

BULLYING IN PRIMARY SCHOOLS

THE RESULTS



Bullying Survey

First and second assessment

COPYRIGHT RESERVED

Use of the contents of this publication is allowed,
provided the source is clearly stated.

Where to find:

Central Bureau of Statistics
L. G. Smith Boulevard 160
Oranjestad
Aruba
Dutch Caribbean
Phone: (297-58) 37433
Fax: (297-58) 38057
E-Mail: cbs@setarnet.aw
Website: www.cbs.aw

Telefon pa Hubentud
Phone: (297-58) 86138, (297-58) 84011
Fax: (297-58) 86695
E-Mail: telhubentud@gmail.com
Website: www.telhubentud.aw

Edited, Analyzed and Published by :
Central Bureau of Statistics
Project and Research Department



Contents

4

INTRODUCTION AND METHODOLOGY

6

THOSE WHO BULLY, GENERAL CHARACTERISTICS

7

PERSONS BEING BULLIED

11

THE WAY HOW

12

THE OTHER WAYS HOW

13

FREQUENCY AND VARIANCES

17

THE LOCATION

19

REPORTING IT

20

INTERNATIONAL COMPARISON

21

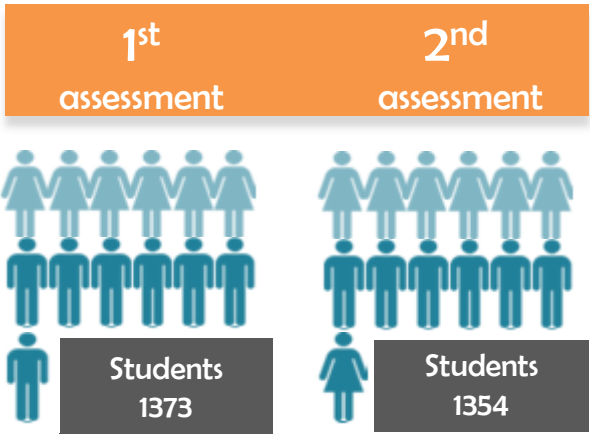
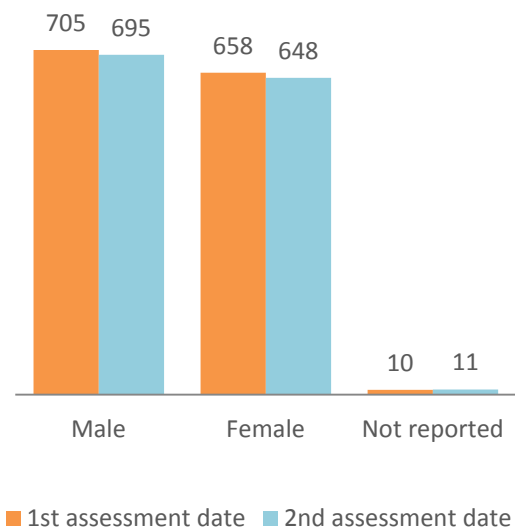
SUMMARY

23

REFERENCES

Introduction and Methodology

Participants by gender



Introduction

The bullying survey was conducted in partnership with the foundation Telefon pa Hubentud (TPH) as a pilot project among 8 primary schools, that were selected by TPH. The purpose of this independent survey was to get an overview of the bullying panorama in Primary schools in Aruba. The selected schools are a representation of the eight different zones of Aruba. The questionnaire was designed by the Hazelden Foundation as part of the Olweus Bullying Prevention Program, but was adapted by the CBS, due to the length of the questionnaire itself and the complexity of some of the questions. The participating students included all students from the participating primary schools, ranging from ages 6 – 15 years, except for the first graders,.

Methodology

The schools were visited by CBS staff on two separate occasions in the course of which the students from grades 2 to 6 completed a short questionnaire regarding bullying in school. In between the two visits the students received training sessions from TPH staff as part of the by TPH adapted ‘Preventing Bullying at School Program’, by Beverly B. Title, Ph.D., and published by The Hazelden Foundation. Both assessment moments as well as the training sessions took place during the school years 2013 – 2014 and 2014 – 2015.

For the purpose of this research, the following definition was used to explain the meaning of bullying. We say that a person is bullied when one or more children:

- ❖ Say bad things and hurt another child or laugh at him/her or call him/her bad names and hurt them by doing so;
- ❖ Ignore him/her or do not include him/her in their group of friends or willfully exclude him/her from everything;
- ❖ Hit, push or kick him/her or push him/her aside or lock him/her up in the classroom;
- ❖ Lie upon him/her or spread rumors about him/her or send bad messages about him/her so others won't like him/her;
- ❖ And other behaviors of this kind.

When referring to bullying, these are different behaviors that occur more than once and make it difficult for the person who is being bullied to defend himself/ herself. We also refer to bullying when a child is teased more than once in a bad and hurtful way.

Introduction and Methodology

Definitions

Persons being bullied are the students that experience the act of being bullied, by another person.

The person who bullies refers to the person committing the act of bullying another person.

With this report the CBS and TPH present the results of both assessment moments, showing the overall panorama of bullying in primary schools and the short-term effects of the 'Preventing Bullying at school Program' as executed by TPH.

In the summary the essential findings can be reviewed, while the detailed results are displayed in the various segments.

A comparison is also presented between the findings of The Nationwide research project of The Netherlands on bullying in primary schools¹ and the results of the pilot research project conducted in Aruba.

Special thanks goes out to everyone who participated and contributed to the successful execution of this project.

Join
HANDS to
STOP
BULLYING

Those who bully

General characteristics (all participants)

First
assessment

41.1%

have bullied

56.5% were boys
43.5% were girls

24.3% Have bullied only once or twice
6.2% Two or three times a month
1.9% about once a week
3.8% more than once a week
63.9% do not bully others

71.6%

of bullies were also being
bullied

Most boys bullied others
predominantly by

Name calling **46%**

Hitting and or kicking **21%**

Most girls bullied others
predominantly by

Name calling **46.4%**

Ignoring **31.9%**

1st

20.1%

Of all
persons
who
bullied
others
were
(also)
bullied by
adults

Second
assessment

31.6%

have bullied

56.5% were boys
43.5% were girls

18.6% Have bullied only once or twice
4.3% Two or three times a month
1.7% about once a week
1.8% more than once a week
73.6% do not bully others

