The Revised Olweus Bully/Victim Questionnaire*. Bergen, Norway: Mimeo, Research Center for Health Promotion (HEMIL), University of Bergen: New York, Plenum Press: .
- Olweus, D., Limber. S., & Mihalic, S. F. (1999). *Blueprints for violence prevention. Book nine: Bullying prevention program*. Boulder, CO: Center for the Study and Prevention of Violence.

- Papalia, D. E., Olds, W.E., & Feldman, R.D. (2009). *Human development* (11th ed.). Boston, USA: McGraw-Hill.
- Papalia, D. E., & Feldman, R.D. (2011). *A child's world* (12th ed.). Boston, USA: McGraw-Hill.
- Parsons, L. (2005). *Bullied teacher, bullied student: How to recognise the bullying culture in your school and what to do about it*. Canada: Pembroke Publishers.
- Paul, J. J., & Cillessen, A. H. (2003). Dynamics of peer victimization in early adolescence: results from a four-year longitudinal study. *Journal of Applied School Psychology*, 19(2), 25-43.
- Pillay, S. (2007). *The effect of bullying on the primary school learner* (Unpublished Doctoral thesis). University of Zululand, Durban.
- Plutchik, R. & Kellerman, H. (1968). Emotion-trait interrelations and measurement of personality. *Psychology Reports*, 23, 1107-1114
- Plutchik, R. & Kellerman, H. (1974). *Emotional Profile Index- Manual*. California, Western Psychological Services.
- Plutchik, R. (1980). *Emotion: A psychoevolutionary synthesis*. New York: Harper & Row.
- Pollastri, A.R., Estaban, V., & O'Donnell, E.H. (2010). *Self-esteem in Pure Bullies and Bully/Victims, A longitudinal Analysis*. *Journal of Interpersonal Violence*, 25(8), 1489.
- Rigby, K. (2007). *New perspectives on bullying*. London: Jessica Kingsley Publishers.
- Rodkin, P. C., & Berger, C. (2008). Who bullies whom? Social status asymmetries by victim gender. *International Journal of Behavioral Development*, 32, 473-485.
- Rudolph, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. *Journal of Adolescent Health*, 30, 3-13.

- Salmivalli, C. (2002). Is there an age decline in victimization by peers at school? *Educational Research, 44*(3), 269-277.
- Scaglione, J., & Scaglione, A.R. (2006). *Bully-proofing children: A practical hands on guide to stop bullying*. Plymouth, USA: Rowland and Little Education Publishers.
- Selekman, J., & Vessey, J.A. (2004). Bullying: It isn't what it used to be. *Pediatric Nursing, 30*, 246-249.
- Serrao, A., & Rossouw, S. (2005, April,9). Dad mourns needless death. *Saturday Star*. pp.3.
- Singh, G.D., & Steyn, G.M., (2013), Strategies to address learner aggression in rural South African secondary schools, *Koers Bulletin for Christian Scholarship, 78*(3), 1-8.
- Skapinakis, P., Bellos, S., Magklara, K, Lewis, K., Gkatsa, T., & Mavreas, V. (2011). The association between bullying and early stages of suicide ideation in Greece. *Internal Journal of Adolescents, 10*, 21-36.
- Smith, P.K., Morita, Y., Junger-Tas, J., Olwues, D., Catalano, R., & Slee, P. (1999). *The Nature of School Bullying: A Cross-national Perspective*. New York: Routledge,
- Sourander, A., Helstelä, L., Helenius, H., & Piha, J. (2000). Persistence of bullying from childhood to adolescence – a longitudinal 8-year follow -up study. *Child Abuse Neglect, 24*, 873- 881.
- Stevens, V., De Bourdeaudhuij, I., & Van Oost, P. (2002). Relationship of the family environment to children's involvement in bully/victim problems at school. *Journal of Youth and Adolescence, 31*, 419–428.
- Sullivan, K. (2000). *The Anti-Bullying Handbook*. London: Oxford University Press.
- Sullivan, K., Cleary, M., & Sullivan, G. (2002). *Bullying in secondary schools*. London: Paul Chapman Publishing.
- Swearer, S.M., Peugh, J., Espelage, D.L., Siebecker, A.B., & Kingsbury, W.L. (2006). A socio ecological model for bullying prevention and intervention in early adolescence:

- An exploratory examination. In S.R. Jimerson & M.J. Furlong (eds.), *Handbook for school violence and school safety*, pp. 257–273, Lawrence Erlbaum Associates, Mahwah.
- Sweeting, H., Young, R., West, P., & Der, G. (2006). Peer victimization and depression in early–mid adolescence: A longitudinal study. *British Journal of Educational Psychology*, 76(3), 577-594.
- Thomas, N. (2012). The characteristics that make girls more susceptible to bullying (Masters thesis). University of South Africa
- Thompson, D., Arora, T., & Sharp, S. (2002). *Bullying: Effective strategies for long-term improvement*. London: Routledge Falmer.
- Turkel, A.R. (2007). Sugar and Spice and Puppy Dog’s Tails: The Psychodynamics of Bullying. *Journal of the American Academy of Psychoanalysts and Dynamic Psychiatry*, 35(2), 243-258.
- Venter, E. (2013). Bullying: a whole school approach. *Journal of Social Sciences*, 35(3), 241-249.
- Veenstra, A., Lindenberg S., Oldehinkel, A.J., De Winter, A.F., Verhulst, F. C., & Ormel, J. (2008). Prosocial and antisocial behavior in preadolescence: Teachers’ and parents’ perceptions of the behavior of girls and boys. *International Journal of Behavioral Development 2008*, 32 (3), 243–251.
- Wang, J., Iannotti, R.J., Tonja, R., & Nansel, J.R. (2009). School bullying among adolescents in the United States: physical, verbal, relational and cyber. *Journal of Adolescents’ Health*. 45(4), 368-375.
- Wegner, T. (2007). *Applied business statistic: methods and excel- based applications* (2nd ed.). Cape Town, Juta & Co Ltd.

- Wilton, M. M., Craig, W. M., & Pepler, D. J. (2000). "Emotional regulation and display in classroom victims of bullying: characteristic expressions of affect, coping styles, and relevant contextual factors." *Social Development, 9*, 226–245.
- Wimmer, S. (2009). Gender differences in relation to language and gender role socialization. *Gender differences in bullying, 2*(1). 18-26.
- Wolke, D., & Samara, M.S. (2004). Bullied by sibling: association with peer victimization and behaviour problems in Israel lower secondary school children. *Journal of child psychology and psychiatric, 45*(5), 1015-1029.
- Wolke, D., Woods, S., Stanford, K., & Schulz, H. (2001). Bullying and victimization of primary school children in England and Germany: prevalence and school factors. *British Journal of Psychology, 92*, 673–696.
- Yen, C. (2010). School bullying and mental health in children and adolescents. *Taiwanese Journal of Psychiatry, 24*(1), 3-13.

APPENDIX A: Bullying Questionnaire (BQPM)

--	--	--	--	--

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending him or herself. Usually bullying happens over and over. Examples include the following:

- *Punching, shoving, and other acts that hurt people physically*
 - *Spreading bad rumours about people*
 - *Keeping certain people out of a group*
 - *Teasing people in a mean way*
 - *Getting people to 'gang up' on others*

This project is being undertaken by researchers at the Psychology Department of the North West University (Mahikeng Campus). Participation in this survey is voluntary and you may stop any time you choose. All responses are confidential and you do not have to give any personal information on this questionnaire. Your identity and your responses are confidential.

INSTRUCTIONS

In this survey you will be asked to respond to questions and statements about 'bullies' and 'bullying'.