70.1%

of bullies were also being
bullied

Most boys bullied others
predominantly by

Name calling **47%**

Hitting and or kicking **28%**

Most girls bullied others
predominantly by

Name calling **48.4%**

Hitting and or kicking **45.1%**

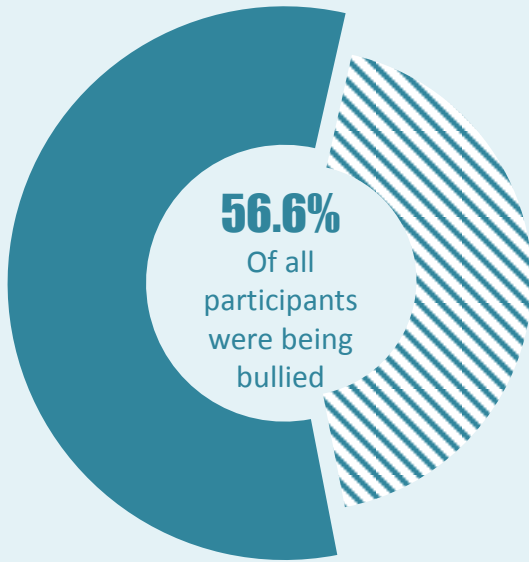
2nd

17.9%

Of all
persons
who
bullied
others
were
(also)
bullied by
adults

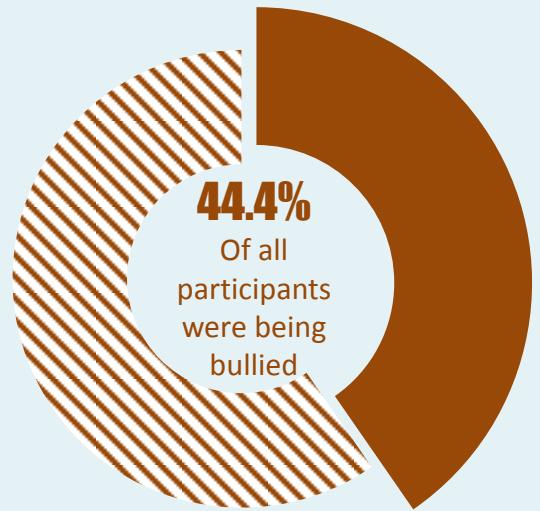
Persons being bullied, Gender

1st assessment



21.5% reduction

2nd assessment



53.3%

All participating boys that were bullied at least once

42.0%

59.3%

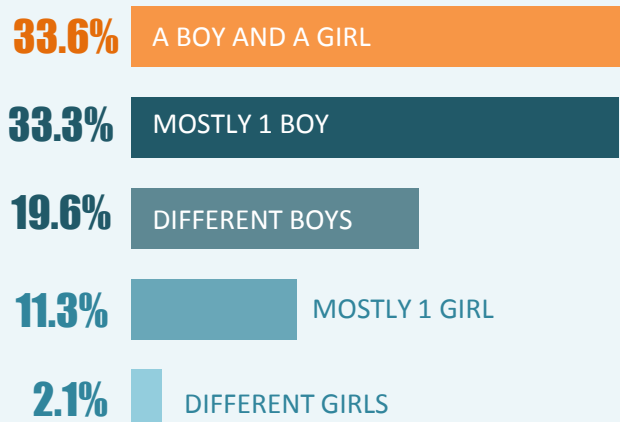
All participating girls that were bullied at least once

46.5%

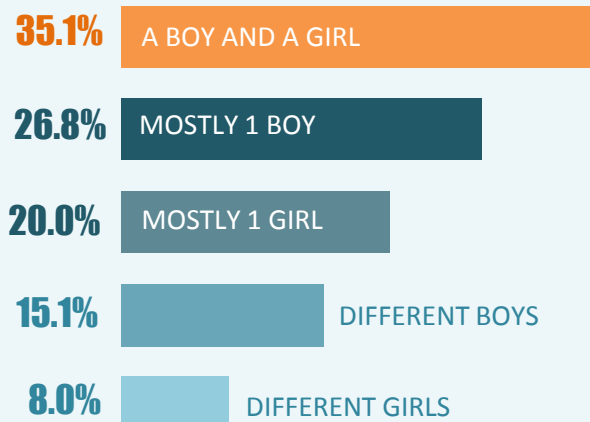
Persons being bullied, Gender

1st

BOYS WERE BULLIED BY

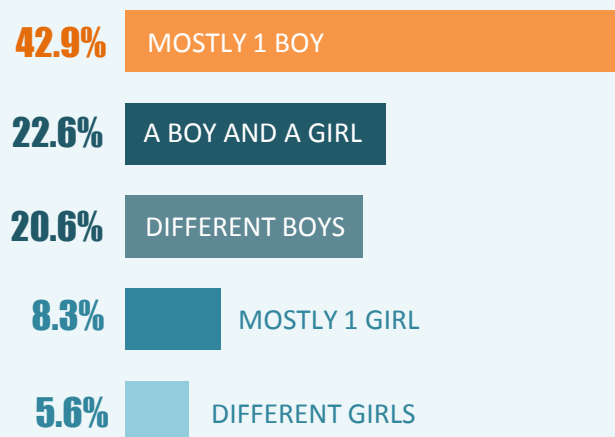


GIRLS WERE BULLIED BY

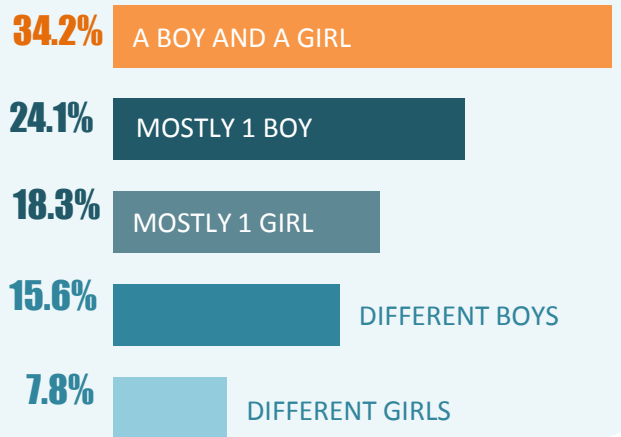


2nd

BOYS WERE BULLIED BY



GIRLS WERE BULLIED BY



Findings from to the first assessment show that both boys and girls were equally bullied mostly by a boy and a girl. A shift occurred for boys being bullied at the second assessment, where they were mostly bullied by another boy (42.9%). The bullying panorama stayed more or less the same for female students that were bullied when comparing both assessment dates.

Persons being bullied

by grade and assessment date

67.5% of all second graders (1)

52.6% of all second graders (2)

61.2% of all third graders (1)

48.9% of all third graders (2)

58.8%
of all fourth
graders (1)

47.8%
of all fourth
graders (2)

44.8% of all fifth graders (1)

36.5% of all fifth graders (2)