Questionnaire on bullying					<i>OFFICIAL</i>
Please tick the correct box with a X – Question 2 and 3 write the number					<i>USE</i>
1.	GENDER:	<i>Male</i>	<input type="checkbox"/>	<i>Female</i>	<input type="checkbox"/>
2.	AGE (<i>Just write your age in years</i>)			<input type="text"/>	<input type="text"/>
3.	GRADE (<i>Just write the grade</i>)			<input type="text"/>	<input type="text"/>
4	RACE				<input type="checkbox"/>
	<i>Black</i>				<input type="checkbox"/>
	<i>White</i>				<input type="checkbox"/>
	<i>Asian</i>				<input type="checkbox"/>
	<i>Coloured</i>				<input type="checkbox"/>
	<i>Indian</i>				<input type="checkbox"/>
5	How well do you do in your schoolwork? Your average for all your subjects.				<input type="checkbox"/>
	<i>Mostly (0-29%)</i>				<input type="checkbox"/>
	<i>Mostly (30-39%)</i>				<input type="checkbox"/>

	<i>Mostly (40-49%)</i>		
	<i>Mostly (50-59%)</i>		
	<i>Mostly (60-69%)</i>		
	<i>Mostly (70-79%)</i>		
	<i>Mostly (80-89%)</i>		
	<i>Mostly (90-99%)</i>		
6.	YOUR FAMILY –		
	I live with both of my parents		
	My parents are divorced/separated, I live with my mom		
	My parents are divorced/separated, I live with my dad		
	I live with my guardian		
	My father passed away		
	My mother passed away		

HAS THIS EVER BEEN DONE TO YOU

Experience with bullying (VICTIMIZATION)

Question 7. Have you ever experienced any of the following behaviours listed below during the past year?

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened	<i>OFFICIAL USE</i>
A	Called me names						
B	Made fun of me						
C	Said they will do bad things to me						
D	Played jokes on me						
E	Won't let me be part of their group						
F	Broke my things						
G	Attacked me						
H	Nobody would talk to me						
I	Wrote bad things about me						
J	Said mean things behind my back						
K	Pushed or shoved me						
l	Other ways you were bullied?						

Question 23. Did you ever do any of the following to a person? (tick how often it happened) (PERPETRATING BULLY / BEHAVIOUR OR ACTION USED TO BULLY OTHERS)

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened	<i>OFFICIAL USE</i>
A	Called them names						
B	Made fun of them						
C	Said you will do bad things to them						
D	Played jokes on them						
E	Won't let them be part of your group						
F	Broke their things						
G	Attacked them						
H	Nobody would talk to them						
I	Wrote bad things about them						
J	Said mean things behind their back						

K	Pushed or shoved them						
L	Other ways they were bullied?						

APPENDIX B: Emotional Profile Index (EPI)

Emotions Profile Index

PROFILE SHEET

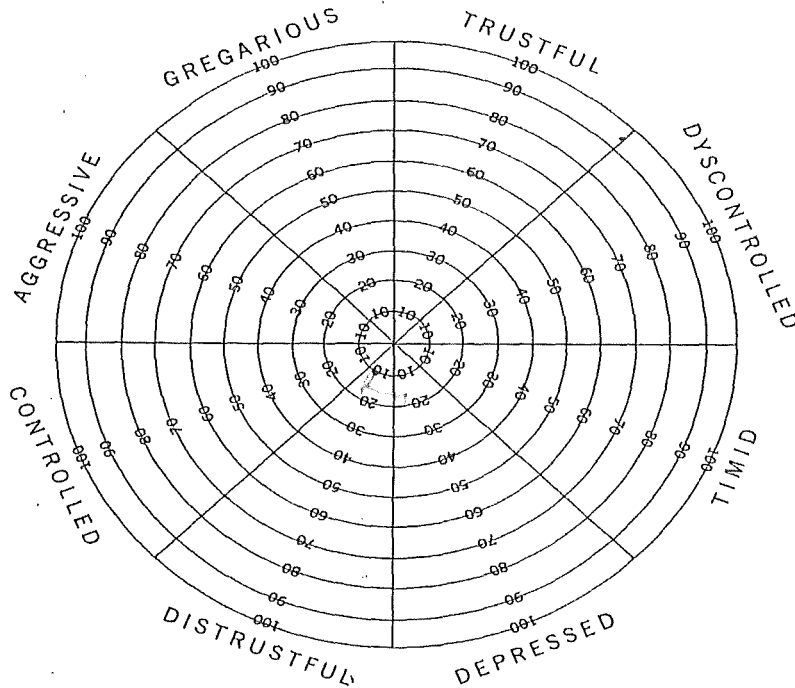
by Robert Plutchik, Ph.D. and Henry Kellerman, Ph.D.