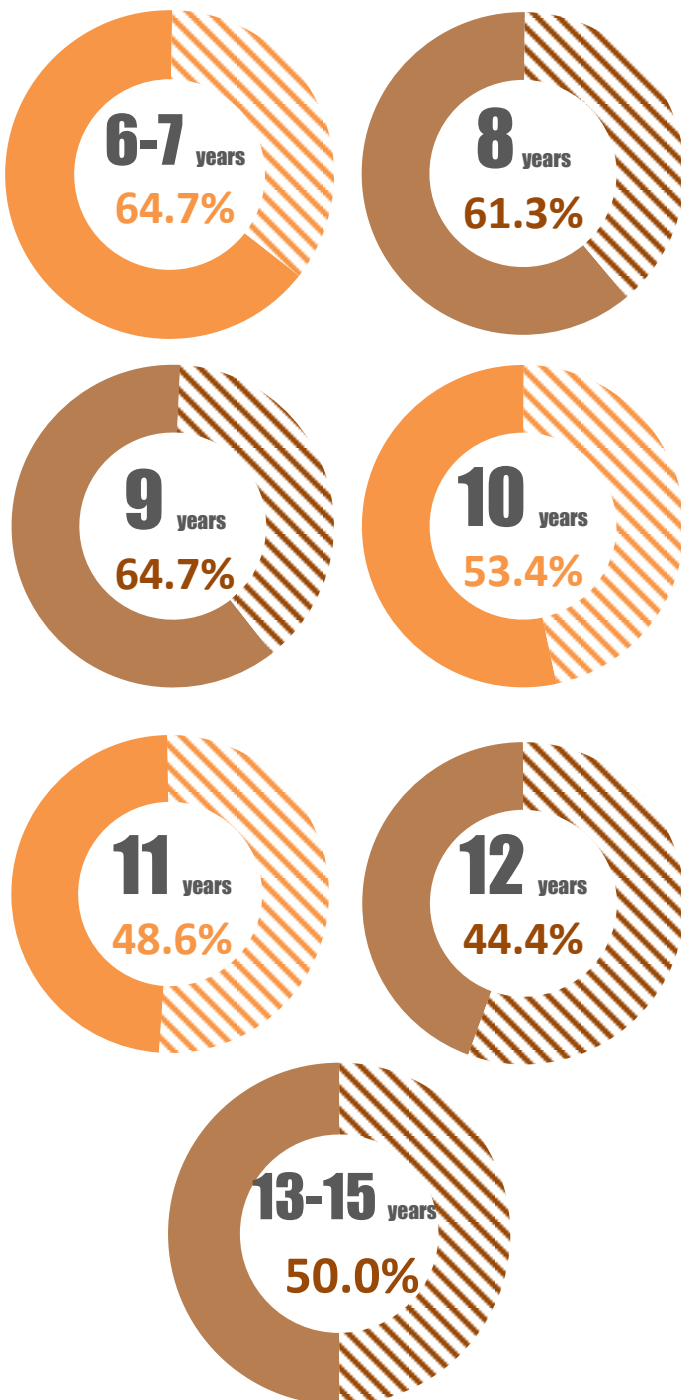
45.2% of all sixth graders (1)

31.3% of all sixth graders (2)

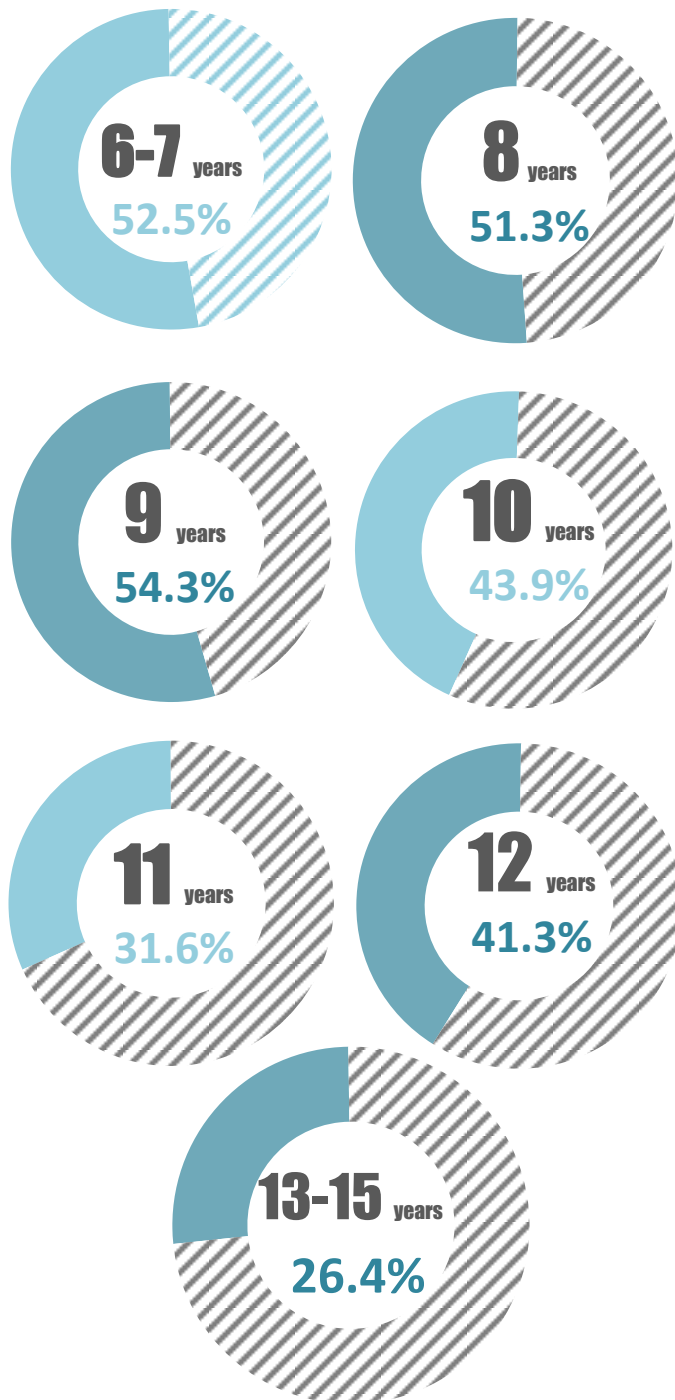
Second graders showed the highest prevalence of students being bullied in both assessment instances. The percentages are representing all participants.

Persons being bullied, by Age

1st assessment



2nd assessment



The prevalence of persons being bullied was the highest among students ages 6 - 9 years old in both assessment instances. When comparing both assessment instances, the results show a decrease in bullying among students of all ages, whereas the the highest decrease can be noted among students in age group 13-15 years. The percentages are representing all participants.

The way how

The top 5 ways kids were bullied

Called bad names

Lied upon

Hit, kicked or pushed

**Told they were
going to be hit**

Told bad things about the color of their skin



44.1%

42.2%

27.1%

24.2%

23.3%

First assessment

Called bad names

Lied upon

Hit, kicked or pushed

Ignored

Told bad things about the color of their skin



44.8%

38.6%

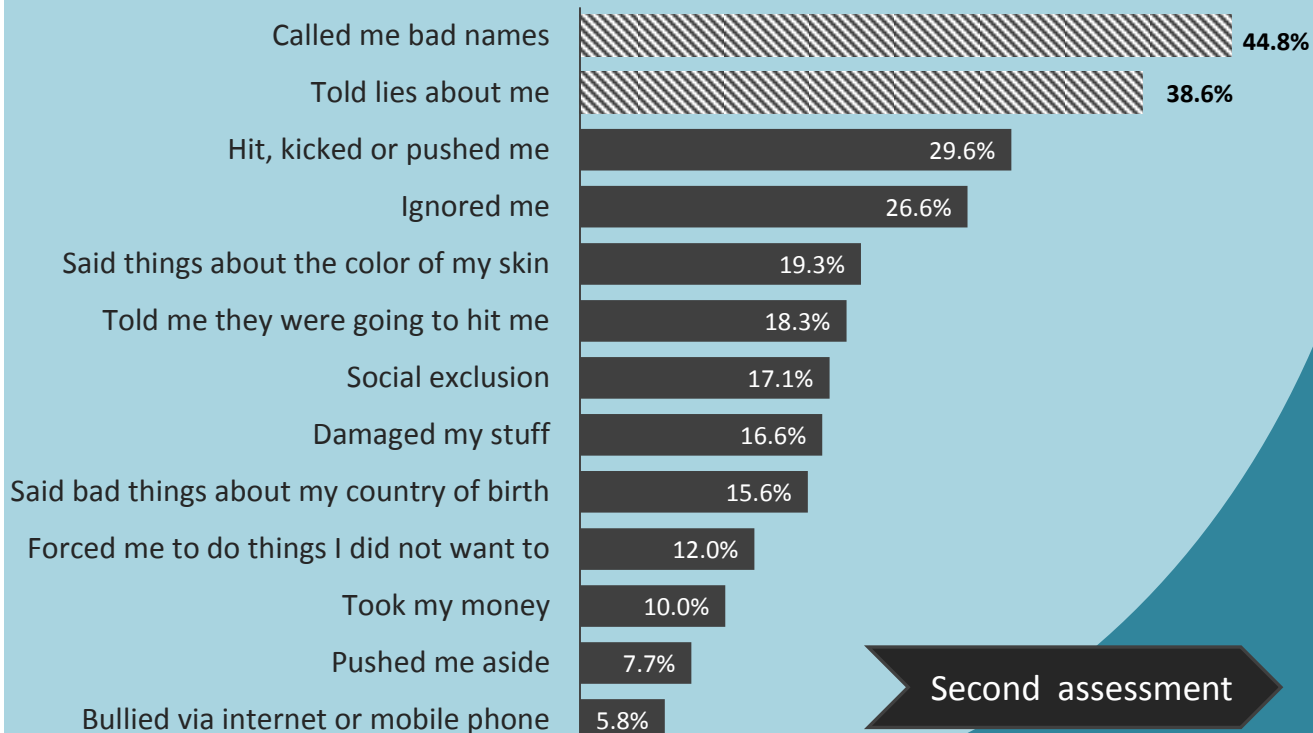
29.6%

26.6%

19.4%

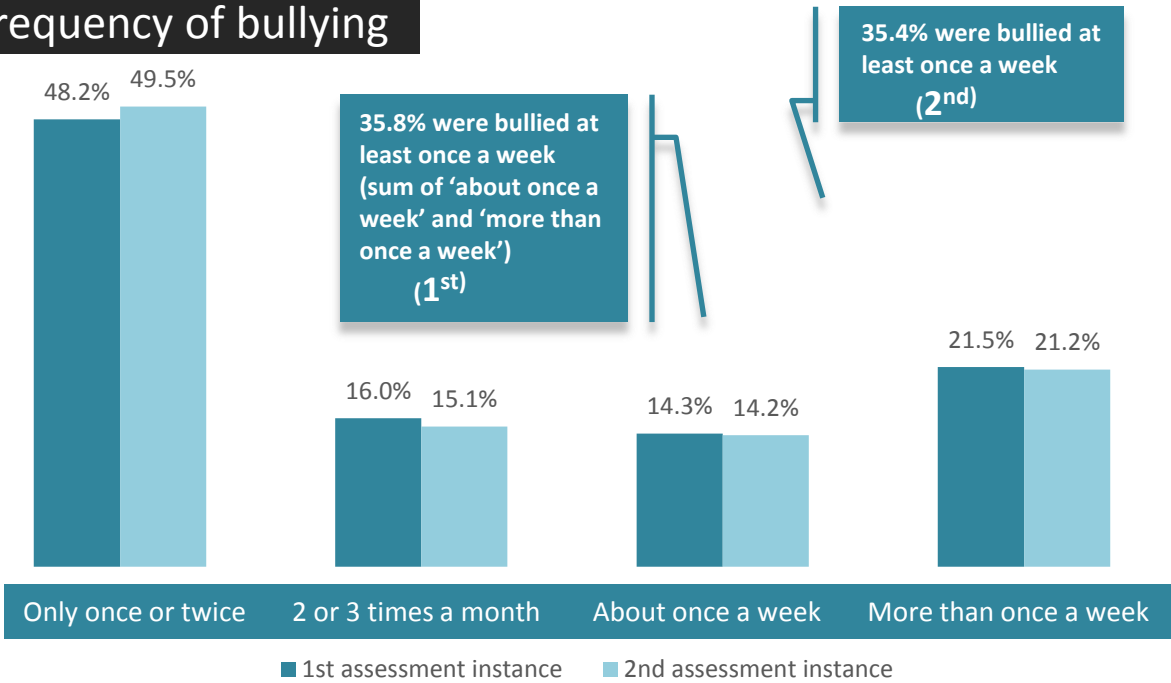
Second assessment

The other ways how

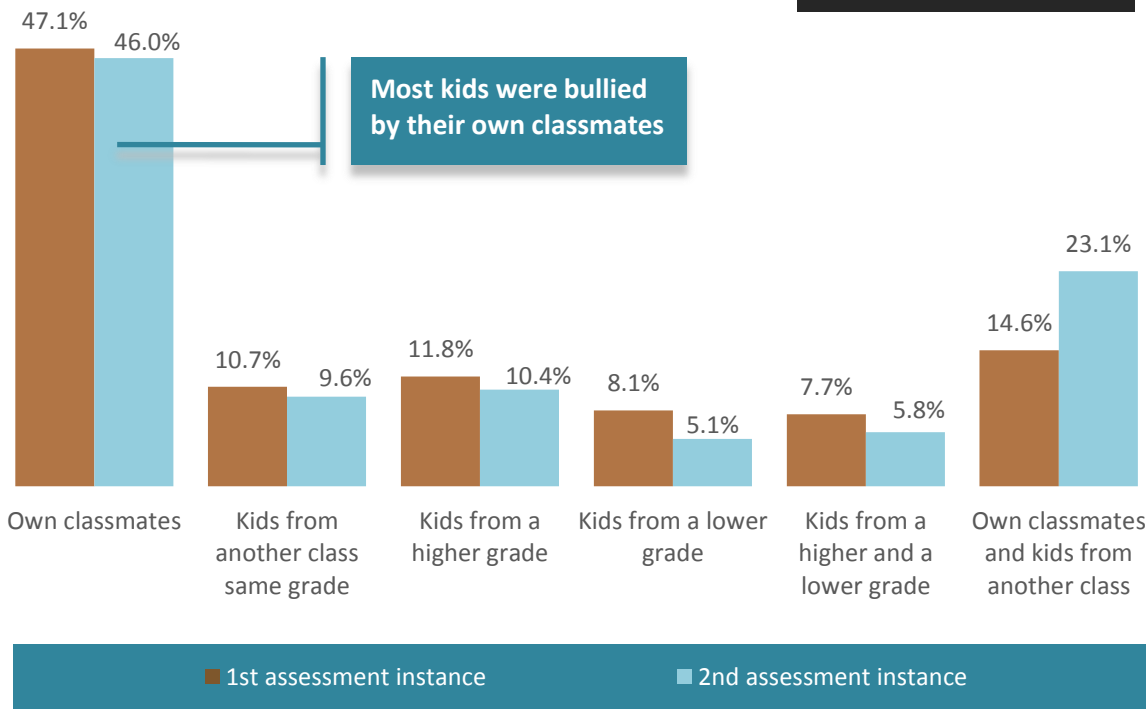


Frequency and variances

Frequency of bullying



Who bullied



Frequency and variances

Persons being bullied