Published by

WPS	WESTERN PSYCHOLOGICAL SERVICES
	PUBLISHERS AND DISTRIBUTORS
	12031 WILSHIRE BOULEVARD
	LOS ANGELES, CALIFORNIA 90025
A DIVISION OF MANSON WESTERN CORPORATION	

Name	
Date	
Age	Sex
Marital Status	
Education Completed	
Occupation	
Comments	

Emotion Dimensions	Raw Score	Percentile
1—Trustful		
2—Dyscontrolled		
3—Timid		
4—Depressed		
5—Distrustful		
6—Controlled		
7—Aggressive		
8—Gregarious		
9—Bias		



V-135B

Copyright © 1974 by WESTERN PSYCHOLOGICAL SERVICES
 Not to be reproduced in whole or in part without written permission of Western Psychological Services.
 All rights reserved. 1 2 3 4 5 6 7 8 9 Printed in U.S.A.

AGE				
Write your age e.g.				
16				
GENDER			m	f
Tick the correct one				
e.g. m / f				

Gender:

On the next two pages you will find pair of words which describe people; such as ADVENTUROUS, AFFECTIONATE and CAUTIOUS. From each pair, circle the word that describes you best.

For example: If you believe that you are more ADVENTUROUS than IMPULSIVE, you will indicate this in the following way:

Adventurous
Impulsive

Similarly, if you believe you are more CAUTIOUS than AFFECTIONATE, you would indicate this in the following way:

Affectionate
Cautious

Sometimes it may be difficult to decide which word in a pair fits you better but try to make the choice even if the difference is slight. Definitions of all words uses are provided. It is suggested that you look at them before beginning. If you make a mistake just draw a line through the incorrect answer and circle the other word.

~~Adventurous~~
Impulsive

pl

DEFINITIONS

ADVENTUROUS: Someone who often tries new activities for excitement.

AFFECTIONATE: Someone who often shows his warmth and love for others.

BROODING: Someone who silently stew with anger and keeps it to himself.

CAUTIOUS: Someone who is usually careful because he is afraid of what might happen to him.

GLOOMY: Someone who mopes around and feels in a sad and dark kind of mood.

IMPULSIVE: Someone who usually acts on the spur of the moment because of an urge, without thinking of the consequences.

OBEDIENT: Someone who will usually do what he is told, without objecting.

QUARRELSOME: Someone who often starts arguments.

RESENTFUL: Someone who walks around with a "chip on his shoulder" and is easily made angry.

SELF-CONSCIOUS: Someone who usually worries about other people's opinion of him when he is with them.

SHY: Someone who usually feels timid with other people and in new situations.

SOCIABLE: Someone who is friendly and who usually likes to be with other people.