Watching other kids my age being bullied
makes me feel

1st

2nd

Maybe it's his/her own
fault

18.4%

Maybe it's his/her own
fault

19.4%

I don't feel much

5.5%

I don't feel much

6.5%

I feel bad for him/her

15.6%

I feel bad for him/her

19.2%

I feel bad for him/her and I
want to help him/her

60.5%

I feel bad for him/her and
I want to help him/her

54.9%

28.6%

of persons being
bullied were
also bullied by adults

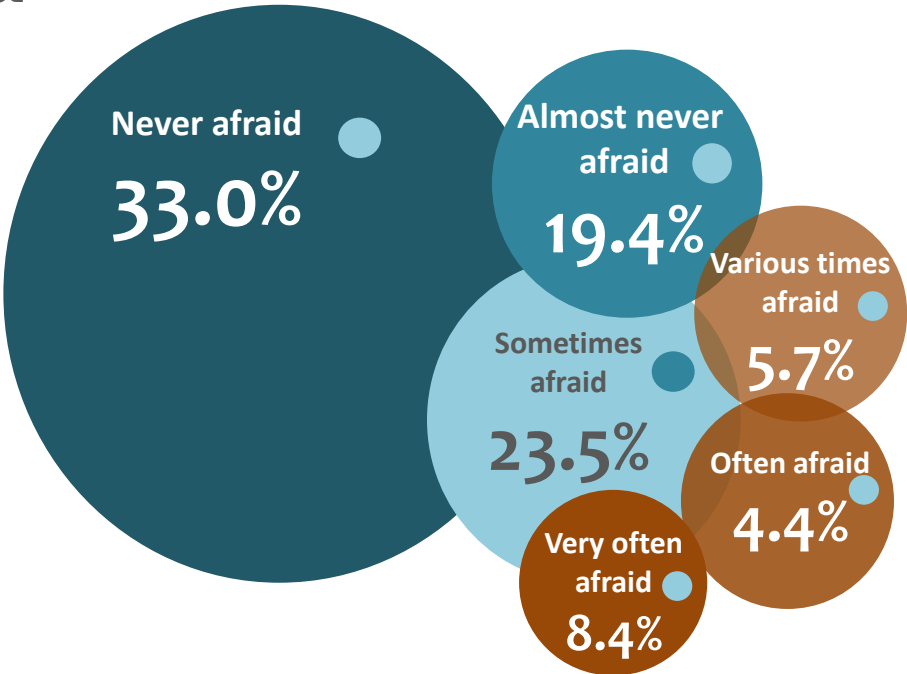
31.5%

of persons being
bullied were
also bullied by adults

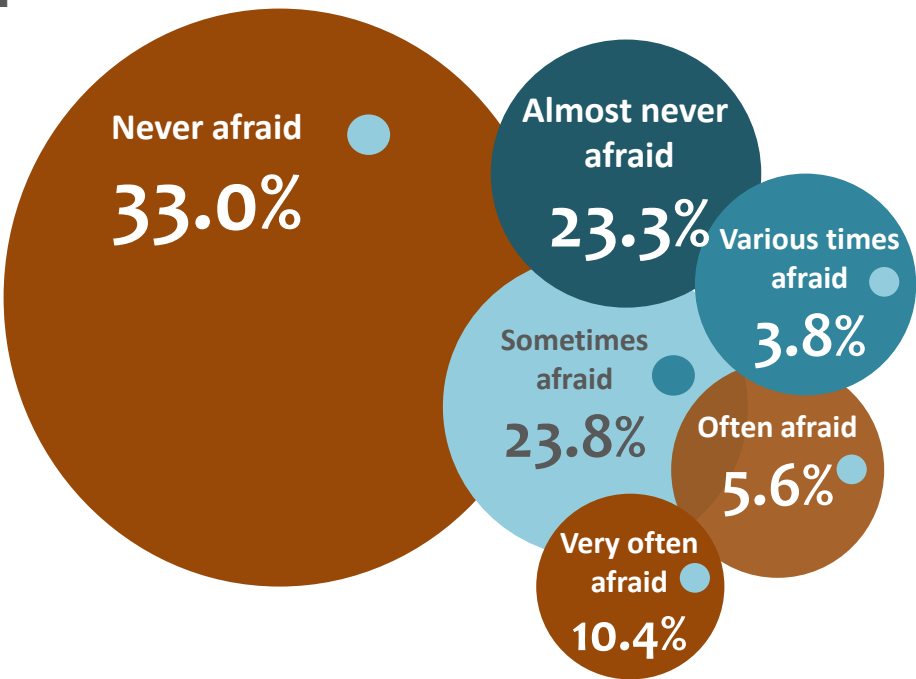
Frequency and variances

How often are you afraid of being bullied at school?

1st



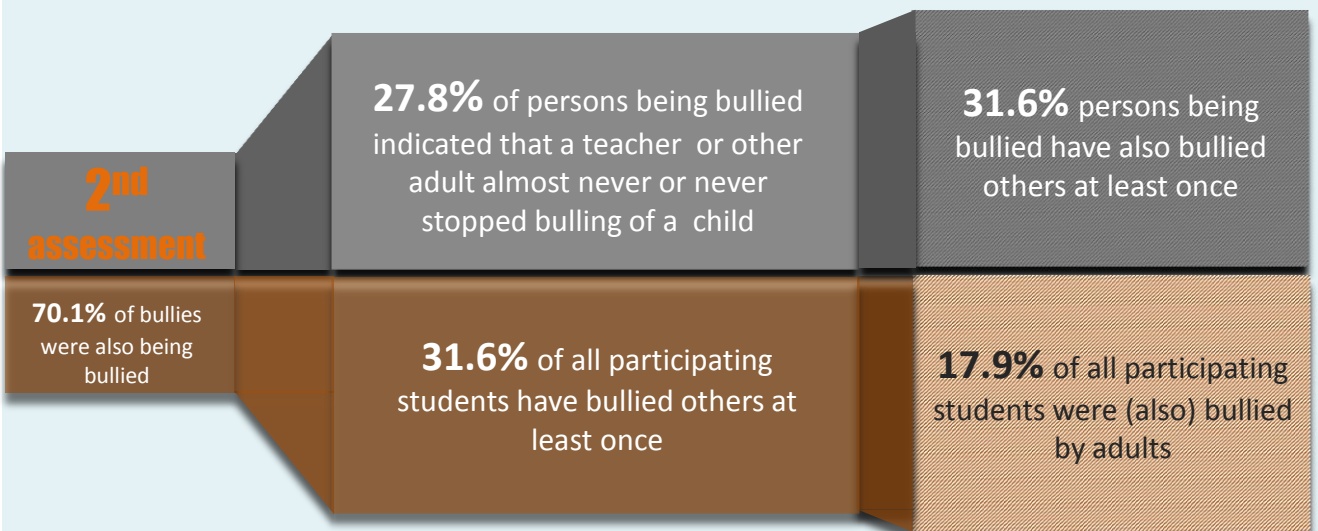
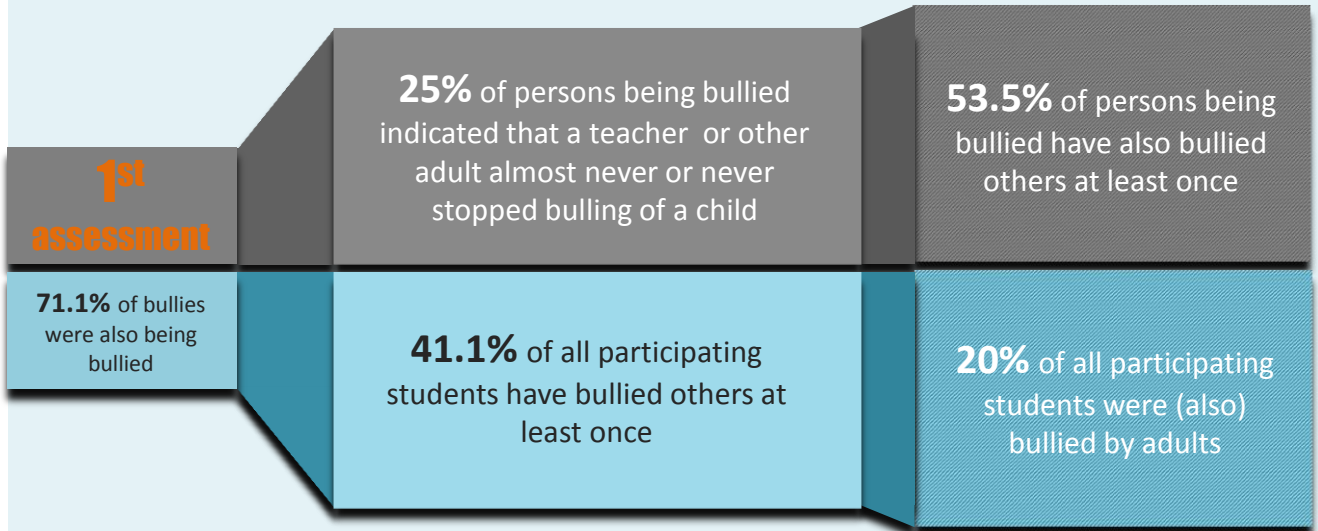
2nd



In spite of the decrease in bullying when comparing the first assessment with the second, there was a 7% increase in the percentage of persons bullied, that were afraid of being bullied at school.

Frequency and variances

Did you know?



The Location

Where did the bullying take place?

On the playground

58.9%

In the classroom without teacher present

30.8%

In the classroom with teacher present

21.7%

During gym class

19.2%

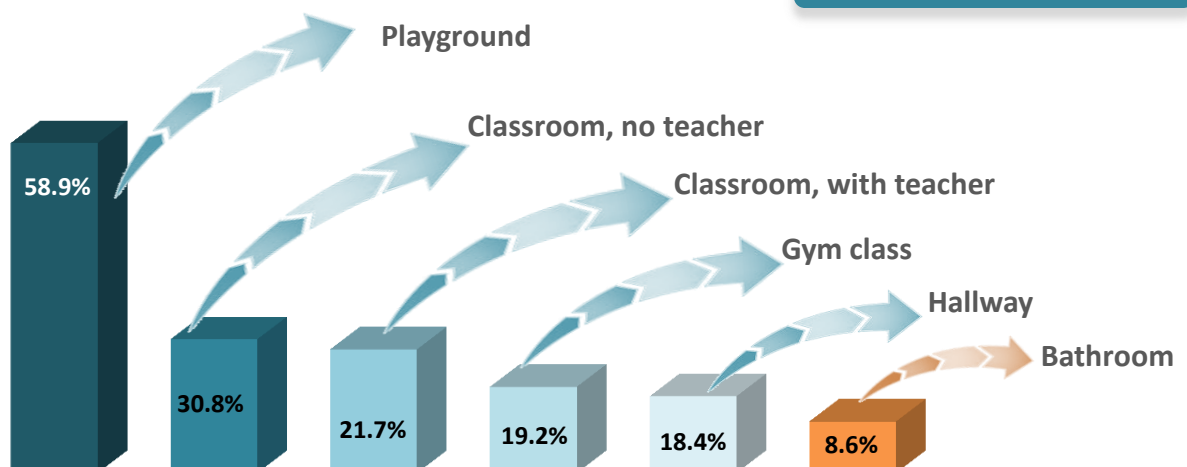
In the hallway at school

18.4%

In the bathroom at school

8.6%

First assessment



The Location

Where did the bullying take place?