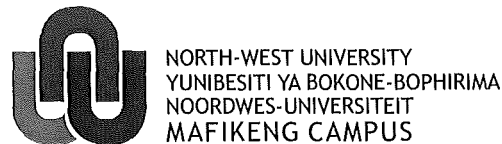
		1	2	3	4	5	6	7	8	9			1	2	3	4	5	6	7	8	9		
1. Affectionate	1.	○								○	1. Self-Conscious	1.	●									○	
2. Adventurous	2.	●	○								2. Resentful	2.	●										○
1. Resentful	1.	●								○	1. Self-Conscious	1.	●									○	
2. Shy	2.	●								○	2. Quarrelsome	2.	●									○	
1. Impulsive	1.	●								○	1. Quarrelsome	1.	●									○	
2. Adventurous	2.	●								○	2. Affectionate	2.	●									○	
1. Gloomy	1.	●								○	1. Obedient	1.	●	○								○	
2. Resentful	2.	●								○	2. Adventurous	2.	●	○								○	
1. Impulsive	1.	●	○							○	1. Impulsive	1.	●	○								○	
2. Cautious	2.	●								○	2. Self-Conscious	2.	●									○	
1. Brooding	1.	●								○	1. Self-Conscious	1.	●									○	
2. Cautious	2.	●								○	2. Gloomy	2.	●									○	
1. Adventurous	1.	●	○							○	1. Sociable	1.	●	○								○	
2. Sociable	2.	●	○							○	2. Gloomy	2.	●									○	
1. Affectionate	1.	●	○							○	1. Adventurous	1.	●	○								○	
2. Impulsive	2.	●	○							○	2. Quarrelsome	2.	●									○	
1. Adventurous	1.	●	○							○	1. Brooding	1.	●									○	
2. Gloomy	2.	●								○	2. Impulsive	2.	●	○								○	
1. Cautious	1.	●								○	1. Obedient	1.	●	○								○	
2. Resentful	2.	●								○	2. Brooding	2.	●									○	
1. Quarrelsome	1.	●								○	1. Brooding	1.	●									○	
2. Obedient	2.	●	○							○	2. Sociable	2.	●	○								○	
1. Obedient	1.	●	○							○	1. Brooding	1.	●									○	
2. Shy	2.	●								○	2. Adventurous	2.	●	○								○	
1. Sociable	1.	●	○							○	1. Shy	1.	●									○	
2. Self-Conscious	2.	●								○	2. Impulsive	2.	●	○								○	
1. Adventurous	1.	●	○							○	1. Cautious	1.	●									○	
2. Resentful	2.	●								○	2. Gloomy	2.	●									○	

p2

	1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9	
1. Resentful	1.	•			○			○		1. Affectionate	1.	•							○	
2. Affectionate	2.	○							○	2. Obedient	2.	•		○						○
1. Shy	1.	•	○							1. Adventurous	1.	•	○							○
2. Self-Conscious	2.	•			○					2. Self-Conscious	2.	•			○					
1. Cautious	1.	•		○					○	1. Gloomy	1.	•			○				○	
2. Self-Conscious	2.	•			○					2. Obedient	2.	•	○	○						○
1. Sociable	1.	•	○						○	1. Impulsive	1.	•	○							○
2. Quarrelsome	2.	•				○		○		2. Gloomy	2.	•		○						
1. Quarrelsome	1.	•				○		○		1. Resentful	1.	•			○					
2. Shy	2.	•	○					○		2. Impulsive	2.	•	○							○
1. Impulsive	1.	•	○					○		1. Self-Conscious	1.	•			○	○				
2. Sociable	2.	•	○					○		2. Affectionate	2.	•	○						○	○
1. Adventurous	1.	•	○							1. Affectionate	1.	•	○							○
2. Cautious	2.	•		○					○	2. Brooding	2.	•			○				○	
1. Shy	1.	•		○					○	1. Shy	1.	•		○						
2. Brooding	2.	•		○					○	2. Adventurous	2.	•	○							○
1. Sociable	1.	•	○						○	1. Impulsive	1.	•	○							○
2. Cautious	2.	•		○					○	2. Quarrelsome	2.	•			○					
1. Resentful	1.	•				○		○		1. Gloomy	1.	•			○				○	
2. Obedient	2.	•	○					○		2. Shy	2.	•		○					○	○
1. Self-Conscious	1.	•				○		○		1. Shy	1.	•		○						○
2. Obedient	2.	•	○					○		2. Sociable	2.	•	○							○
1. Cautious	1.	•		○				○		1. Obedient	1.	•	○							
2. Affectionate	2.	•	○					○		2. Cautious	2.	•			○					
1. Brooding	1.	•		○				○		1. Sociable	1.	•	○							○
2. Self-Conscious	2.	•				○		○		2. Resentful	2.	•			○				○	
1. Affectionate	1.	•	○					○		1. Quarrelsome	1.	•			○					
2. Shy	2.	•		○				○		2. Brooding	2.	•		○						
1. Gloomy	1.	•		○						1. Resentful	1.	•			○					
2. Quarrelsome	2.	•				○				2. Brooding	2.	•		○						
1. Gloomy	1.	•		○				○		1. Obedient	1.	•	○	○						○
2. Affectionate	2.	•	○					○		2. Impulsive	2.	•	○						○	
1. Cautious	1.	•		○				○		1. Obedient	1.	•		○						
2. Quarrelsome	2.	•				○		○		2. Sociable	2.	•								○