On the playground

59.0%

In the classroom without teacher present

23.9%

In the classroom with teacher present

22.1%

During gym class

13.7%

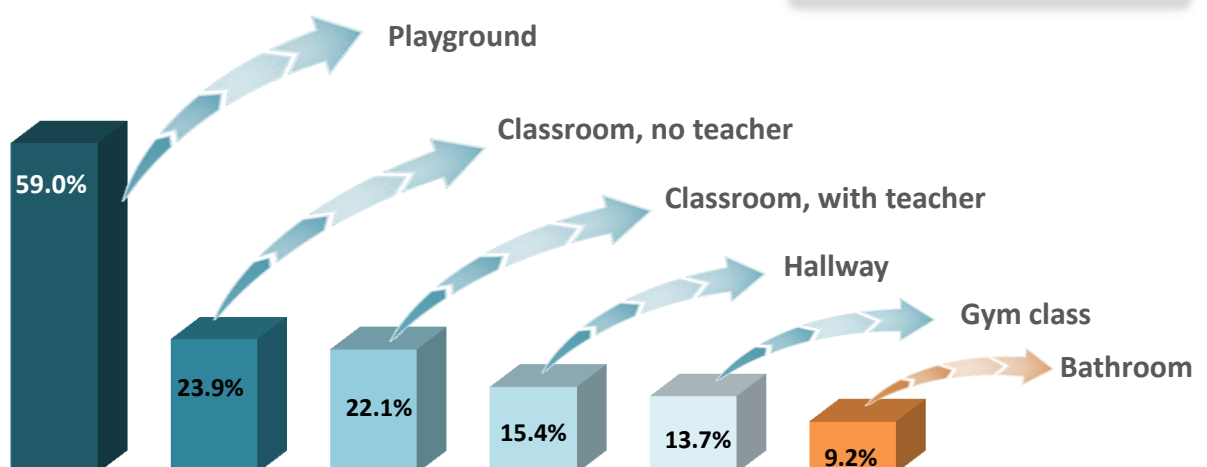
In the hallway at school

15.4%

In the bathroom at school

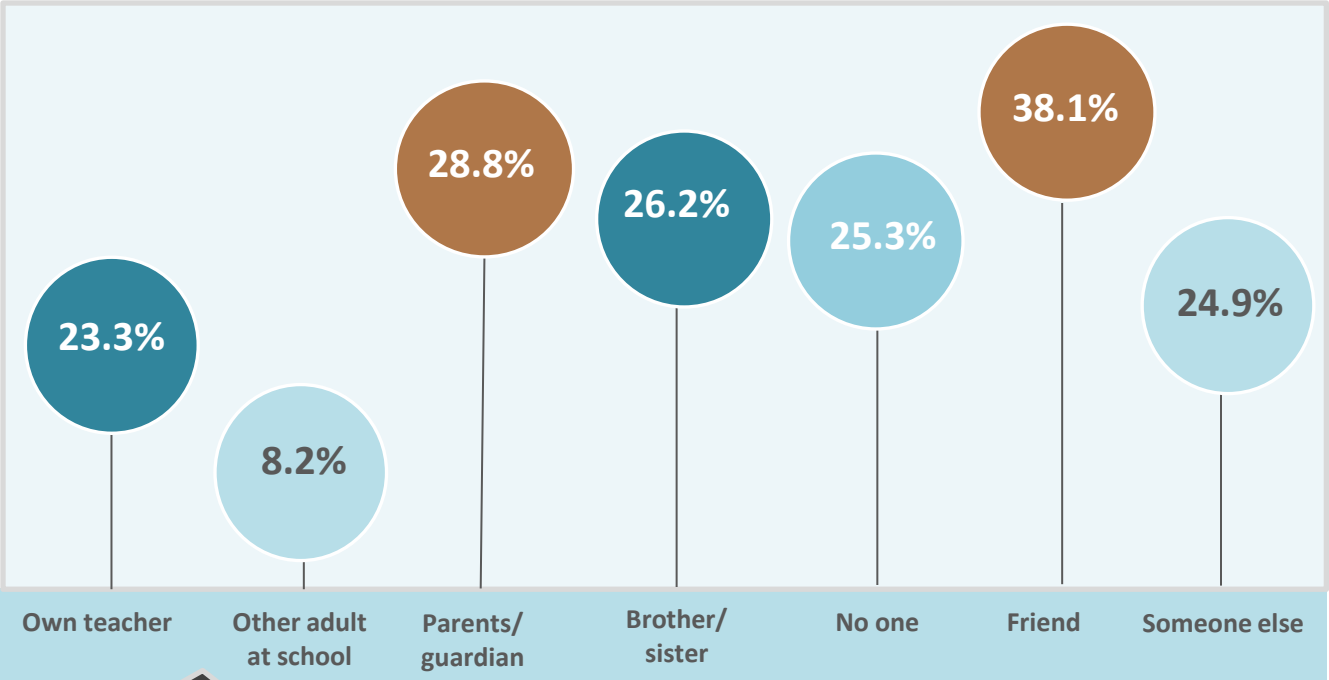
9.2%

Second assessment



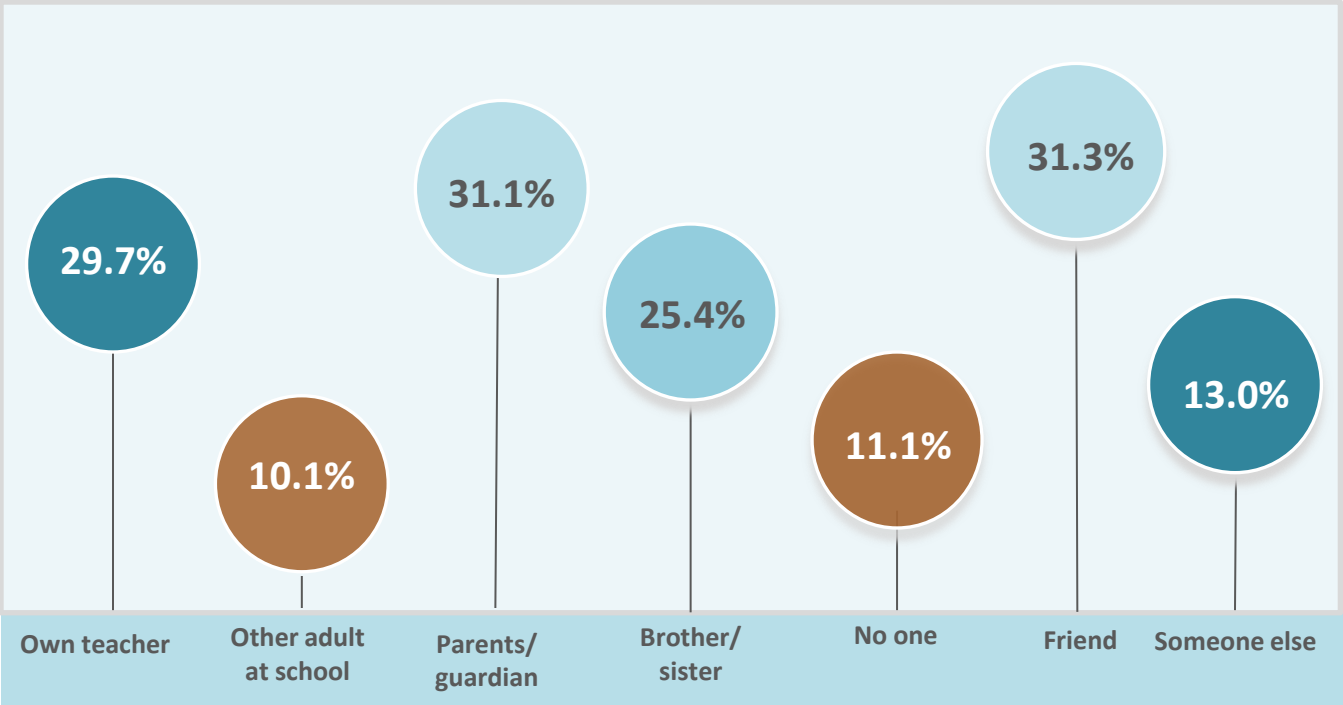
Reporting it

Who did you tell?



According to the **first assessment instance**, most persons being bullied confided in a friend, followed by a parent or guardian, that they were bullied at school. A little over 25% of students that were bullied told no one that they were bullied.

The **second assessment instance** shows persons being bullied still confiding mostly in a friend and parent or guardian, but also confided more in their teacher, about being bullied at school. Notable is that the percentage of students being bullied that told no one decreased to 11.1% compared to the first assessment instance.



International comparison

When comparing some key statistics of bullying in primary schools in Aruba with The Netherlands, there are many similarities concerning, 'where', 'who' and 'whom' bully victims are reporting the bullying to'.

According to the 'Nationwide Research Bullying 2012 Primary Education', held in The Netherlands, more than 16% of the participants reported that they had been bullied in the past weeks (group 5 – 8, corresponding with ages 8 – 12 years). The Aruba survey results indicated a prevalence of bullying of 56.6% (first assessment) and 44.4% (second assessment).