	Column 1-Tr	Column 2-Dy	Column 3-Ti	Column 4-De	Column 5-Di	Column 6-Co	Column 7-Ag	Column 8-Gr	Column 9-Bi
Raw Score									

p3



Department of Psychology

Private Bag X2046

Mmabatho 2735

Telephone: 018 389 2386

Fax: 018 3892424

e-mail: Petro.Erasmus@nwu.ac.za

Head of Department of Basic Education

North West Province

Private Bag

Mmabatho

Dear

The Psychology Department of the North West University hereby wishes to apply for permission to conduct research in the Department of Basic Education: Ngaka Modiri Molema District

The details of the project are as follows:

Purpose of the research	To do a survey research of bullying behaviour amongst high school learners in urban schools in the Ngaka Modiri Molema District (North West Province).
Value of the Research to Education	Human impact: The study will address bullying problems in schools. Psychological impact: Understand issues in bullying and this will help intervention strategies in schools. Social impact: Bullying redress which will affect families and individuals
Proposed research methods	Questionnaires
Use of official documents	Not applicable
Schools / District	<ul style="list-style-type: none"> • Hoërskool Lichtenburg
Learners	Grade 8 to Grade 12 learners
Involvement of educators, officials	Principals only to provide numbers of learners in each grade. NO personal details of students required.
Average period of time	1 hour
Time of day	This will be arranged with each school to ensure that no teaching time is lost. It can be done after school hours or as bullying is one of the topics in the Life Orientation Syllabus it can be done in one of the LO periods.

Term during which research will be undertaken	This will be arranged with the school for September.

Please note that all information supplied will be treated in confidence and outcome of the research will be made available to authorities on request. Data will be kept under lock and key and will be destroyed after completion of the research study.

The following lecturers will be supervising the research project:

Prof E. Idemudia

Dr P. Olapegba

Dr C. Oduaran

Mrs P. Erasmus

Mrs L. Stanton

Mrs V. Segame

Ms M. Erasmus

Mrs P. Kolobe

Mr S. Boshomane

Project coordinators; Prof Idemudia Mrs Erasmus
Contact details: Erhabor.idemudia@nwu.ac.za petro.erasmus@nwu.ac.za
018 389 2425/0727953933 018 3892386/0827806139

Thank you for your attention

Yours sincerely

PROF. E. IDEMUDIA
HOD & Subject Chair

6632 Sethemi Street

Unit14

MMABATHO

2735

April 10th 2015

CERTIFICATE OF LANGUAGE EDITING

TITLE DISSERTATION

Emotional Profile Index as it correlates to Bullying victimization among adolescents in
Mahikeng, Ngaka Modiri Molema district

SUBMITTED BY

Keitumetse Eunice louw

FOR THE DEGREE OF

Master of Social Sciences

(Clinical Psychology)

IN THE

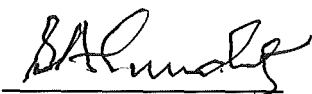
Faculty of Human & Social Sciences

North-West University

Mafikeng Campus

Has been edited for language by:

Prof.S.A. Awudetsey



Prof .S.A.Awudetsey

0722371390