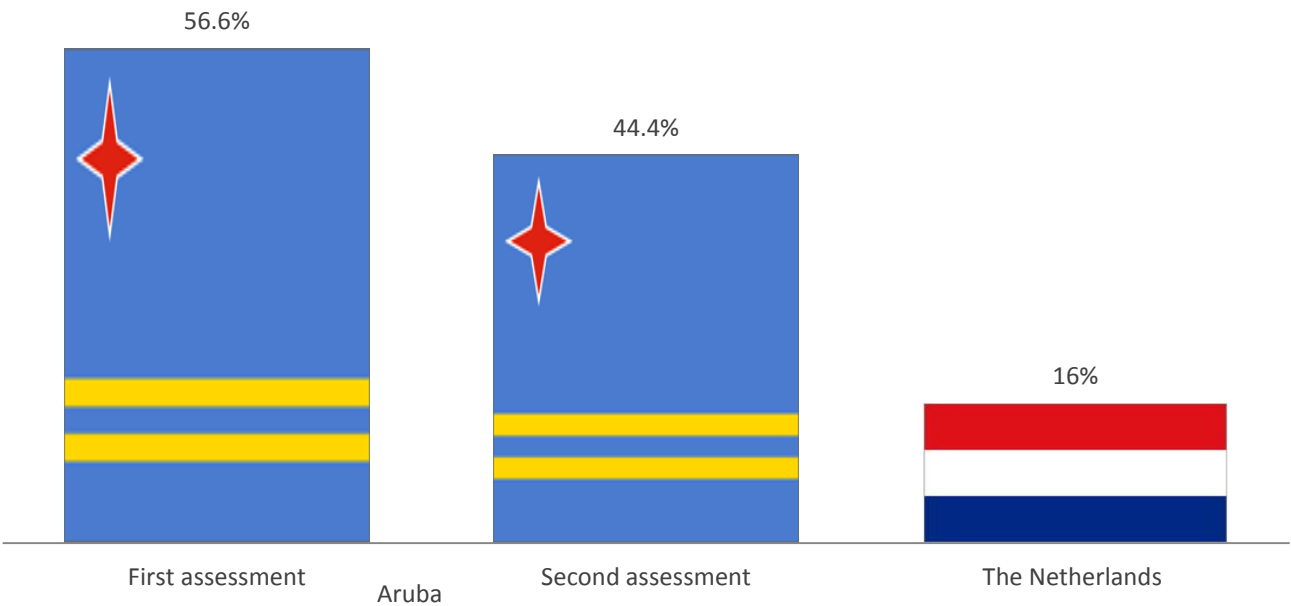
The prevalent 'ways how' most students were bullied in The Netherlands differ from the reports in Aruba. In The Netherlands, children reported mainly, 'being blamed for something', 'being excluded', 'being cursed at' and being bullied by others 'spreading rumors about them and by being joked about'.

The number of primary schools that participated in The Netherlands was 87, (1.2%). In Aruba 8 primary schools, (17.8%) participated in the project.

The Aruba findings indicated that children were mainly bullied by 'being called bad names', 'being lied upon', 'being hit and kicked or pushed', 'being told they were going to be hit' and by 'being told bad things about the color of their skin'. Comparable to the Aruba findings, two thirds of bully victims in The Netherlands mentioned the school playground and the classroom as the main locations where bullying took place. In The Netherlands, the majority (two thirds) indicated that their own classmates were the main bully culprits. Almost 50% of bully victims in Aruba also pointed their fingers at their own classmates as the main bully culprits.

When comparing 'whom' children reported to about being bullied in school, children from both The Netherlands and Aruba reported that they mainly told their parents, friends and/or their teacher. The percentage of participants from the Netherlands who were bullies was about 17%, compared to Aruba 41,6% (first assessment) and 31.1% (second assessment).

Persons being bullied in Primary School



Summary

This research represents the first attempt to gather information about bullying in primary schools. And was a pilot project conducted among 8 primary schools. The key findings are described here.

In the first assessment 56.6% of all participating students reported that they were being bullied, which decreased to 44.4% according to the second assessment. The prevalence of bullying was higher among younger students ages 6 – 9 years old. The two most common types of bullying reported in both assessment instances were:

- ❖ Name calling (44.1% - 1st assessment and 44.8% - 2nd assessment)
- ❖ Being lied upon (32.2% - 1st assessment, 38.6% - 2nd assessment)

Notable is that a fairly reasonable group of children was bullied because of the color of their skin (23.3% - 1st assessment and 19.4% according to the 2nd assessment).

The least common ways of being bullied were 'being pushed aside' (6.6% - 1st assessment and 7.7% - 2nd assessment) and 'cyber bullying' 8.5% - 1st assessment and 5.8% - 2nd assessment).

In both assessment instances girls were bullied more frequently than boys, and girls were mostly bullied by a boy and a girl. According to the first assessment instance, boys were also mostly bullied by a boy and a girl (33.6%), and secondly by another boy (33.3%). The second assessment moment however shows that boys were mostly bullied by another boy (42.9%).

Second and third graders were more often bullied than students in higher grades.

The results show that in both assessment instances almost 50% of persons being bullied were bullied only once or twice during the school year.

The findings also indicate that most students were bullied by their own classmates (47.1% - first assessment, 46% - second assessment). While the majority of persons being bullied reported sympathy for other persons being bullied (more than 50%), a small group reported that being bullied was probably the fault of person being bullied (5.5% - 1st, and 6.5% - 2nd assessment).

In the first assessment 20.1% of all participating students reported that they were (also) bullied by an adult, which percentage decreased to 17.9% according to the second assessment.

While according to the first assessment 53.5% of persons being bullied reported that they had also bullied another child at least once, this percentage dropped significantly to 31.6% at the second assessment instance. As for the location where the bullying took place, almost 60% of the persons being bullied reported the playground at school as the main location. The findings also show that students who were bullied confided mostly in a friend, parent and or sibling about being bullied in school. In this respect it is important to mention that the percentage of students who told someone about being bullied at school increased with 18.0% between the first and second assessment.

When comparing the findings in Aruba on bullying in primary schools to the findings from an extensive study conducted in The Netherlands, many similarities can be seen. In both countries the main bully culprits were the classmates of the persons being bullied and the main locations where the bullying took place were the school playground and the classroom.

While in The Netherlands 16% of participating children reported having been bullied in primary school, in Aruba the prevalence of bullying was much higher (56.6%, 1st assessment; 44.4%, 2nd assessment).

Summary

The results of this pilot project point to a need for continuous interventions and campaigning against bullying to ensure that children are no longer at risk of being bullied and that bullying is no longer accepted and normalized in Aruban schools. The reason for no longer accepting bullying in school is that according to recent studies, children who are bullied by their peers in their childhood were generally at risk for mental health problems such as anxiety, depression and self harm or suicide¹.

The adapted 'Preventing Bullying at School Program' executed by TPH may have contributed to reduce the prevalence of bullying in the 8 primary schools that participated in this pilot project.

A white hand with a red sign on the palm that says "STOP BULLYING".

